


Results from the 2012 Study of Faculty Worklife at UW-Madison Tenured and Tenure-Track Faculty



**Study of Faculty Worklife at the
 University of Wisconsin-Madison
 2012**

For the following questions, your "department" is the unit where you spend most of your time. For most faculty this is their home department, but for many it will be another unit—a section or a division within the department, or even a center. If you are in multiple departments, choose the one where you spend the most time, and if it is equal, choose the department of your tenure or promotion home. For all ranks, "faculty" is defined here as anyone who is on the tenure, clinical health sciences (CHS), or clinical tracks.

HIRING – We want to know what makes the University of Wisconsin-Madison (UW-Madison) attractive to job applicants, and how applicants experience the hiring process.

1a. In what year were you last hired at UW-Madison as a faculty member?

1b. Was this after January 1, 2010?

☐ Yes ☐ No → Go to question 3

2. Thinking about the hiring process in your department, how satisfied were you with...	Not at all	A little	Somewhat	Very	Extremely	NA
a. ...the overall hiring process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...the department's effort to obtain resources for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...the department faculty's efforts to meet you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...your interactions with the search committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...your start up package?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

DEPARTMENTAL CLIMATE – We would like to know about your interactions with others in your work environment.

3. Thinking about interactions with colleagues and others in your department, how often...	Never	Rarely	Sometimes	Often	Very often	NA
a. ...are you treated with respect by colleagues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...are you treated with respect by students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...are you treated with respect by staff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...are you treated with respect by your department chair?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...do you feel excluded from an informal network in your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. ...do your department colleagues solicit your opinion about work-related matters, such as teaching, research, and service?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. ...do you do work that is not formally recognized by your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
h. ...do you feel isolated in your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
i. ...do you feel isolated on the UW campus overall?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

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Section 1: Survey Implementation Notes

The *Study of Faculty Worklife at UW-Madison* was undertaken as part of the Women in Science & Engineering Leadership Institute's (WISELI) broader effort to support the advancement of women in academic science, medicine, and engineering. Designed as a confidential longitudinal study, the intent of this study is track the workplace experiences of UW-Madison faculty over time. Tracking individual faculty respondents allows maximum flexibility in answering research and evaluation questions related to a number of issues affecting faculty worklife. To date, four waves of this study have been implemented, in 2003, 2006, 2010, 2012. In each wave, all tenured and tenure-track (TT) faculty at UW-Madison are included in the sample, and clinical faculty in the School of Veterinary Medicine (SVM) have always been included in the survey. In some years, additional populations have been part of the survey, either in whole or in part. All *Study of Faculty Worklife at UW-Madison* surveys have been administered as a paper survey mailed to the homes of faculty/staff by the University of Wisconsin Survey Center (UWSC).

Wave 1: 2003

Wave 1 of the *Study of Faculty Worklife* was intended to create a baseline of measurements, from which all future studies could compare. The survey instrument was designed by Susan Lottridge, Jennifer Sheridan, Christine Pribbenow, Jo Handelsman, and Molly Carnes in 2002. Most survey items are original, and are derived from information collected in a series of in-depth interviews of women faculty in the biological and physical sciences at UW-Madison. Originally designed only for biological and physical science faculty, the survey was extended to all faculty at the request of the Office of the Provost, and with funding from that office. Results from Wave 1 are available on the WISELI website.

- 2,221 UW-Madison TT faculty and clinical faculty in the SVM received instruments. 1,338 responded, for a 60.2% response rate. This study was sponsored by: National Science Foundation (#0123666), WISELI, Office of the Provost, College of Letters & Sciences.
- A random sample of 1,078 UW-Madison Academic Staff members in 6 selected title series (Professor (CHS), Clinical Professor, Scientist, Researcher, Faculty Associate, and Lecturer) received instruments. This was a 50% sample of all Academic Staff in these titles. 513 Academic Staff responded, for a 47.6% response rate. This study was sponsored by: National Science Foundation (#0123666), WISELI, Office of the Provost, College of Letters & Sciences.

Wave 2: 2006

Wave 2 was almost identical to the Wave 1 faculty version of the survey, allowing pre/post evaluation for several of WISELI's initiatives.

- 2,209 UW-Madison TT faculty and clinical faculty in the SVM received instruments. 1,230 responded, for a 55.7% response rate. This study was sponsored by: National Science Foundation (#0123666), WISELI, the Office of the Provost, and the College of Letters & Science.

Wave 3: 2010

Wave 3 was an unexpected wave. We expected to survey the faculty only in 2013, at the end of an NIH study in which WISELI is implementing “Bias Literacy” workshops in Science, Technology, Engineering, Mathematics, and Medicine (STEMM) departments. However, the Office of the Provost asked if we could do a wave in 2010 in order to look at issues of workload, and of tenure experiences of junior faculty. We took advantage of the interest to field a survey, redesigning many of the questions to reflect the changing recommendations for good survey measurement from the UWSC. Because the “Bias Literacy” workshop also includes clinical faculty in the School of Medicine and Public Health (SMPH), we approached the SMPH to inquire about surveying clinical faculty as well. A separate instrument for faculty in the clinical professor and professor (CHS) titles was created, based on the original faculty instrument.

- 2,141 UW-Madison TT faculty received instruments. 1,189 responded, for a 55.5% response rate. This study was sponsored by: National Institutes for Health (#R01GM088477-02), WISELI, Office of the Provost, School of Medicine & Public Health.
- 1,124 UW-Madison clinical faculty received instruments. Clinical faculty are those in the Professor (CHS) and Clinical Professor titles, at any rank, and in any School/College at UW-Madison. No sampling of clinical faculty occurred. 560 responded, for a 49.8% response rate. This study was sponsored by: National Institutes for Health (#R01GM088477-02), WISELI, Office of the Provost, School of Medicine & Public Health.

Wave 4: 2012

Wave 4 was administered approximately one year before it was originally planned. As noted above, we expected to field a third wave of the survey in 2013, after the implementation of the NIH-funded in the “Bias Literacy” workshops. Because those workshops concluded well-ahead of the anticipated schedule for treatment departments, we administered the survey in 2012 rather than 2013. Rather than administer a nearly identical but separate instrument for clinical professor and professor (CHS) faculty, we instead used a single instrument and repeated the majority of measures for our sections on the hiring process, climate experiences, diversity, and satisfaction. Differences in measurement approach and particular question items are discussed in the detailed results sections below. The instrument for Wave 4 is Appendix 1, and the list of departments included is Appendix 2.

- 2,099 UW-Madison TT faculty received instruments. 1,044 responded, for a 49.8% response rate. This study was sponsored by the National Institutes for Health (#R01GM088477-02) and WISELI.
- 1,122 UW-Madison clinical faculty received instruments. Clinical faculty are those in the Professor (CHS) and Clinical Professor titles, at any rank, and in any School/College at UW-Madison. No sampling of clinical faculty occurred. 500 responded, for a 44.6% response rate. This study was sponsored by the National Institutes for Health (#R01GM088477-02) and WISELI.

Section 2: Overall Distributions

Study of Faculty Worklife at the University of Wisconsin-Madison 2012

For the following questions, your “**department**” is the unit where you spend most of your time. For most faculty this is their home department, but for many it will be another unit—a section or a division within the department, or even a center. If you are in multiple departments, choose the one where you spend the most time, and if it is equal, choose the department of your tenure or promotion home. For all ranks, “faculty” is defined here as anyone who is on the tenure, clinical health sciences (CHS), or clinical tracks.

HIRING – We want to know what makes the University of Wisconsin-Madison (UW-Madison) attractive to job applicants, and how applicants experience the hiring process.

1a. In what year were you last hired at UW-Madison as a faculty member? 2000 (Median)

1b. Was this after January 1, 2010?

95.37% Yes 3.70% No → Go to question 3

2. Thinking about the hiring process in your department, how satisfied were you with...	Not at all	A little	Somewhat	Very	Extremely	NA
a. ...the overall hiring process?	0.93%	2.78%	12.96%	48.15%	28.70%	0.93%
b. ...the department's effort to obtain resources for you?	0.93%	4.63%	9.26%	45.37%	32.41%	1.85%
c. ...the department faculty's efforts to meet you?	1.85%	3.70%	13.89%	35.19%	36.11%	3.70%
d. ...your interactions with the search committee?	1.85%	0.93%	8.33%	31.48%	35.19%	15.74%
e. ...your start up package?	0.0%	4.63%	19.44%	43.52%	24.07%	2.78%

DEPARTMENTAL CLIMATE – We would like to know about your interactions with others in your work environment.

3. Thinking about interactions with colleagues and others in your department, how often...	Never	Rarely	Sometimes	Often	Very often	NA
a. ...are you treated with respect by colleagues?	0.48%	1.72%	10.13%	25.14%	62.24%	0.10%
b. ...are you treated with respect by students?	0.0%	0.29%	3.92%	30.69%	63.96%	1.05%
c. ...are you treated with respect by staff?	0.10%	1.15%	4.97%	26.00%	67.50%	0.10%
d. ...are you treated with respect by your department chair?	2.20%	2.58%	7.84%	19.89%	61.38%	5.64%
e. ...do you feel excluded from an informal network in your department?	18.07%	36.62%	29.35%	7.93%	6.69%	1.24%
f. ...do your department colleagues solicit your opinion about work-related matters, such as teaching, research, and service?	2.20%	8.13%	30.88%	38.53%	19.69%	0.86%
g. ...do you do work that is not formally recognized by your department?	3.44%	15.49%	36.71%	26.58%	16.63%	0.86%
h. ...do you feel isolated in your department?	24.86%	33.08%	25.72%	8.51%	7.17%	0.38%
i. ...do you feel isolated on the UW campus overall?	23.80%	36.81%	26.86%	7.93%	3.73%	0.57%

4. Thinking about interactions with colleagues and others in your department...	Not at all	A little	Somewhat	Very	Extremely	NA
a. ...how <u>satisfied</u> are you with the effort your department chair makes to create a collegial and supportive environment?	6.79%	7.27%	21.22%	36.81%	22.85%	4.49%
b. ...how <u>satisfied</u> are you with the effort your chair, director or dean makes to obtain resources for you?	8.99%	13.29%	30.11%	29.92%	13.38%	3.35%
c. ...how well are you <u>able to navigate</u> unwritten rules concerning how one is to conduct oneself as a faculty member?	2.01%	5.26%	29.45%	45.12%	14.15%	2.49%
d. ...how <u>reluctant</u> are you to voice concerns about the behavior of your departmental colleagues for fear it might affect your reputation or advancement?	30.69%	29.92%	22.47%	8.32%	4.21%	3.73%
e. ...how <u>valued</u> by your colleagues is your research and scholarship?	3.06%	9.46%	33.27%	41.49%	10.61%	0.38%
f. ...how much <u>harder</u> do you have to work than some of your colleagues, in order to be perceived as a legitimate scholar?	31.64%	14.53%	24.38%	14.91%	5.93%	7.07%
g. ...how <u>comfortable</u> are you in raising personal and family responsibilities when scheduling departmental obligations?	7.07%	10.33%	28.68%	35.85%	11.66%	5.83%
h. ...how well do you <u>fit</u> into your department or unit?	3.82%	7.55%	27.63%	43.40%	16.16%	0.38%

5. Thinking about your participation in the decision-making process in your department, how often...	Never	Rarely	Sometimes	Often	Almost always	NA
a. ...do you have a voice in the decision-making that affects the direction of your department?	3.15%	11.38%	23.61%	32.89%	27.53%	0.76%
b. ...do you have a voice in how resources are allocated?	9.46%	20.65%	29.83%	22.94%	14.82%	1.63%
c. ...do meetings allow all participants to share their views?	1.05%	3.92%	13.77%	35.95%	43.59%	0.57%
d. ...do committee assignments rotate fairly?	3.44%	8.70%	23.04%	35.56%	22.28%	5.74%
e. ...does your department chair involve you in decision-making?	6.02%	12.52%	26.29%	31.45%	16.83%	6.02%

6. At UW-Madison, climate is defined by the Campus Climate Network Group (2002) as “Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.”

These questions are about climate at UW-Madison.	Very negative	Negative	Mediocre	Positive	Very positive	Don't know
a. In my department, the overall climate is...	3.54%	4.88%	13.67%	47.90%	29.25%	0.29%
b. In my department, the climate for <u>women</u> is...	2.01%	2.77%	12.33%	44.84%	28.01%	9.37%
c. In my department, the climate for <u>faculty of color</u> is...	1.43%	3.35%	11.76%	26.86%	15.20%	39.87%

DIVERSITY ISSUES AT UW-MADISON

7. For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another.							
How much do you agree or disagree with the following statements about commitment to diversity at UW-Madison?	Strongly disagree	Somewhat disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Somewhat agree	Strongly agree
a. Commitment to diversity is demonstrated in my department.	3.25%	4.30%	4.49%	11.85%	13.96%	28.11%	33.46%
b. Commitment to diversity is demonstrated at the UW-Madison.	1.91%	3.54%	4.88%	8.99%	19.60%	35.37%	24.86%
c. I am committed to increasing the diversity of faculty, staff and students at UW-Madison.	0.48%	0.38%	0.48%	6.98%	8.22%	30.11%	52.49%

8. In the last 6 months, have you intentionally engaged in an action to increase the diversity of faculty, staff and/or students at UW-Madison?

57.55% Yes 40.44% No → Go to question 10a

9. Please describe the action you engaged in to increase diversity. What was the outcome of this action?

Top three: Hiring, Working with "minority" or "diverse" students or residents, Working with students of a specific race or ethnicity.

10a. In the context of a professional setting, such as in a department or other campus unit, are you familiar with the concept of unconscious or implicit bias?

85.47% Yes 13.29% No → Go to question 11

10b. In the last 12 months, have you personally experienced or witnessed unconscious or implicit bias at UW-Madison?

28.87% Yes 54.88% No → Go to question 11

10c. Without naming individuals, please describe what happened and the outcome.

Top three personal factors: Gender, race and ethnicity, parenthood or pregnancy.

Top three situations: Disrespectful or inequitable treatment, hiring, exclusion from meetings and decision-making.

SATISFACTION WITH UW-MADISON – We want to know more about your satisfaction with UW-Madison as an employer.

11. In general, how satisfied are you...

Very dissatisfied Somewhat dissatisfied Neither satisfied nor dissatisfied Somewhat satisfied Very satisfied

a. ...being a faculty member at UW-Madison?	4.78%	11.38%	5.07%	37.76%	40.25%
b. ...with your career progression at the UW-Madison?	4.88%	9.94%	6.02%	36.14%	41.59%

12a. What factors contribute most to your satisfaction at UW-Madison?

Top three: Quality of and relationships with faculty, quality of an relationships with students, positive and supportive institutional community.

12b. What factors detract most from your satisfaction at UW-Madison?

Top three: Low/poor salaries, bureaucracy/rules, state politics/decisions by state legislature and Governor.

13. Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides...

Very dissatisfied Somewhat dissatisfied Neither satisfied nor dissatisfied Somewhat satisfied Very satisfied NA

a. ...to support your <u>research and scholarship</u> ?	7.46%	20.46%	10.23%	34.89%	25.43%	0.57%
b. ...to support your <u>teaching</u> ?	6.79%	14.24%	18.64%	34.23%	21.22%	3.82%
c. ...to support your <u>clinical work</u> ?	1.72%	2.01%	2.96%	5.45%	3.63%	82.70%
d. ...to support your <u>extension or outreach activities</u> ?	4.49%	9.27%	11.76%	17.21%	8.51%	47.61%

14. How satisfied are you with your salary?

Very dissatisfied Somewhat dissatisfied Neither satisfied nor dissatisfied Somewhat satisfied Very satisfied

21.61% 28.30% 10.80% 24.95% 13.38%

15. In the next three years, how likely are you to leave UW-Madison?

Very likely	Somewhat likely	Neither likely nor unlikely	Somewhat unlikely	Very unlikely
11.95%	20.75%	19.89%	20.46%	25.81%

16. To what extent, if at all, have you considered the following as reasons to leave UW-Madison:

	Not at all	To some extent	To a great extent	NA
a. To increase your salary?	22.85%	36.90%	35.76%	2.58%
b. To improve your prospects for tenure or enhance your career in other ways?	39.20%	28.59%	19.50%	10.33%
c. To find a more supportive work environment?	51.15%	25.43%	17.97%	3.44%
d. To increase your time to do research?	50.29%	27.53%	15.97%	3.35%
e. To reduce stress?	49.81%	29.06%	15.97%	2.87%
f. To improve the employment situation of your spouse or partner?	54.78%	19.02%	12.33%	11.38%
g. Retirement?	54.88%	16.35%	11.76%	14.63%
h. To adjust your clinical load?	20.08%	4.68%	1.05%	71.41%
i. Other? Please specify: <u>Top three: Closer to family, geographic</u>	2.49%	5.45%	10.04%	19.02%

location, relationship with state government.

PERSONAL DEMOGRAPHICS – As for the entire survey, responses to the following questions will be kept confidential. Information from this survey will be presented in aggregate form **above the departmental level** (such as college/school or division) so that individual respondents cannot be identified.

17. What is your sex? 63.29% Male 35.95% Female

18. Are you Hispanic or Latino? 4.40% Yes 93.69% No

19. Please check all the categories that describe your race.

2.29% African American or Black 84.51% Caucasian or White
 8.99% Asian 0.29% Native Hawaiian or other Pacific Islander
 1.05% American Indian or Alaskan Native 2.29% Other; please explain:

20. What is your sexual orientation?

92.45% Heterosexual 2.87% Gay or Lesbian 1.43% Bisexual

21a. Do you identify as a person with a disability? 2.77% Yes 96.18% No

21b. Do you have a chronic physical or mental health condition? 7.55% Yes 90.63% No

21c. If you answered “yes” to question 21a or 21b, do you need or use any accommodations? 2.10% Yes 10.13% No

22. What is your citizenship status?

88.62% U.S. Citizen 8.99% U.S. Permanent Resident 1.53% Non-Resident Alien (J-1, H-1B, O-1 status, etc.)

23. What is your current title?

20.55% Assistant Professor 18.26% Associate Professor 59.75% Professor
 0.0% Assistant Professor (CHS) 0.0% Associate Professor (CHS) 0.0% Professor (CHS)
 0.10% Clinical Assistant Professor 0.0% Clinical Associate Professor 0.0% Clinical Professor
 0.48% Other, please specify:

24. Which department, unit, section, or division did you have in mind when completing this survey?

THANK YOU for your time! Results will be posted at <http://wiseli.engr.wisc.edu/facworklife.php> in late 2012.

Section 3: Executive Summary



The 2012 Study of Faculty Worklife at UW-Madison

Executive Summary

Introduction

The *Study of Faculty Worklife at UW-Madison* is part of the Women in Science & Engineering Leadership Institute's (WISELI) broader effort to support the advancement of women in academic science, medicine, and engineering.¹ Designed as a longitudinal study, it tracks the workplace experiences of UW-Madison faculty over time, allowing researchers to answer research and evaluation questions related to a number of issues affecting faculty worklife.

Methodology

To date, four waves of this study have been implemented, in 2003, 2006, 2010, and 2012.² In each wave, all tenured and tenure-track (TT) faculty at UW-Madison as well as clinical faculty in the School of Veterinary Medicine (SVM) have been included in the sample.³ The University of Wisconsin Survey Center has administered all *Study of Faculty Worklife at UW-Madison* surveys as a paper survey mailed to the homes of faculty.

The 2012 survey contained four major sections: Hiring, Departmental Climate, Diversity Issues at UW-Madison, and Satisfaction with UW-Madison. Items included in each of these sections were kept as close as possible to those in the 2010 sections of the same names, in order to make comparisons over time.

Faculty survey responses were compared for several variables, most of which are self-explanatory (e.g., gender, race/ethnicity, sexual orientation, untenured, divisional affiliation).⁴ In 2012, we also asked faculty members if they self-identified as a person with a disability or a chronic physical or mental health condition, and if they need or use any accommodations for either of those two categories. We have included comparisons between faculty members who responded "yes" to any of these items to those who answered "no."

For quantitative results, we performed t-tests on the group means, and report statistically-significant differences between groups at the $p < .05$ level. For qualitative results, we coded responses to open-ended items using the codebooks established for the 2010 survey. For new open-ended items, codebooks were established using inductive content analysis procedures. All open-ended responses were coded and tabulated, and we report the most common responses.

¹ The survey has been funded by: National Science Foundation (#0123666), National Institutes for Health (#R01GM088477-02), Office of the Provost, School of Medicine and Public Health, College of Letters and Science, and WISELI.

² For reports detailing the response rates and findings of each study wave, please visit WISELI's website (<http://wiseli.engr.wisc.edu/facworklife.php>).

³ Because all clinical faculty were surveyed in 2010 and 2012, the School of Veterinary Medicine (SVM) clinical faculty responses are included with the clinical faculty report and not in TT reports.

⁴ A detailed description of the construction of all variables is included in the full results report for 2012, (http://wiseli.engr.wisc.edu/docs/Report_Wave4_2012TT.pdf), Appendix 3.

Results

During Spring of 2012, 2,099 UW-Madison TT faculty received 2012 wave survey instruments. Of those, 1,044 responded, for a 50% response rate.

Differential Response by Demographic Characteristics

The 50% response rate to the 2012 *Worklife* survey suggests that a large segment of TT faculty at UW-Madison are represented in survey responses, though response rates varied somewhat across different groups.

Women faculty were more likely than Men faculty to respond to the survey (57% vs. 46%). Women Faculty of Color tended to respond at slightly lower rates than Majority Women faculty (50% vs. 59%), while Men Faculty of Color responded at the same rate as Majority Men (46% each). Faculty who are US Citizens responded at higher rates than Non-Citizens (51% vs. 41%).

Social Studies faculty had the highest response rate (52%) and Physical Sciences faculty had the lowest (48%). Across schools and colleges, School of Human Ecology faculty had the highest response (62%), while faculty members from the Business School were least likely to respond (39%). Tenured and untenured faculty had similar response rates, although assistant and full professors were slightly more likely to respond compared to associate professors.

Hiring

Questions in this section examined TT faculty members' perceptions of UW-Madison during the hiring process, and aspects of the hiring process that may be experienced positively or negatively. Only the responses of faculty members hired after January 1, 2010 were analyzed for this section.

New TT faculty members were generally very satisfied with their overall hiring experiences (4.08) and each of the hiring elements about which we inquired. The lowest level of satisfaction for the whole group came with their startup package (3.95), and they were most pleased with their interactions with search committees (4.25).

In the hiring section, the most consistent change from 2010 to 2012 was an increase in satisfaction with the resources provided to new hires—both general resources, and startup packages in particular. For all TT respondents, faculty members were more satisfied with their department's efforts to obtain resources for them (3.90 versus 4.12), and with their start up packages (3.69 versus 3.95). This increased satisfaction with resources was seen for every subgroup analyzed, often significantly so.

Climate⁵

In this section, we asked faculty to assess their interactions with colleagues and others in their departments; to provide their levels of satisfaction with those interactions; to assess the extent to which they participate in departmental decision-making; and to gauge the overall climate, the climate for women, and the climate for faculty of color, all at the departmental level.

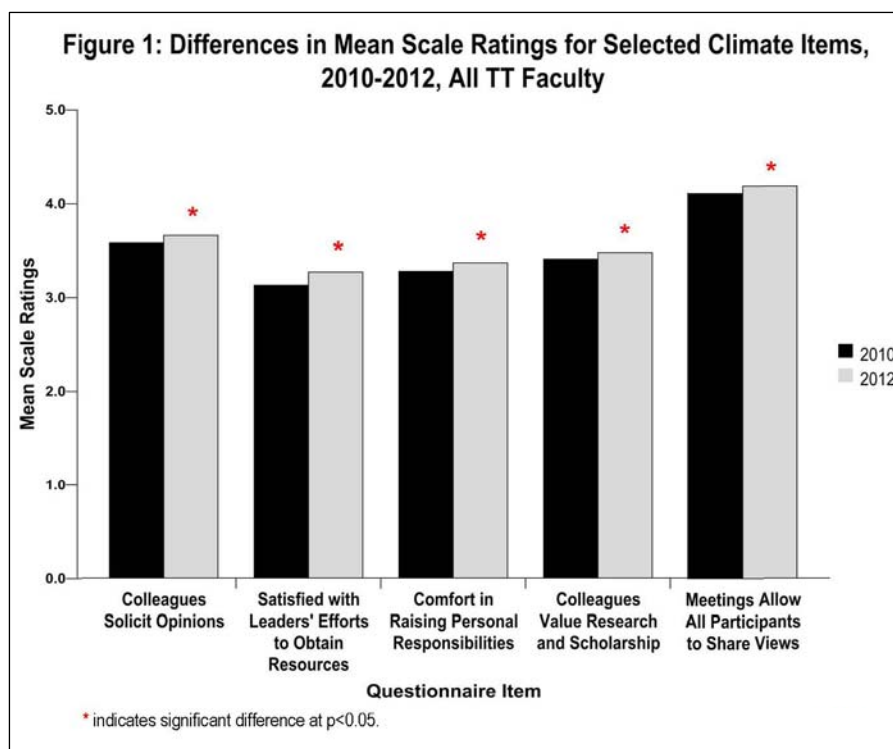
The TT faculty as a whole reported a fairly positive personal experience of climate. For example, they were often treated with respect by their departmental colleagues, students, staff,

⁵ Climate is defined by the Campus Climate Network Group (2002) as, "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, than can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect."

and chairs. They also felt they were solicited for their opinions on work-related matters, and that their research and scholarship were usually valued by their colleagues. When rating the climate experience for others, the faculty believed that the climate in their departments is generally positive. They perceived the climate for women to be positive, and gave slightly lower (but still positive) ratings of the climate for faculty of color.

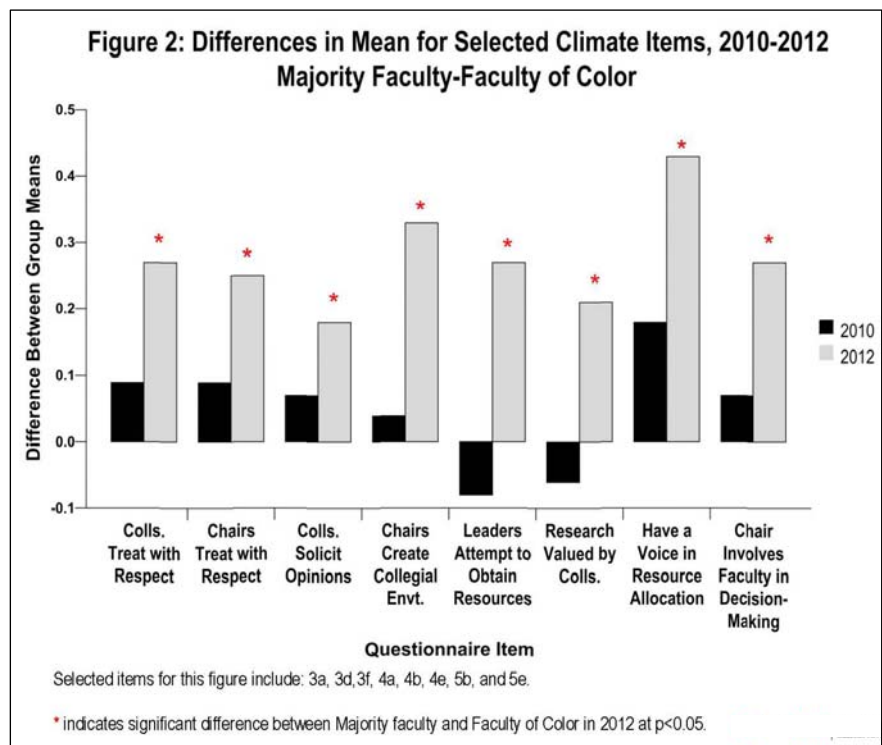
Our results show that the climate experience for some faculty groups was more negative than for others in 2012. The responses for Women faculty, Faculty of Color, Faculty with Disabilities, Arts & Humanities, Untenured, and Non-Chair faculty were consistently lower than that of their comparison groups. Women faculty were less satisfied with climate on virtually all measures for the 2012 survey, as were Faculty with Disabilities. Additionally, Faculty of Color were less satisfied in several areas, including being treated with less respect by colleagues and chairs, feeling excluded from an informal departmental network, and feeling isolated both in their departments and on the UW-Madison campus. Faculty of Color also reported feeling that they had to work much harder to be perceived as legitimate scholars. Among divisions, Arts & Humanities faculty were the least satisfied with their climate experience, while Social Studies faculty were the most satisfied. These findings are largely consistent with previously reported experiences of climate by Women faculty, Faculty of Color, and Non-Chairs in Waves 1, 2, and 3 of the study.⁶

We observed both positive and negative changes in climate between 2010 and 2012. All TT faculty reported an increase in their colleagues' solicitation of their opinions about work-related matters, felt their colleagues valued their research and scholarship more, and all meeting participants were more able to share their views. The total TT group was also more satisfied with their chairs' efforts to obtain resources for them. Finally, all TT faculty members were more comfortable in raising personal responsibilities with regard to scheduling in 2012. These changes are shown in Figure 1.



⁶ Because we did not ask faculty members about their identification as a person with a disability prior to Wave 4, comparisons over time are not available on this variable.

We also observed some climate changes between 2010 and 2012 for Faculty of Color and Gay and Lesbian faculty, relative to their comparison groups. For these groups, changes in significance on items between 2010 and 2012 often meant worse climate in 2012. For example, there was no significant difference in “respect of colleagues” between Faculty of Color and Majority faculty in 2010, but in 2012 Faculty of Color felt significantly less-respected by colleagues than their Majority peers. Differences for these items are seen in Figure 2.



Similarly, Gay and Lesbian faculty fit less-well in their departments in 2010 than Hetero/Bisexual faculty, and rated their overall department climate as less positive, but not significantly so. By 2012, Gay and Lesbian faculty were significantly less likely to say they “fit” compared to their peers, and gave a significantly less positive rating of their department climate. Thus, the direction of the differences was consistent, but the differences became more marked over time.

Diversity⁷

In this section we asked the faculty about the commitment to diversity demonstrated in their departments and on the campus, and about their personal commitment to increasing diversity at UW-Madison, including actions they may have taken toward that end. We also asked about their awareness of unconscious or implicit bias, and whether they had experienced or observed a situation in which bias may have played a role.

Overall, TT respondents agreed slightly that commitment to diversity is demonstrated at the departmental and campus levels, and they somewhat agreed that they were personally committed to increasing diversity at UW-Madison. Women faculty, Faculty of Color, Faculty with Disabilities, Gay and Lesbian faculty, and Non-Chairs were less likely than members of their comparison groups to agree that commitment to diversity was demonstrated in their departments or on the campus. These groups were also usually more personally committed to increasing diversity and were more likely to report they had taken an action to increase diversity on the campus, with the exception of Non-Chairs. The most commonly reported types of actions to increase diversity included the recruitment, admission, hiring, and teaching of students; the recruitment and hiring of other faculty and staff; and service and leadership activities.

⁷ In the survey instrument, diversity was defined broadly as “race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that made us different from one another.”

An overwhelming majority (87%) of TT faculty agreed that they were familiar with the concept of implicit or unconscious bias, while approximately one-third (35%) said they had personally experienced or witnessed an incident in which bias could be at play. The situations identified in these incidents included disrespectful or inequitable treatment in interpersonal interactions, exclusion from critical decision-making processes, and hiring situations.

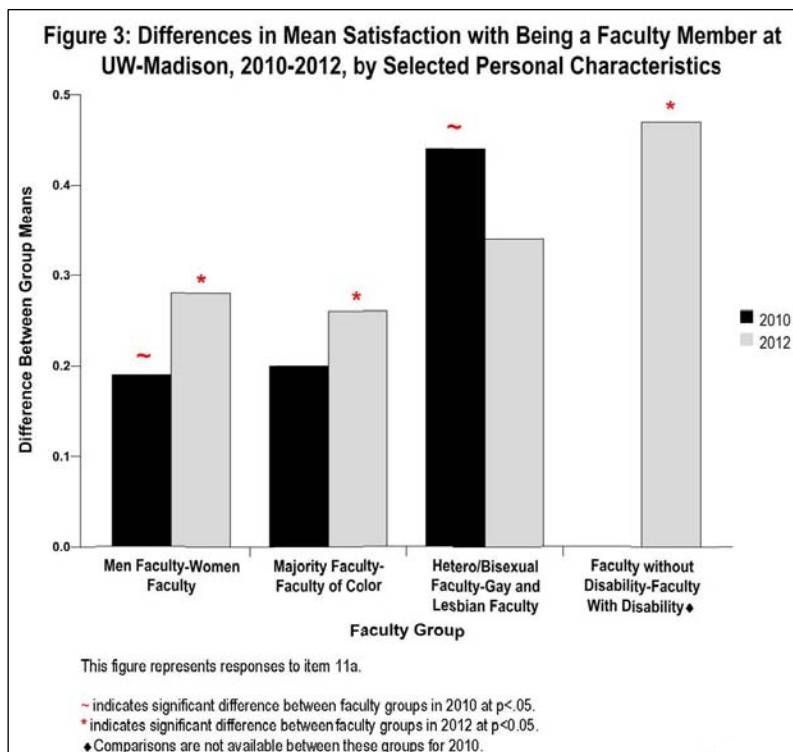
Between waves, the proportion of faculty who intentionally engaged in an action to increase diversity in the six months before the survey decreased significantly for most groups. However, this is almost certainly attributable to a change in measurement technique, the implications of which are discussed in the full report. We also observed that personal commitment to increasing diversity among faculty, students, and staff at UW-Madison increased significantly for all TT respondents (from 6.14 to 6.25). This increase was also significant for faculty who are Men, Citizens, from the Biological Science and Arts & Humanities divisions, in Science departments, Tenured, with a Single Appointment, and Non-Chairs.

Satisfaction

Questions in this section asked the faculty about their satisfaction with their employment at UW-Madison and to share what factors both contribute to and detract from their satisfaction the most. We also asked about the likelihood that they would leave UW-Madison in the next three years, and the extent to which they had considered reasons for leaving the institution.

Consistent with results from previous waves in the *Study*, we found that Women faculty, Faculty of Color, and Gay and Lesbian faculty were less satisfied with their jobs as faculty members and with their career progression at UW-Madison. In 2012, Faculty with Disabilities reported being less satisfied with their positions and career progress. For Faculty of Color, these differences in satisfaction were present in 2010, but became significant in 2012. The differences in means for responses to the job satisfaction item are shown in Figure 3.

Similarly, while Women faculty were less satisfied with their salaries and with the resources available to support their research and scholarship in 2010, these differences became significant in 2012. We also found that all TT faculty respondents and most subgroups were more likely consider leaving UW-Madison in next 3 years in 2012 than they had been in 2010. A description of the results for all groups, including changes observed between waves, is included in the full report.



The factors that contributed most to faculty satisfaction did not change between waves, and again included the quality of and relationships with faculty colleagues, the quality of and working

relationships with students, and a positive and collegial institutional community. However, factors that detracted from faculty satisfaction changed in 2012. One of the top areas of dissatisfaction in 2010 was related to research support (such as grant administration or IRB); this was barely a factor in 2012. Rather, a new factor related to the turmoil in Wisconsin state politics that occurred in 2011 became a top write-in for dissatisfaction with one's job at UW-Madison in 2012. The other two primary factors for this item included low salaries and frustration with policies and procedures described as bureaucracy. Descriptions, examples, and complete codebooks for these items are included in the full report.

Conclusions and Future Research

Overall, findings from the 2012 *Study of Faculty Worklife* largely replicate findings from previous faculty climate surveys at UW-Madison. The climate gaps between Women faculty and Men faculty, Faculty of Color and Majority faculty, and Chairs and Non-Chairs persisted, while gaps between Faculty with Disabilities and Faculty without Disabilities were newly measured and observed. Importantly, while climate for the entire respondent group improved in some areas, several subgroups experienced significant negative changes in climate and satisfaction. Meanwhile, the overall commitment on the part of TT faculty to increase diversity among the faculty, staff, and students on the campus increased.

The 2010 and 2012 survey instruments contain very few items that are exactly identical to items in the 2003 and 2006 survey, and therefore we cannot directly compare our current results to those from 2003 or 2006. More sophisticated analyses are taking place to investigate these longer term changes.

The *Study of Faculty Worklife* is an extraordinary longitudinal data source, helping us answer many questions about faculty perceptions of their workplace, and providing correlations between these perceptions and important career outcomes such as productivity, attrition, and satisfaction. Our ongoing analyses will contribute to our greater understanding of our faculty members' experiences on our campus.

Section 4: Detailed Results by Topic

Section 4: Detailed Results by Topic

A. Response Rates & Analysis Plan

This section reports the survey response rates. A summary of the analysis plan and independent variables used in the reporting of the survey data is also included.

Response Rates & Evaluation Plan

Differential Response by Demographic Characteristics

The 49.8% response rate to the 2012 *Worklife* survey suggests that a large segment of Tenured and Tenure-Track (TT) faculty at UW-Madison are represented in survey responses. However, response rates varied across different groups of faculty. Despite these variations, the pool of respondents is reasonably representative of the UW-Madison faculty. Response rates are reported in Tables RR1-RR6.

Women faculty were more likely than men to respond, with 57.5% of women TT faculty responding to the survey, compared to 46.3% of men faculty. Women faculty of color responded at slightly lower rates than majority faculty women (49.5% versus 58.8%), while men faculty of color responded at relatively comparable rates to majority men faculty (45.6% versus 46.3%). Men faculty who are Non-Citizens also tended to respond at lower rates in comparison to Citizen men (38.1% versus 47.5%).

Minimal variation in response rates was observed across different divisions – Biological Sciences (BS), Physical Sciences (PS), Social Studies (SS) and Arts & Humanities (AH). In 2012, the BS faculty had the lowest response at 46.0%, and the SS had the highest response at 51.9%. Comparing across UW-Madison schools and colleges, more notable variation in response rates can be seen. Faculty in the School of Human Ecology (SoHE) had the highest response in 2012 (61.8%). Except for very small units such as the Nelson Institute or the Division of Continuing Studies, the Business School (BUS) faculty were least likely to respond to the 2012 survey (39.1%). These discrepancies may be partially explained by different gender compositions across schools and colleges.

Neither the tenure status nor rank of faculty appears to be related to propensity to respond to the surveys, although full professors were slightly more likely to respond compared to associate or assistant professors. Both tenured and untenured faculty were about equally likely to respond to the surveys.

Analysis Plan

In the summaries and tables that follow, we report the mean responses for most quantitative items in the survey, as well as codebooks for the open-ended items. Each item is analyzed using a variety of variables, detailed below. T-tests are performed to ascertain statistically-significant differences between groups at the $p < .05$ level. Such differences are noted in the summary text for each section. We present data tables with all results, along with figures showing the results for all items grouped by personal characteristics, by division and disciplinary group, and by rank and appointments.

For qualitative results, we coded responses to open-ended items using the codebooks established for the 2010 survey. For new open-ended items, such as those in the Diversity section, new codebooks were established using inductive content analysis procedures. All open-ended responses were coded and tabulated, and we report the most common responses.

The report is arranged as follows. For each section, we describe the questions asked in each component of the survey, the intention behind them or the constructs they were designed to measure, and the item response choices provided. Respondents were not provided with the

numbers we assigned to each response item in coding the data, but we provide those numbers in this report to aid in interpretation of both the tables and figures. We then describe the overall results for all TT respondents for the items in that section for Wave 4.

Next, we describe changes over time *between* groups, such as between women faculty and men faculty, faculty of color and majority faculty, or science and non-science faculty, focusing on changes in significance over time. Finally, we describe significant changes *within* groups, such as women, men, faculty of color, and so on, between Waves 3 and 4.

While we analyzed data from all respondents and all variable groups as described below, the number of respondents for certain survey sections, such as Hiring, was too small to make meaningful comparisons for many groups. Whenever any response group had less than 10 persons, we have elected not to provide those analyses. All reported figures in the text, table, and figures are the mean response for the group or subgroup, unless otherwise specified. For each item in which change over time is described within groups, the first number given represents the 2010 value (Wave 3) and the second represents 2012 (Wave 4).

We also include more detail regarding responses to open-ended items in this wave than in previous iterations of the study. The example responses we present have been slightly edited for grammar, typographic errors, and to protect the confidentiality of the respondents. Otherwise, all written comments are verbatim.

Complete results are reported in Appendices 4 and 5, in both table and graphic formats. Additionally, longitudinal graphic results for selected items are presented in Appendix 6.

Construction of Analysis Variables for 2012 Study of Faculty Worklife

We use the following variables when analyzing data from the *2012 Study of Faculty Worklife*. These variables have been created based on experience with previous surveys and the typical comparisons requested by various groups. Detailed variable construction information is located in Appendix 3.

- **Women vs. Men.** Gender is noted based on self-report from the survey, or from visual identification based on public websites.
- **Faculty of Color vs. Majority Faculty.** Race and ethnicity is self-reported in the survey. Those who checked the box for African American/Black, Asian, Native Hawaiian or other Pacific Islander, and/or American Indian or Alaskan Native and are US Citizens (but not other citizenship statuses) are included as Faculty of Color. Those who self-identify as Caucasian or White, or who indicated that they are not US Citizens on the survey, are coded as Majority Faculty.
- **US Citizen vs. Non-Citizen.** Citizenship status is self-reported in the survey. Those who indicate they are US Permanent Residents or Non-Resident Aliens are counted as Non-Citizens.
- **Gay/Lesbian vs. Hetero/Bisexual.** Sexual orientation is self-reported in the survey. While this variable had been used only in analyses of sexual harassment in previous waves of the survey, it is included for each section in Wave 4.
- **Faculty with Disability vs. Faculty without Disability.** Disability status is self-reported in the survey, and is a new variable in Wave 4. Those who checked the box as a person with a disability or as a person with a chronic physical or mental health condition are included as Faculty with Disability.
- **Division.** Respondents are assigned to one of four divisions based on their departmental affiliation. The department entered on the survey is used if provided; if not,

the respondents' major department is used. The four divisions are: Biological Science (BS), Physical Science (PS), Social Studies (SS), and Arts & Humanities (AH). A detailed list of departments corresponding to each division is included in Appendix 2. Almost all Clinical/CHS faculty are in a BS department or unit, although a few are in SS units (e.g., School of Nursing, School of Law.)

- **Science vs. Non-Science Department.** Science departments include respondents in the Biological or Physical Sciences departments; Non-Science includes respondents in Social Studies or Humanities departments. See Appendix 2.
- **Tenured vs. Untenured.** For tenured/tenure-track faculty, indicates whether respondent is an Assistant Professor (Untenured), or an Associate/Full Professor (Tenured.) The rank entered on the survey is used to determine tenure status, and is verified against actual rank.
- **Multiple Appointments vs. Single Appointment.** UW data are used to determine if the faculty member has a non-zero appointment in more than one department. This question was not asked on the survey.
- **Department Chair vs. Non-Chair.** Respondents who were department chairs in Spring 2012 are coded as Department Chair; all others are Non-Chair. This is a variable only used in the TT Faculty analyses.

This year, for the first time, we did not ask faculty respondents to identify whether they were in the mainstream on research conducted in their departments. Thus, we cannot ascertain changes for 2012 on this variable.

Section 4: Detailed Results by Topic

B. Hiring Process

Questions in this section examined TT faculty members' perceptions of UW-Madison during the hiring process, and aspects of the hiring process that may be experienced positively or negatively. Only faculty who were hired (with or without tenure) after January 1, 2010 are included in this section.

Hiring Summary

This section of the survey was originally designed to look for gender differences in the experience of the hiring process at UW-Madison for faculty, and has since been adapted to capture faculty members' levels of satisfaction with their experience. Only the responses of faculty members hired after January 1, 2010 were analyzed for this section. Very few differences were found between comparison groups for this wave of the survey, but we did find some significant changes for all respondents between Waves 3 and 4. TT faculty were more satisfied with their department's efforts to obtain resources for them and with their start up packages in 2012.

Satisfaction with the UW-Madison during Hiring Process

We asked faculty respondents to indicate how satisfied they were with five elements of the hiring experience at UW-Madison. Response choices for the level of satisfaction included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). An "NA" category was also supplied, which we coded as missing data.

While we analyzed data from all TT respondents hired during or after 2010, the number of respondents for this section of the survey was too small to make meaningful comparisons for many groups. These groups included faculty members with disabilities; gay and lesbian faculty members; faculty members with multiple appointments; and faculty members who are department chairs.

Results for this section are presented in Tables H1a and H2a, and in Figures H2a_1 through H2e_3 in the appendices. TT faculty members were generally very satisfied with their overall hiring experiences (4.08) and each of the hiring elements about which we inquired. The lowest level of satisfaction for the whole group came with their startup package (3.95), and they were most pleased with their interactions with search committees (4.25). No significant differences were found according to gender, division, science department status, or tenure status for this wave. We observed that a few groups were more satisfied with certain aspects of their hiring experience than others. For example, Faculty of Color were more satisfied with the department's efforts to meet them than Majority faculty (4.45 versus 4.06), and Non-Citizen faculty were more satisfied with their overall hiring experience than US Citizen faculty (4.38 versus 3.99).

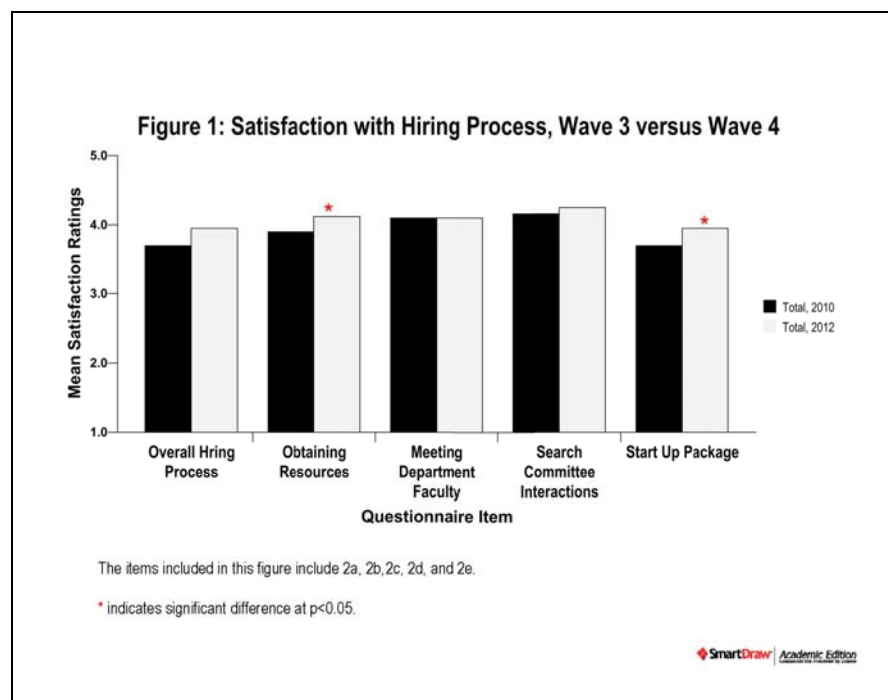
Changes Over Time

Changes between groups

We saw several changes over time with respect to significant differences between groups between Wave 3 and Wave 4. The first noticeable difference was in the number of new hires in 2010 (222) versus 2012 (101) who responded to the survey. As in 2010, there were no significant differences in any Hiring item between Women faculty and Men faculty, and there was only one significant item (q2c) by race. By citizenship status, while Non-Citizen faculty members were more satisfied with the overall hiring process in 2010 compared to US Citizens (4.09 versus 3.95), the difference did not become significant until 2012 (4.38 versus 3.99). For most items, however, differences between groups diminished between 2010 and 2012; this could be due to the smaller Ns in 2012. Non-Citizens were more satisfied with their department's efforts to obtain resources for them than US Citizens, and with their department faculty's efforts to meet with them in 2010 and 2012. While these differences were significant in 2010 for each item, they did not remain so in 2012. Similarly, differences that had been significant when comparing results among the different disciplinary divisions, between Science and Non-Science department faculty, and between Tenured and Untenured faculty in 2010 did not remain significant in 2012.

Changes within groups

In the hiring section, the most consistent change from 2010 to 2012 was an increase in satisfaction with the resources provided to new hires—both general resources, and startup packages in particular. For all TT respondents, faculty members were more satisfied with their department's efforts to obtain resources for them (3.90 versus 4.12), and with their start up packages (3.69 versus 3.95); see Figure 1 below.



This increased satisfaction with resources was seen for every subgroup analyzed, often significantly so (e.g., Majority faculty and faculty in Science departments were significantly more satisfied with resources in 2012; Women, Majority, US Citizen, BS, Science, and Untenured faculty were significantly more satisfied with startup in 2012.) The only other significant changes from 2010 to 2012 in Hiring satisfaction was that Men faculty were more satisfied with the overall hiring experience (3.95 versus 4.19), and with their search committee interactions (4.09 versus 4.30).

Section 4: Detailed Results by Topic

F. Climate

In this section, we asked faculty to assess their interactions with colleagues and others in their departments, to assess their participation in departmental decision-making processes, and to gauge the overall climate, the climate for women, and the climate for faculty of color at the department level.

Climate Summary

This section was designed to explore faculty members' experiences of departmental climate, which is defined by the Campus Climate Network Group (2002) as "*Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, than can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.*" To that end, we asked a number of questions that addressed interactions with colleagues and others in their departments. These questions included the extent to which they are treated with respect, feel that their work and contributions are valued, and feel excluded or isolated. We also asked about the extent to which they are able to participate in decision-making processes in their departments.

While TT faculty as a group reported a positive climate overall, the experiences of a few groups stood out as substantially more negative than others. The climate responses for Women faculty, Faculty of Color, Faculty with Disabilities, AH, Untenured, and Non-Chair faculty were consistently more negative than that of their comparison groups.

Almost all changes we observed between 2010 and 2012 for the total respondent group were positive climate changes. We found that all TT faculty reported an increase in their colleagues soliciting their opinions about work-related matters, and that they felt their colleagues valued their research and scholarship more. The total TT group was also more satisfied with their chair's efforts to obtain resources for them. Finally, all TT faculty members were more comfortable in raising personal responsibilities with regard to scheduling in 2012.

However, we also observed several negative changes in climate between 2010 and 2012 for some groups, including Faculty of Color and Gay and Lesbian faculty, relative to their comparison groups. For these faculty, changes in significance on items between 2010 and 2012 often meant worse climate in 2012. For example, there was no significant difference in "respect of colleagues" between Faculty of Color and Majority faculty in 2010, but in 2012 Faculty of Color felt significantly less-respected by colleagues than their Majority peers. Similarly, Gay and Lesbian faculty fit less-well in their departments in 2010 than Hetero/Bisexual faculty, but not significantly so. By 2012, Gay and Lesbian faculty were significantly less likely to say they "fit" compared to their peers. Thus, the direction of the differences was consistent, but the differences became more marked over time.

Climate Details

Informal Interactions with Colleagues and Others

For the items measuring the quality of informal interactions with colleagues and others in their department, respondents were given five answer choices: "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). They could also choose "NA," which we coded as missing data. For another series of questions within this category, we used a different scale, which included the response choices of "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). These items also included the response choice of "NA," which we again coded as missing data.

We first asked about how often faculty were treated with respect by their colleagues, students, staff, and their department chair. Several questions focused on informal interactions, such as the ability to navigate unwritten rules, reluctance (or lack thereof) of voicing any concerns they have about colleagues, and comfort in raising personal responsibilities with regard to scheduling. We inquired about how faculty members' work is valued and recognized, including: how often their opinions are solicited, how often their work may go unrecognized, how their

research is received, and how hard they have to work to be viewed as a legitimate scholar. We asked about department leadership, including how satisfied they were with their chair's efforts to create a collegial environment in their departments, and with their chair, director, or dean's efforts to obtain resources for them. We also asked about whether they feel excluded from an informal network in the department, or feel isolated in their departments or on the campus. Finally, we asked respondents how well they felt they fit in their department or unit. The results for these items are reported in Tables DC1a through DC8a, and in Figures DC3a_1 through DC4h_3 in the appendices.

Respect in the Workplace

TT faculty reported being treated respectfully often or very often by all four groups that we inquired about (means ranging from 4.44 to 4.60). Some faculty subgroups reported being treated with less respect, including Women faculty, Faculty of Color, and Faculty with Disabilities; the differences were significant for almost all measures for each of these groups. For other subgroups, such as Non-Citizens, they were sometimes treated with more respect than their comparison group (Citizens), and sometimes with less. For example, Non-Citizens were treated with more respect by their colleagues (4.60 versus 4.46) and their department chairs (4.60 versus 4.43), but with less by students (4.50 versus 4.61). This same pattern held true for Untenured faculty in comparison to Tenured faculty. AH faculty were generally treated with the least respect among the four divisions, though the difference was not significant for interactions with staff.

Interpersonal Interactions

In terms of informal interpersonal interactions in their departments, TT faculty were generally comfortable with navigating unwritten rules about how to conduct themselves as faculty members (3.67). They were somewhat comfortable in raising personal concerns related to such matters as scheduling (3.37) and were only a little reluctant about raising concerns about colleagues' behavior when necessary (2.22).

Women faculty, Faculty of Color, Non-Citizen faculty, Gay and Lesbian faculty, Faculty with Disabilities, and Untenured faculty were all less comfortable with navigating unwritten rules and with raising personal concerns, and more reluctant to voice concerns they may have about departmental colleagues' behavior than their comparison groups. However, these differences were not consistently significant except for Women faculty when compared to Men faculty, and Untenured faculty when compared to Tenured faculty.

Among the divisions, SS faculty were the most able to navigate unwritten rules or raise personal concerns when scheduling, and were among the least reluctant to speak up when they had concerns (though that difference was not significant). Faculty members with Multiple Appointments and Chairs were also most able to navigate unwritten rules or raise personal concerns, and less reluctant to speak up if they had concerns, in comparison to faculty members with Single Appointments and Non-Chairs.

Valuing Scholarship and Contributions

TT faculty reported that their colleagues somewhat valued their research and scholarship (3.48), and that they only had to work a little harder than others to be perceived as legitimate scholars (2.44). They reported that their colleagues often solicited their opinions on work-related matters (3.66), but also that they sometimes performed work that went unrecognized by their departments (3.38).

Women faculty, Faculty of Color, Gay and Lesbian faculty, and Faculty with Disabilities, all reported that their work was not valued as highly as members of their comparison groups. The differences were significant for most groups and for most of these items. Non-Citizen faculty were less likely to perform work that went unrecognized in their departments (3.01 versus 3.42) and felt that their research and scholarship was more valued by their colleagues (3.67 versus 3.46) than Citizens.

Among disciplinary groups, AH faculty reported having their work valued the least by their colleagues and being most likely to do work that was not recognized. BS faculty felt that their research and scholarship was the most valued by their colleagues, among the four divisions (3.57). Meanwhile, SS faculty were the most likely to be solicited for their opinions on work-related matters (3.71), though this difference was not significant. There were no differences for these items according to Science/Non-Science department type.

Untenured faculty were less likely to be solicited for their opinions (3.51 versus 3.70), but were also less likely to do work that went unrecognized in the department (2.88 versus 3.51) than Tenured faculty. Untenured faculty also felt that their research and scholarship was valued more by their colleagues than Tenured faculty, but the difference was not significant. Finally, as might be expected given their positions, faculty who were Chairs were more likely to be solicited for their opinions (4.23 versus 3.62), and felt that their research and scholarship were more valued by their colleagues than Non-Chairs (3.71 versus 3.47). Notably, they were also significantly more likely to say that they did work that went unrecognized by the department than Non-Chairs (3.62 versus 3.36).

Satisfaction with Chairs' Efforts

TT faculty were very satisfied with the efforts their chairs make to create a collegial and supportive environment (3.65), and somewhat satisfied with the efforts chairs or others make to obtain resources for them (3.27).

As with other items in this section, Women faculty, Faculty of Color, Gay and Lesbian faculty, and Faculty with Disabilities all had more negative ratings on these items than those of their comparison groups. Non-Citizen faculty members were more satisfied than Citizen faculty for both items, but not significantly so. Among the four divisions, AH faculty were least satisfied for both items. PS faculty were among the most satisfied with their chairs' efforts to create a collegial environment. Finally, Untenured faculty were more satisfied in both of these areas than were Tenured faculty.

Feelings of Exclusion and Isolation

TT faculty rarely or sometimes felt excluded from informal networks (2.48), or isolated in their departments (2.40) or on the campus more generally (2.30). As with other items throughout the climate section, Women faculty, Faculty of Color, Gay and Lesbian faculty, and Faculty with Disabilities reported a more negative experience. They were more likely to feel either more excluded, more isolated, or both, than members of their comparison groups. There were no significant differences according to citizenship for any of these items.

Among disciplinary groups, AH faculty were most likely to say that they felt both excluded and isolated at both levels, while BS faculty were the least likely to respond that they felt this way. Unsurprisingly, given these patterns among divisional groups, faculty members from Non-Science Departments reported feeling both more excluded and more isolated than members of Science Departments. Untenured faculty and Chairs were less likely to say that they were

either excluded or isolated than Tenured faculty or Non-Chairs, but the difference was not always significant.

Feelings of “Fit”

Overall, TT faculty felt that they fit somewhat to very well in their departments or units (3.61). Consistent with the above results, Women faculty, Faculty of Color, Gay and Lesbian Faculty, and Faculty with Disabilities reported more negative results than their comparison groups. In this instance, the results were not significant for Faculty of Color. There were no differences according to disciplinary groups, number of appointments or rank. Consistent with other experiences of climate reported in this and previous waves, faculty who were Chairs felt that they fit more than Non-Chairs (4.02 versus 3.59).

Departmental Decision-Making

In this section we asked a series of questions about the frequency with which faculty participate in departmental decision-making processes. Response choices for these items included, “Never” (1), “Rarely” (2), “Sometimes” (3), “Often” (4), and “Almost always” (5). They could also choose “NA,” which we coded as missing data. The areas assessed in these questions included having a voice in decisions that affect departmental directions, having a voice in resource allocation, meetings allowing all participants to share their views, committee assignments rotating fairly, and chairs involving faculty in decision-making. The results for these items are reported in Tables DC9a through DC10a and in Figures DC5a_1 through DC5e_3 in the appendices.

TT faculty reported that they are often involved in direction-setting departmental decisions (3.71), that committee assignments often rotate fairly (3.69), and that meetings often allow all participants to share (4.19). They noted that they only sometimes have a voice in resource allocation (3.13), and that their chairs sometimes involve them in decision-making (3.43). Women faculty had significantly less involvement in departmental decision-making for all items in this section. Faculty of Color, Non-Citizens, Gay and Lesbian faculty, and Faculty with Disabilities also reported less involvement for almost all items, but the differences were not as consistently significant.

Among the four divisions, BS faculty reported the least voice in direction-setting decisions and in resource allocation, and that their chairs included them in decision-making the least. They reported less often that committee assignments rotated fairly, but were also most likely to say that all meeting participants were able to share their views. SS faculty members reported involvement and inclusion the most often among the divisions for each of these items. Similar to the results of BS faculty, Science Department faculty reported less participation in decision-making when compared to Non-Science department faculty. As might be anticipated, Chairs reported significantly higher involvement and participation in departmental decision-making compared to Non-Chairs.

Perceptions of Climate for Self and Others

For the final items in the climate section of the survey, we asked respondents to rate their personal experiences of climate in their departments, as well as their perception of the climate experience for women and faculty of color. The response choices for these items included “Very negative” (1), “Negative” (2), “Mediocre” (3), “Positive” (4), and “Very positive” (5). We also provided a “Don’t know” option, which we coded as missing data. Results for these items are presented in Table DC11a and in Figures DC6a_1 through DC6c_3 in the appendices.

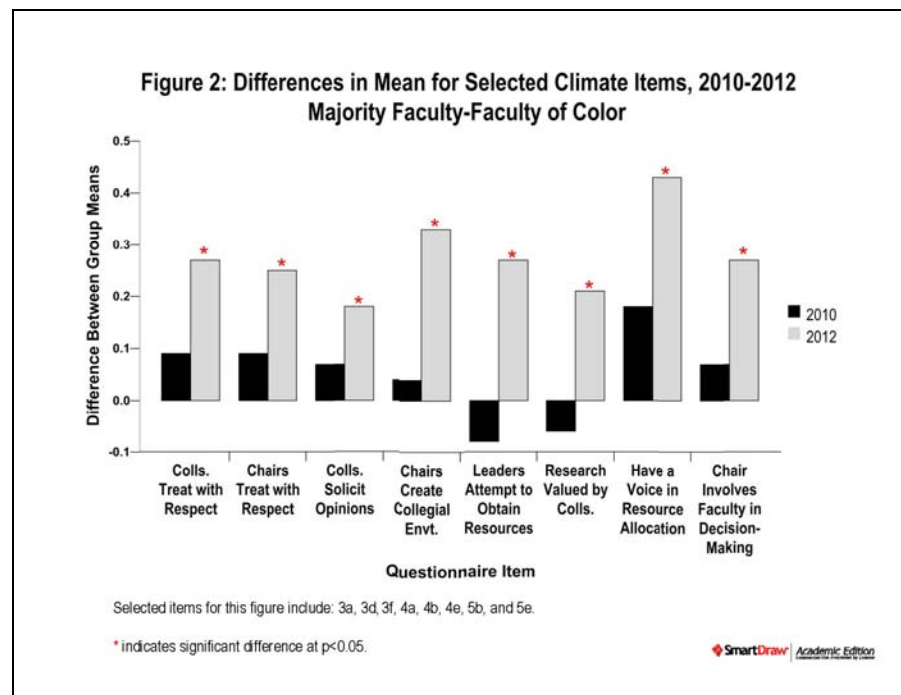
TT faculty rated the overall climate in their departments (3.95), as well as the climate for women (4.05) and for faculty of color (3.87), as generally positive. As with all of the above climate subsections, Women faculty reported a more negative reception than Men faculty, significantly so for all three items. Faculty of Color perceived a more negative overall climate (3.68 versus 3.99) and for their own group (3.48 versus 3.96) when compared to Majority faculty. Gay and Lesbian faculty and Faculty with Disabilities perceived more negative climates overall, for women, and for faculty of color than did their comparison groups, while Non-Citizen faculty perceived more positive climate experiences for each of the three measures.

Among the divisions, AH perceived the most negative climate experience overall, for women, and for faculty of color. PS faculty perceived the most positive climate overall, while BS faculty had the most positive ratings for women and faculty of color. Faculty who were Chairs noted a significantly higher overall department climate than Non-Chairs (4.28 versus 3.93).

Change Over Time

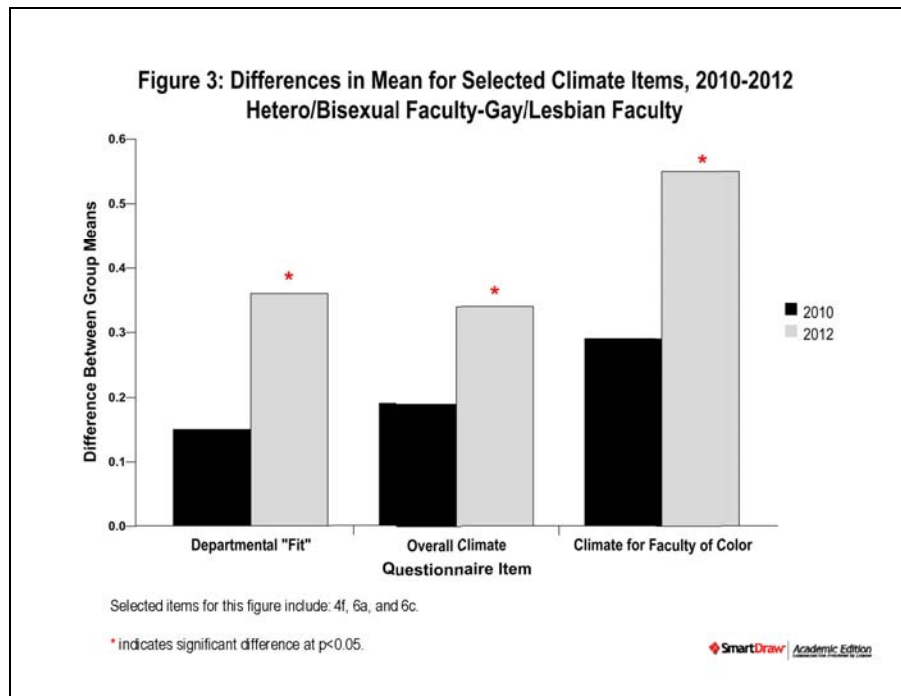
Changes between groups

There were a good number of changes in significance between groups across waves for this section. In most cases, a non-significant difference in 2010 became significant in 2012, in the direction of a positive climate change for the “minority” or “disadvantaged” group (e.g., Non-Citizens and Untenured faculty). This trend was not true for Faculty of Color or Gay and Lesbian faculty. For these groups, changes in significance between 2010 and 2012 often meant worse climate in 2012. For example, there was no difference in “respect of colleagues” between Faculty of Color and Majority faculty in 2010, but in 2012 Faculty of Color felt significantly less-respected by colleagues than their Majority peers. The differences for these selected items are seen below in Figure 2.



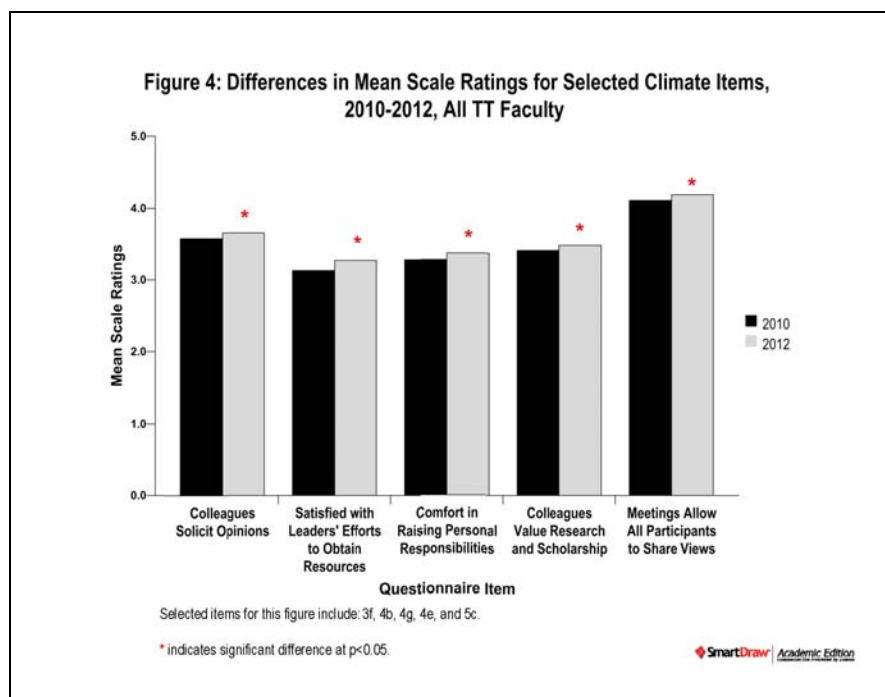
Similarly, Gay and Lesbian faculty fit less-well in their departments in 2010 than Hetero/Bisexual faculty, but not significantly so. By 2012, Gay and Lesbian faculty were significantly less likely

to say they “fit” compared to their peers. Thus, the direction of the differences was consistent, but the differences became more marked over time, as seen in Figure 3.



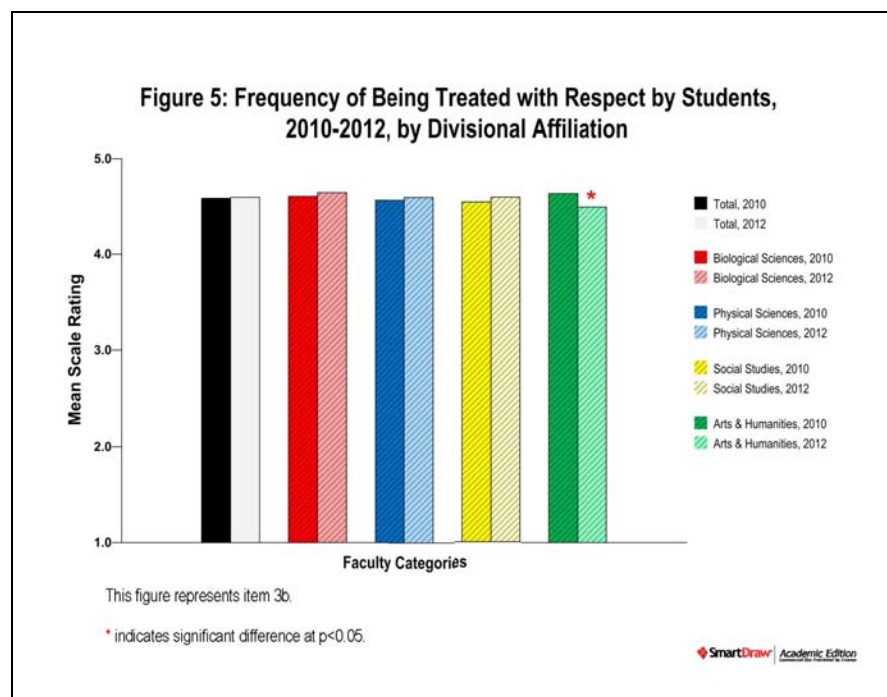
Changes within groups

We saw a number of changes for all TT faculty with regard to climate between waves, almost all of them in a positive direction. Faculty reported that their colleagues were more likely to solicit their opinions on work-related matters (3.58 versus 3.66) and to value their research and scholarship (3.41 versus 3.48) in 2012. They were also more satisfied with the efforts made by their chairs, directors, or deans to obtain resources for them (3.13 versus 3.27). In terms of informal interpersonal interactions, TT faculty were more comfortable overall in raising personal concerns with regard to scheduling (3.28 versus 3.37). Finally, when considering participation in departmental decision-making, TT faculty felt that meetings allowed all participants to share their views more frequently in 2012 than in 2010 (4.11 versus 4.19). These changes for the total respondent group are seen below in Figure 4, and for each variable subgroup in Appendix 6.



Outside of the items for which we saw changes for all TT faculty members, there were also a number of within group changes in various items throughout the section. For example, Majority faculty felt they were treated with respect by their colleagues more often (4.44 versus 4.51), were more satisfied with their chairs' efforts to create a collegial environment (3.59 versus 3.69), and felt that they had more of a voice in resource allocation (3.07 versus 3.19). Majority Faculty also perceived a positive change in the climate for women between waves (3.98 versus 4.06). Hetero/Bisexual faculty also participated in resource allocation more often (3.04 versus 3.15) and perceived an increase in the climate for women (3.97 versus 4.05).

A negative change for a group was found between 2010 and 2012, in that AH faculty reported being treated with respect less often by students in Wave 4 (4.64 versus 4.50); see Figure 5 below. Other changes were positive; AH faculty became more satisfied with their chairs' efforts to create a collegial and supportive environment (3.25 versus 3.49), and felt they had a more frequent voice in resource allocation (2.83 versus 3.13). Non-Science department faculty members also reported an increase in participation in resource allocation in Wave 4 (3.06 versus 3.24).



By ranks and appointments, Untenured faculty members reported being treated with respect more often by colleagues (4.43 versus 4.57), and feeling less isolated in their departments (2.52 versus 2.31). They also reported a decrease in their reluctance to voice any concerns they might have (2.95 versus 2.68). As with several other groups (though notably, not for all TT faculty), faculty with a Single Appointment (3.00 versus 3.14) and faculty who are Non-Chairs (2.93 versus 3.04) also reported participating more often in resource allocation in Wave 4. Meanwhile, faculty with Multiple Appointments felt that their chairs involved them less often in decision-making processes (3.70 versus 3.38).

Section 4: Detailed Results by Topic

G. Diversity

Questions in this section assessed faculty members' perceptions of the commitment to diversity at UW-Madison, as well as the extent to which they engaged in an action to increase the diversity of faculty, staff, and students at the institution. For those who indicated that they had taken at least one action, we asked them to specify what the action was, along with its outcome. We also asked faculty members about their awareness of the concept of unconscious or implicit bias in the context of a professional setting, whether they had experienced or witnessed an incident in which bias could be at play, and for a brief description of the incident and its outcome.

Diversity Summary

This section assessed the extent to which TT faculty members perceived a demonstrated commitment to diversity in their departments and at UW-Madison more generally, and about their personal commitment to diversity. We also asked whether they had intentionally engaged in an action to increase the diversity of faculty, staff, or students on the campus and, if so, invited them to share what that action was. Finally, we asked whether they were aware of unconscious or implicit bias as a concept in professional settings, whether they had personally experienced or observed an incident in which bias could be at play, and invited them to share the experience.

Consistent with our previous findings, some faculty groups reported higher personal commitments to increasing diversity while perceiving less demonstrated commitments in their departments and on the campus generally, such as Women faculty and Faculty of Color. The proportion of faculty members who said that they had intentionally engaged in an action to increase diversity in the six months prior to completing the survey decreased significantly for almost every group between waves. However, this is almost certainly attributable to a measurement change, the implications of which are discussed below. Among the actions taken to increase diversity for Wave 4, the most common examples included the recruitment, admission, hiring and teaching of students, recruitment and hiring activities, and service and leadership.

As a group, TT faculty members were largely aware of the concept of unconscious or implicit bias in professional settings. Some faculty subgroups were more likely to report having being aware of the concept and having experienced or witnessed an incident in which bias could have played a role, but this was not consistently the case. Faculty respondents also shared a number of illuminating incident examples.

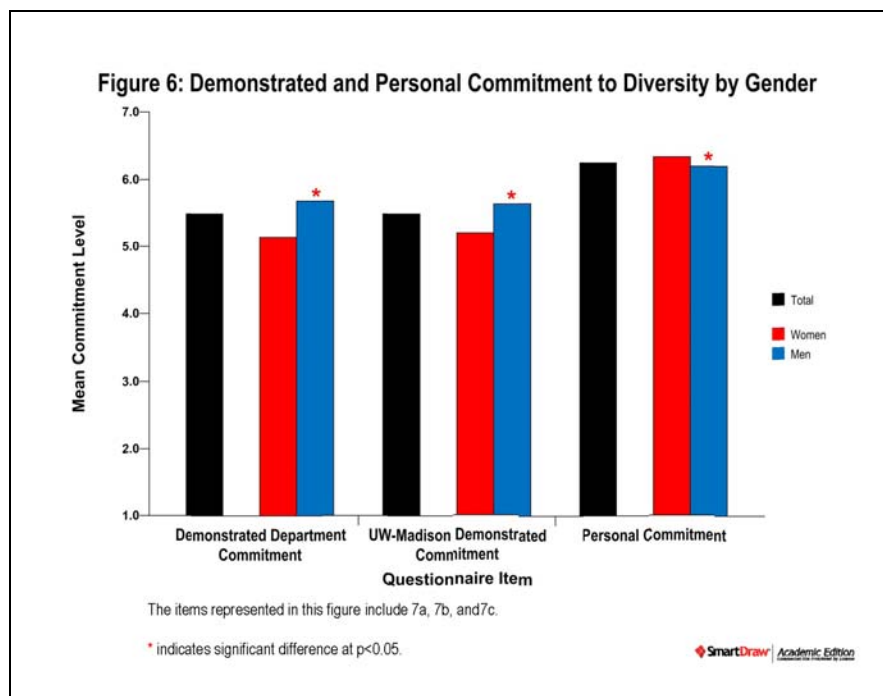
Diversity Details

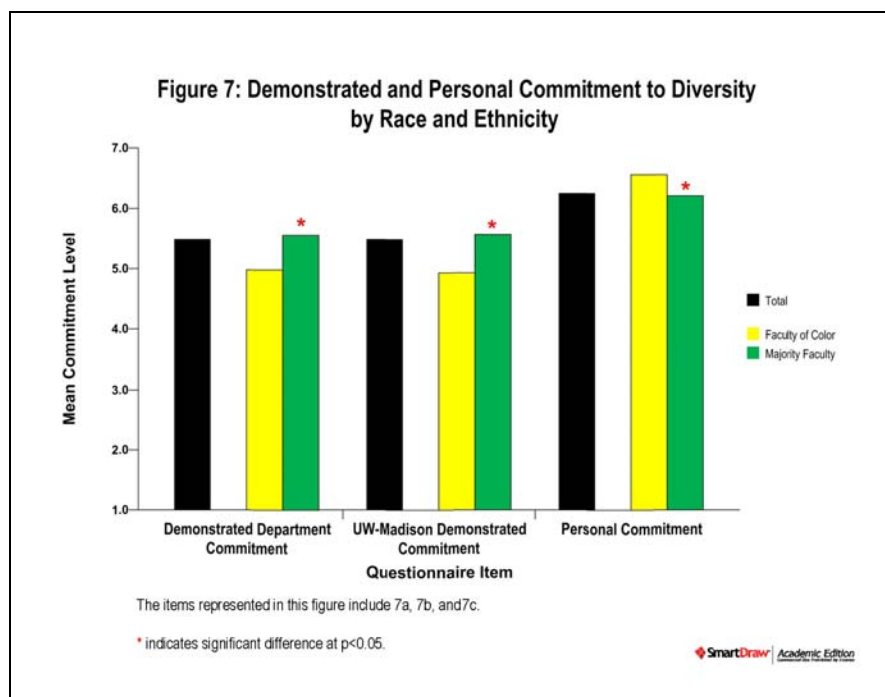
In this section we asked the faculty a series of questions regarding the extent to which they agreed that commitments to diversity are demonstrated in their departments and at UW-Madison, and that they are personally committed to increasing diversity. As with previous waves of the study, diversity was broadly defined as, *“race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that made us different from one another.”* Response choices for these questions included “Strongly disagree” (1), “Somewhat disagree” (2), “Slightly disagree” (3), “Neither agree nor disagree” (4), “Slightly agree” (5), “Somewhat agree” (6), and “Strongly agree” (7). We also asked the faculty whether they had intentionally engaged in an action to increase the diversity of faculty, staff, or students at UW-Madison in the last six months. The answer choices to this question were “Yes” and “No.”

Perceived and Personal Commitments to Increasing Diversity

Results for faculty members’ agreement with statements about commitment to diversity demonstrated at UW-Madison are shown in Table D1a and Figures D7a_1 through Figure D7c_3, while the percentages of faculty members who reported taking an action to increase diversity are shown in Table D2a and Figures D8_1 through D8_3, all in the appendices. Overall, TT faculty slightly agreed that commitment to diversity is demonstrated at the department (5.49) and campus levels (also 5.49). The faculty somewhat agree that they are personally committed to increasing the diversity of faculty, staff, and students at UW-Madison (6.25), and 58.69% indicated that they intentionally engaged in an action toward that goal in the last six months.

We found a number of differences between different faculty groups for this section of the survey. A consistent pattern among several groups was that those who perceived less commitment to diversity being demonstrated either in their departments or on the campus also reported being more personally committed to increasing diversity than faculty members in their comparison groups. Many times, these same groups were also more likely to report having engaged in an action to increase diversity than their comparison groups. For example, Women faculty reported seeing less commitment to diversity in their departments (5.06 versus 5.63) and at UW-Madison (5.20 versus 5.64), but were more committed to increasing diversity themselves than Men faculty (6.34 versus 6.20). Women faculty also engaged in significantly more intentional actions to increase diversity on the campus than Men (64.32% versus 55.50%). Faculty members of Color also reported seeing less demonstrated commitment to diversity, at the departmental (4.98 versus 5.56) and campus levels (4.93 versus 5.57) than Majority Faculty. While Faculty of Color were more committed to increasing the diversity than Majority Faculty (6.56 versus 6.21), they were not significantly more likely to have engaged in an action to increase diversity. The differences in observed and personal commitments to increasing diversity by gender and by race and ethnicity are seen below in Figures 6 and 7, respectively.





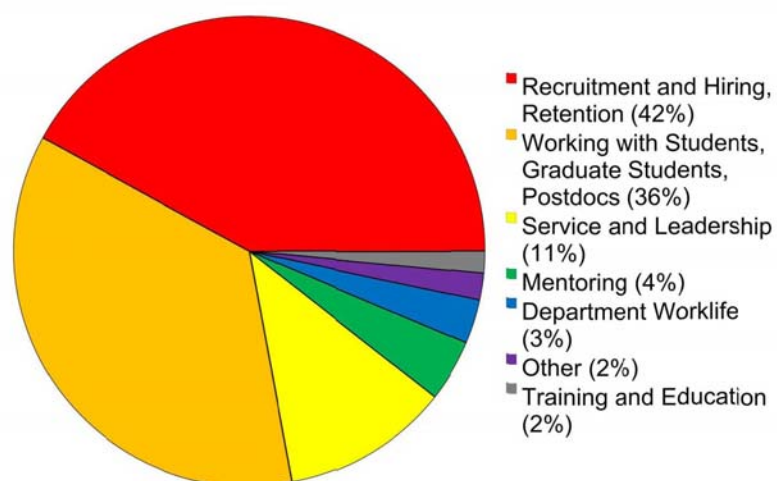
Non-Citizen faculty members did not report any differences in perceived or personal commitments to diversity, but were less likely to have taken an action to increase diversity on the campus than US Citizen faculty (44.64% versus 60.42%). Gay and Lesbian faculty members perceived less commitment to diversity at both levels, significantly so at the campus level (4.63 versus 5.53). These faculty members also reported being more personally committed to increasing diversity in comparison to Hetero/Bisexual faculty members (6.57 versus 6.25), and were more likely to have taken some kind of action geared toward increasing diversity (80.00% versus 58.17%). Faculty with Disabilities reported perceiving less commitment to diversity in their departments (5.05 versus 5.53) and on campus (5.18 versus 5.52), but they were not more personally committed to increasing diversity or more likely to have engaged in an action to increase diversity compared to Faculty without a Disability.

There were few differences in perceptions of demonstrated commitment to diversity or in personal commitment to diversity among divisional or disciplinary groupings, by tenure status, or by chair status. Only Chairs reported more demonstrated commitment to diversity at the departmental level than their comparison group, Non-Chairs (6.06 versus 5.45), while they also had higher levels of personal commitment to diversity than Non-Chairs (6.58 versus 6.23). BS faculty perceived the most demonstrated commitment to diversity the campus level (5.75), while AH faculty saw the least in this same area (5.20). AH faculty had the highest level of reported personal commitment to diversity among the divisions (6.45), while faculty from the PS had the lowest (6.09). SS faculty, Tenured faculty, faculty with Multiple Appointments, and Chairs were all more likely to report having engaged in intentional actions to increase diversity on the campus than members of their comparison groups.

Actions to Increase Diversity: Examples and Outcomes

TT respondents gave a wide variety of examples when asked to describe the actions they took to increase diversity, as well as any outcomes resulting from that action. The full codebook for this item is shown in Table D3a and Figure D9 in the appendices, and in Figure 8 below.

Figure 8: Faculty Actions to Increase Diversity



The most commonly reported actions focused on most common kind of activity in which respondents reported engaging was recruitment, hiring, and retention. Frequently, faculty members did not specify what kind of hiring activity they were referring to, such as a faculty line search committee, and we therefore coded more broadly unless more contextual information was provided in the response. The most common activities within this category included attention to gender or race and ethnicity in the hiring process. Some respondents noted that they had served on search committees for various positions, and that either as a member or as a chair, they or the group had paid specific or deliberate attention to diversity during the recruitment and hiring process. Examples of the actions reported in these categories included, “On search committee for [POSITION]; made sure women and other minorities were on short list,” and, “I served on our faculty search committee; and adding to department/campus diversity as one priority in our decisions. We were successful in recruiting a candidate who diversifies our department both in terms of his personal characteristics and research interests.”

The second most common type of action included the recruitment, admission, hiring, and teaching of students. Respondents usually did not specify what level of students to whom they were referring (e.g., undergraduate or graduate students, residents), but simply wrote, “students,” which we chose to interpret broadly and inclusively unless additional contextual information was provided in the response. Faculty members most often referred to working with “diverse” or “minority” students, but did not provide any specifications about what they meant by either of these terms in terms of student characteristics (i.e., race or ethnicity, gender). The next most common comments regarding work with students were more specific, in that faculty members noted that they engaged or attempted to engage with students from underrepresented racial and ethnic minority groups generally, or from more particular groups (e.g., African American students, Asian American students, American Indian students). A smaller proportion of faculty members also noted that they worked with students underrepresented by gender, international status, sexual orientation, religion, or first-generation college student status. A subset of faculty members said that they also worked on admissions committees, or engaged in activities focused on admissions policies and practices at various levels on the campus.

Examples of the actions reported in these student-centered categories included, “I volunteer for a program that has helped bring African American and other minority students to UW,” “Recruitment of graduate students of color and trans graduate students,” and, “I mentor undergrad students of color, encouraging their moving onto graduate school. I meet with prospective students of color; as well as faculty of color; and offer mentorship.”

Other actions reported by TT faculty included service and leadership activities at the department, school/college, or campus level; advocating for diversity and mindfully including it in regular research or teaching practices; engaging in outreach events; and advocating for faculty colleagues in the department. One example of a service activity was, “Worked on issues of recruitment and retention as part of a diversity committee,” while another was, “Head an Equity + Diversity Committee”. Some examples of advocacy actions included a research program regarding achievement gaps, “[Drawing] members of diverse groups into discussion and projects,” “teaching cultural competence,” and simply “speaking up.” Outreach activities included, “Outreach WI idea presented to rural schools, increasing their contact with non-Caucasian content and representation,” “Working with urban high schools that serve minority plps,” and more succinctly, “Outreach events.” Finally, a few examples of the ways in which faculty members advocated for their colleagues included “I try to advocate for other women + persons of color on committee assignments,” and “I have advocated strongly on behalf of a junior under-represented colleague as he goes for tenure.”

Proportionally few respondents reported an outcome related to the actions they took to increase diversity. Among those who specified some kind of outcome, most indicated that the goal of the action they had taken (e.g., recruitment, hiring, admission) had been either successful or partially successful. Some, like the comment above, indicated that attention to diversity in the hiring process, in part, resulted in the addition of a faculty member who added to the department through their research strengths and personal characteristics. Others were less specific, but still suggested a positive outcome: “Recruiting grad students (successful).” A smaller number of respondents reported that the goal of the action had not been achieved, while some reported the perception of roadblocks or obstacles. For example, one respondent noted, “As a member of a faculty search committee; I advocated for an applicant who was an African American female. Despite being our first choice; she took a position at another institution.” Another wrote, “Efforts to recruit minority graduate students - not successful.” In an example of the kinds of potential obstacles perceived by the faculty, one respondent wrote, “Faculty hiring—result unsuccessful. My colleagues fought it openly.” Another, in reference to mentoring a junior faculty member, wrote, “Find significant [emphasis in original] roadblocks & inertia.” Finally, several respondents were also unsure of the outcome of their action at the time that the survey was administered.

Awareness and Examples of Implicit or Unconscious Bias

In this wave, we asked TT faculty members about their awareness of the concept of unconscious or implicit bias in the context of a professional setting, and whether they had experienced or witnessed an incident in which bias could be at play, both of which had the response choices of “Yes” and “No.” We also asked for a brief description of the incident and its outcome. The results for these items are shown in Tables D4a and D5a and in Figures D10a_1 through D10c in the appendices.

The majority of faculty respondents (86.54%) was largely aware of the concept of unconscious or implicit bias in professional settings, such as the UW-Madison campus, while a smaller proportion (34.47%) said that they had experienced or witnessed an incident in which bias could have played a role.

Some faculty subgroups were more likely to report having been aware of the concept and having experienced or witnessed an incident in which bias could have played a role, but this was not consistently the case. Women faculty, SS faculty, and faculty members from Non-Science departments, were all significantly more aware of the concept and reported having witnessed or experienced a bias incident in the 12 months prior to completing the survey than their comparison groups. While Non-Citizen faculty members and Tenured faculty were significantly more likely to report being aware of the concept, they were not more likely to have experienced or observed a bias incident than their comparison groups. In contrast, Faculty of Color, Gay and Lesbian faculty, Faculty with Disabilities, and faculty members with Multiple Appointments, while not being more aware of the concept, were all significantly more likely to have witnessed or experienced an incident.

In analyzing the kinds of incidents that faculty members reported, we approached the data using two perspectives. First, we coded responses to determine what kind of personal characteristics faculty members perceived playing a potential role in the bias incident. The most common factors were gender, race and ethnicity, race and gender together, and parenthood or pregnancy status. Others included nationality or international status, sexual orientation, age, and class. A large proportion of respondents did not specify a personal characteristic in their description of the incident. Next, we coded the responses to see what kinds of contexts or situations the faculty members were in when observing or experiencing potential bias incidents. The most common was disrespectful or inequitable treatment, followed by hiring, exclusion from meetings and decision-making processes, and tenure and promotion cases. Other situations included small or “subtle” interpersonal interactions, being assigned to lower status “housekeeping” roles at the department level, encountering assumptions about lower status or ability, and the treatment of students or residents. Although it was included in the item wording, few faculty respondents specified an outcome to the bias incident they reported.

Examples of the bias incidents reported by the faculty were sometimes quite clear and specific to the potential source of the bias and/or the setting. For example, one respondent described how gender may have played a role in the presumed status of a faculty member in an interpersonal interaction: “Assumed someone (female) was support staff. We called it bias and dealt with the assumption.” In an example of the delegation of lower status activities to certain groups of faculty members, one respondent wrote, “During division meetings, almost all of the committees or task forces were asked to be headed by the female faculty; or if no one volunteered, only the women did eventually.” In a few responses, unconscious assumptions about candidates in the hiring process were described. One respondent shared, “Assumption that job applicants who are not native English speakers would not be competitive because of their accents. We discussed this as a group and recognized the assumption; agreed to work to overcome it.” Describing another hiring situation, another respondent was very clear about the context, potential source of bias according to race and ethnicity, and the outcome: “In context of evaluation of job candidates: Different standards for different kinds of work; which map onto research areas where differential concentration of white vs. minority applicants. Discussion of this concern led to more careful, individualized reading of CVs.” Other responses were much briefer and did not spell out the characteristics of any of the participants in a potential incident of bias, but which the faculty still reported. Examples of these remarks included, “Overlooked for awards,” “Tenure decision,” “Consultation with colleague,” “Language,” and “Things people say informally at meetings.”

Finally, some respondents commented on the nature of unconscious or implicit bias as a part of normal human cognition rather than sharing an example of an incident. For example, one respondent noted, “Everyone exhibits it every day, including myself. Now that my department

has had training, I think we are getting better at identifying it in ourselves and others' actions." Other faculty commented along this line, including those who wrote, "Everybody has implicit bias. Can't live without them," and, "In every human interaction there are manifold unconscious/implicit assumptions. You can call them bias if you want." Finally, one respondent shared, "Consistently; and not always in ways that are negative - that is; everyone [emphasis in original] has bias - otherwise they would flip a coin at each decision. I suspect that this question is about 'bad' bias whereas I, for example, like to think that I am 'biased' towards excellence." While in the proportional minority among the overall responses to this item, these responses also reflect TT faculty members' understanding of the concept and its role in professional contexts like the UW-Madison campus.

Changes Over Time

Changes between groups

There were few changes over time with respect to significant differences between groups in Wave 3 versus Wave 4 of the survey. Differences in the agreement that commitment to diversity is demonstrated at both levels and personal commitment to diversity remained significant according to gender, race and ethnicity, and chair status. A few changes did emerge, however. For example, Non-Citizen faculty had reported being less personally committed to increasing diversity in 2010 when compared to faculty who are Citizens (5.91 versus 6.17), but this difference was no longer significant in 2012 (6.08 versus 6.27). While Gay and Lesbian faculty members had reported being more personally committed to diversity in 2010 when compared to Hetero/Bisexual faculty (6.35 versus 6.16), the difference (6.57 versus 6.25) became significant in 2012.

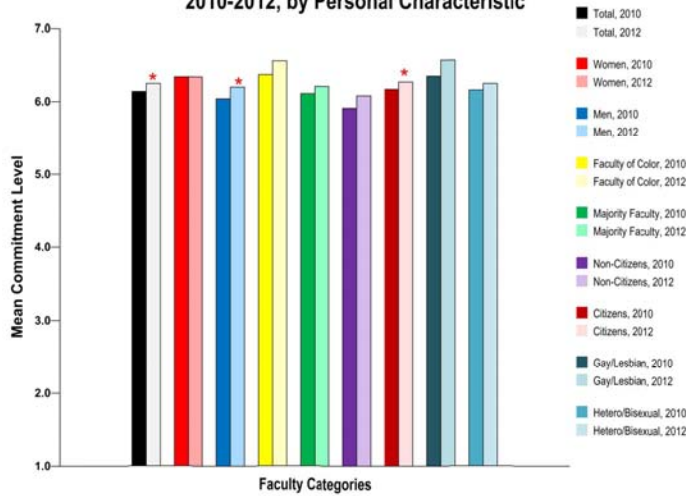
Among disciplinary groups, perceptions of the demonstrated commitment to diversity at the department level that had been significant among the four divisions in 2010 did not remain significant in 2012. At the campus level, SS faculty members noted less demonstrated diversity when compared to all other faculty groups, a change from Wave 3. Finally, while SS faculty members had reported being the most personally committed to increasing diversity in Wave 3, the difference was no longer significant for Wave 4. Instead, AH faculty members reported being the most personally committed to increasing diversity.

Similarly few changes were found between groups when considering the percentages of faculty who reported taking an action to increase diversity on the campus. While BS Sciences faculty members and Science Department faculty members had each been significantly less likely to report having taken some kind of action in Wave 3, the differences were no longer significant in Wave 4.

Changes within groups

This section describes changes over time for the whole response group and within categories. We saw two significant differences for all TT respondents. The first is that the faculty's personal commitment to increasing diversity among faculty, students, and staff increased significantly (6.14 versus 6.25). This increase was also significant among faculty members who are Men, Citizens, from the BS and AH divisions, in Science Departments, Tenured, with a Single Appointment, and Non-Chairs. These changes are shown in Figure 9 (by personal characteristic), Figure 10 (by divisional and departmental affiliation), and Figure 11 (by tenure status, appointments, and chair status) below.

Figure 9: Personal Commitment to Increasing Diversity, 2010-2012, by Personal Characteristic

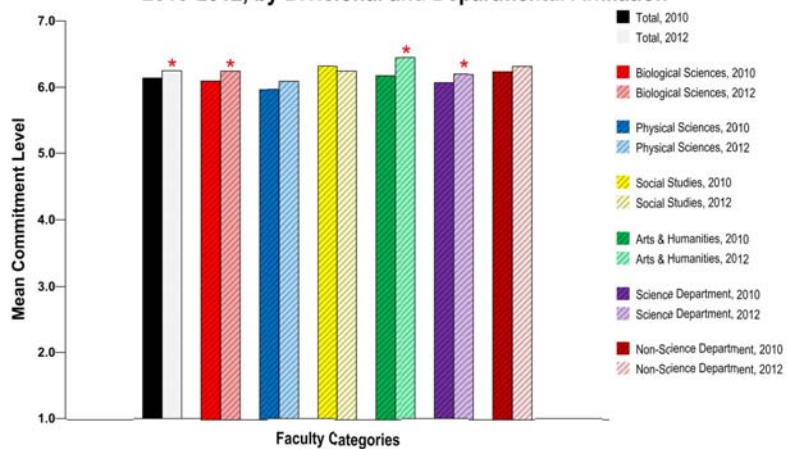


This figure shows responses to item 7c.

* indicates significant difference at $p < 0.05$.

SmartDraw Academic Edition

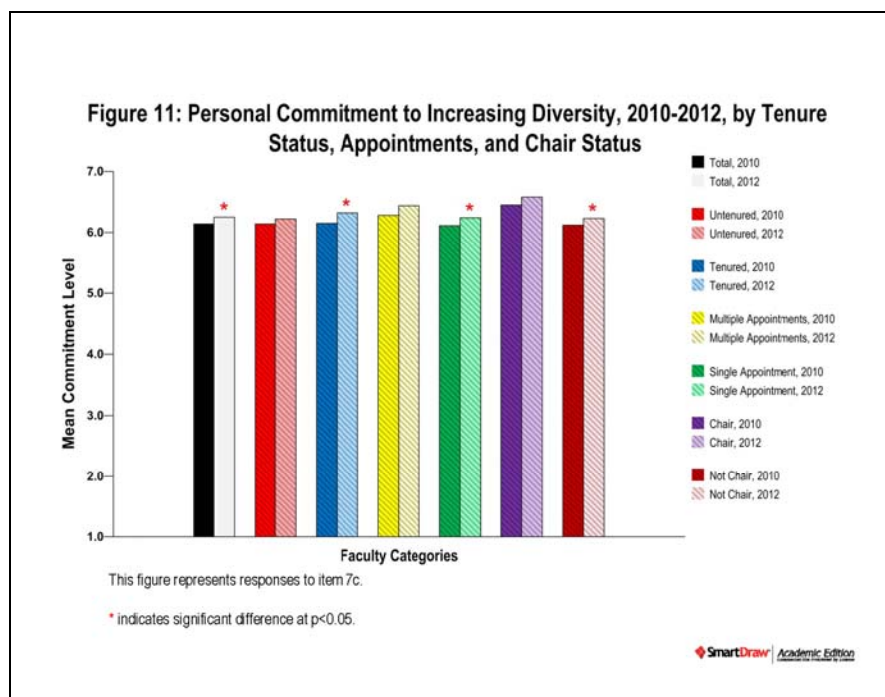
Figure 10: Personal Commitment to Increasing Diversity, 2010-2012, by Divisional and Departmental Affiliation



This figure shows responses to item 7c.

* indicates significant difference at $p < 0.05$.

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The second change for the entire TT group came in the percentage of faculty members who took some kind of action to increase diversity in the six months prior to completing the survey. In this instance, significantly fewer reported having done so in Wave 4 (71.38% versus 58.69%). We hypothesize that this decrease in reported action may be a result of our change in measurement technique in the survey instrument, described below, especially since as a group the faculty reported being more personally committed to increasing diversity.

There was only one significant change within a group for a diversity-related survey item that did not show a change for all respondents. BS faculty members perceived greater demonstrated commitment to diversity at the campus level in Wave 4 than they did in Wave 3 (5.57 versus 5.75).

A Word about Measurement

In Wave 3, we asked faculty members whether they had taken an action to increase diversity, but we did not ask them to specify what they did. We added this critical follow-up item in Wave 4. It is possible that the requirement to specify an action required respondents to reflect more specifically both on the actions that they took and the timeframe that bounded the item (the 6 months before they completed the survey). Having to name the action within a particular timeframe may have had the effect of reducing the proportion of the faculty who said that they did indeed take some action to increase diversity. As with all self-reported data, especially when collected by self-administered, paper-and-pencil questionnaire, there will exist some variability in the accuracy of recalling autobiographical events (e.g., Tourangeau, Rips, & Rasinski, 2000; Groves, et al., 2004). Moreover, other survey methodology research has found that when a follow-up item immediately follows a filter question like our initial question (e.g., whether the faculty member took any action to increase diversity), respondents tend to give fewer affirmative responses (Kreuter, McColloch, Presser, & Tourangeau, 2011). We believe that this change in measurement and the resulting data provides an interesting contrast in results over time. We do not feel that it represents a substantial decrease in the faculty's

actions to increase diversity, but perhaps gives a more accurate estimate of the proportion who engage in activities at any given time.

Section 4: Detailed Results by Topic

J. Satisfaction with UW-Madison

This section examines the faculty's satisfaction with their jobs, career progression, and resources provided to them by the institution. Additional items ask whether faculty had ever received a formal or informal outside job offer and if that offer resulted in any adjustments for them; their likeliness to leave UW-Madison within the next three years; and reasons for which they would consider leaving.

Satisfaction Summary

In this section, we asked faculty members about their satisfaction with their employment at UW-Madison. We asked about their satisfaction with being a faculty member and their career progression at UW-Madison; with the resources that support their research and scholarship, teaching, clinical work, and extension and outreach; and with their salaries. In open-ended items, we asked them to share what factors both contribute to and detract from their satisfaction at UW-Madison. We also asked them about the likelihood that they would leave UW-Madison in the next three years, and asked about the extent to which they had considered a number of reasons for leaving the institution.

Consistent with results from previous waves in the Study, we found that Women faculty, Faculty of Color, Gay and Lesbian faculty, and Faculty with Disabilities were less satisfied with being faculty members and with their career progress at UW-Madison. This difference became significant for Faculty of Color in 2012. Similarly, while Women faculty were less satisfied with their salaries in 2010, this difference became significant in 2012. We also found that all TT faculty respondents and most subgroups were more likely consider leaving UW-Madison in next 3 years in 2012.

Regarding the factors that contribute to and detract from faculty members' satisfaction, we saw an interesting shift in the open-ended responses. While the factors that contribute most to faculty member satisfaction did not change, those that detract from their satisfaction did. For example, one of the top areas of dissatisfaction in 2010 was related to research support (such as grant administration or IRB); this was barely a factor in 2012. Rather, a new factor related to the turmoil in Wisconsin state politics that occurred in 2011 became a top write-in for dissatisfaction with one's job at UW-Madison in 2012.

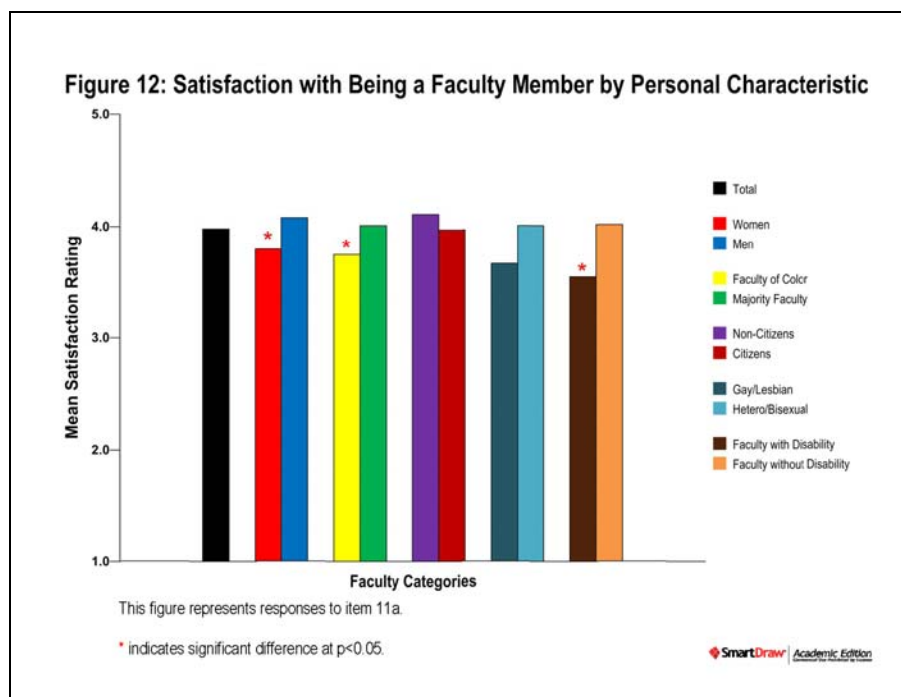
Satisfaction Details

For each of the items that specifically inquire about levels of satisfaction in this section, faculty members had five response choices, including "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also mark "NA," which we coded as missing data.

Satisfaction with Being a Faculty Member

In this section, we asked faculty members to share their levels of satisfaction with being a faculty member and with their career progression at UW-Madison. The results for these items are reported in Table S1a and in Figures S11a_1 through S11b_3 in the appendices.

In general, TT faculty members were somewhat satisfied with being a faculty member (3.98) and with their career progression (4.01). Women faculty, Faculty of Color, and Faculty with Disabilities were all significantly less satisfied than members of their comparison groups. Gay and Lesbian faculty were also less satisfied than Hetero/Bisexual faculty, but the difference was only significant with regard to their career progression at UW-Madison (3.50 versus 4.04). There were no significant differences by Citizenship status for these items, as seen below in Figure 12.



We observed some divisional and disciplinary differences. BS faculty were most satisfied with being a faculty member (4.09) and with their career progression (4.12), while AH faculty were the least satisfied in both areas (3.72 and 3.63, respectively). Faculty from Science Departments were also more satisfied with their career progression than members of Non-Science Departments (4.08 versus 3.94).

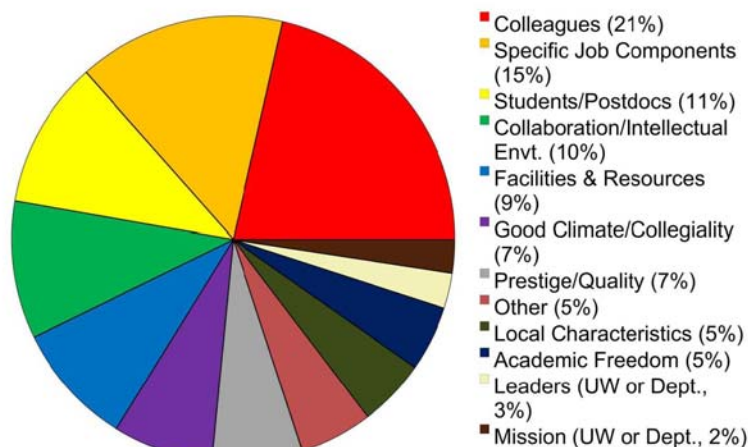
Comparing respondents by rank and appointments, faculty with Multiple Appointments were more satisfied in both areas when compared to faculty with Single Appointments (4.33 versus 3.97 for being a faculty member; 4.38 versus 4.00 for career progression), as were Chairs when compared to Non-Chairs (4.31 versus 3.96 for being a faculty member; 4.42 versus 3.98 for career progression).

Factors Contributing to, Detracting from Satisfaction

In the next section, we asked faculty members to share what factors both contribute to and detract most from their satisfaction. The results for these items are reported in Tables S2a and S3a and in Figures S12a and S12b in the appendices, and in Figures 13 and 14 below. These items were coded using the same codebooks we developed for Wave 3.

Overall, the most common factors identified as contributing to faculty satisfaction included the quality of and their relationships with faculty colleagues, relationships with and the quality of students, and a positive institutional climate.

Figure 13: Factors Contributing Most to Faculty Satisfaction



Examples of the kinds of comments TT faculty shared about working with their colleagues ranged from fairly generic (e.g., “Colleagues,” “Other faculty”) to more detailed. Some respondents commented that they enjoyed the “Strength of colleagues/collaborators” and “Amazing diversity of talented researchers,” and “The breadth of talented faculty, their cooperative attitudes, and interactions that make work fun.” Others noted aspects such as “Excellent colleagues both in my department & across campus.” Another faculty member remarked, “We have a collegial, collaborative faculty.” Finally, one faculty member noted, “Interactions with colleagues + stuff. It is a joy to come to work every day and work with these people.”

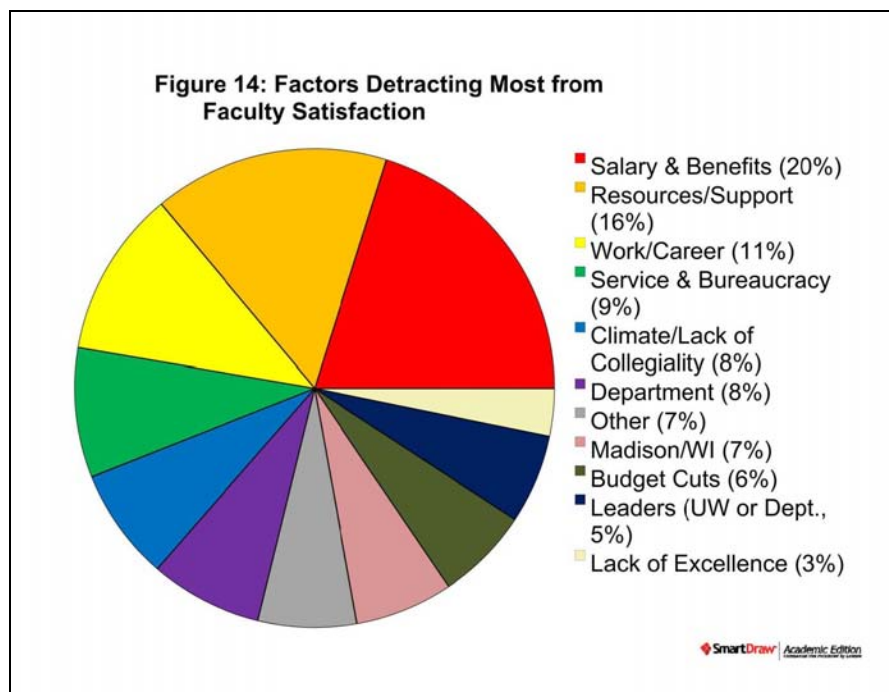
In identifying working with students, TT faculty shared a number of examples and comments. Similar to the above items for the quality of and relationships with their colleagues, some TT faculty simply wrote, “students,” “great students,” and “outstanding students.” Occasionally, respondents were specific about whether they were referring to undergraduate or graduate students (e.g., “quality of graduate students [is] very good”), but the majority of the time they did not clarify in their responses. Some respondents commented on both their colleagues and students, together: “The quality of the faculty & students here,” and, “Interactions with students and colleagues.”

Some faculty specified the positive institutional climate as a reason for their satisfaction. This could include short phrases to describe the overall environment, such as “good climate,” “positive atmosphere,” “environment is friendly,” and “collegiality.” Others explained their thoughts more fully, with one faculty member writing, “Collegial philosophy with ability to interact easily with others regardless of department or unit,” “A collegial spirit that transcends disciplines is the most important factor. This opens many research opportunities.” Other respondents simply noted the lack of a negative culture, writing, “lack of back-stabbing political environment,” and “lack of cut-throat behavior.”

Other consistently cited categories included:

- research and/or teaching opportunities and accomplishments (e.g., “teaching,” “teaching opportunities,” “teaching and research,” and “completed research (contributing valuable new knowledge to society at large)”);
- academic freedom and the flexibility to pursue their own interests as scholars (e.g., “freedom to pursue my research,” “Independence in pursuing my research agenda,” and “freedom to pursue research goals”);
- rich opportunities to engage in collaborative or interdisciplinary endeavors (e.g., “ability to collaborate with people all in many different disciplines,” “collaborative [emphasis in original] possibilities for investigation,” “low barriers to collaboration across disciplines,” and “I appreciate the low barriers to inter-departmental collaboration; and have managed to find wonderful colleagues outside of my department (as well as within it)”);
- commitments to scholarly excellence and quality by the institution and their colleagues (e.g., “relatively high scholarly standards,” “strong research environment,” and “exciting research environment”);
- and the recognition of or respect for their work by their departments or departmental colleagues (e.g., “recognition of my teaching & research,” “Support & respect from faculty in my department,” and “recognition of my scholarship’s inherent value.”)

Overall, the most common factors identified as detracting from faculty satisfaction included low or poor salaries, what they viewed as an excessive amount of rules and bureaucracy, and decisions by the State legislature and governor that impact the university. These items were also coded using the same codebooks as developed for Wave 3.



Examples of the kinds of comments TT faculty shared about low or poor salaries ranged from clear and to the point (e.g., “salary,” and “pay”) to the emphatic (e.g., “MY SALARY!!!”). Some TT faculty included more details about what components of their salaries detracted from their satisfaction, such as the salaries not being competitive. Comments along these lines noted,

“low faculty salary relative to peers at school,” “Pay that is well-behind the market for peers,” and “low [emphasis in original] and not competitive salaries.” Several other faculty members noted the stress that accompanied low pay, writing “Salaries are extremely low and create personal stress and low morale,” “persistent budget woes at UW & resulting salary inequities, increasing family stress,” and “Salary [emphasis in original] - can't emphasize enough how demoralizing this is.” Some respondents noted not just a detraction from their satisfaction but outright frustration related to pay: “The pay is ridiculously low- no merit; no raises; pay inversion. I make less than academic staff! It's insulting. Then the tenure expectations on top of that-so [emphasis in original] angry.” Finally, some others noted that, while their salaries were adequate, others did not fare as well: “Pay (mine is good; other people's needs improvement).”

TT faculty shared a number of examples and comments concerning the ways in which bureaucracy detracted from their satisfaction. As with other comment categories, the responses included less (e.g., “bureaucracy,” and “bureaucratic load”) and more specific responses (e.g., “financial bureaucracy regarding grant funding”). These comments were also reflected in such responses as, “regulations and endless administrative barriers,” “bureaucratic red tape,” and “administrative hurdles and regulations.” Several other responses described bureaucratic procedures as “opaque.” Other respondents were more specific about what they viewed as bureaucracy and its effects, such as the TT faculty member who wrote, “Increasing bureaucracy at UW. Computerization is leading to less flexibility and more nit picking - and pushing w/ data entry to faculty. Enough to make me curious about other places.”

The broader category of “Aspects of Madison/Wisconsin” became more prominent in 2012, because of a sharp increase in the number of comments related to Wisconsin's state government. Given the political turmoil of 2011, these increased comments are not surprising. Many comments were general (e.g., “state political climate”), but some specifically tied the political changes in the state to aspects of worklife at UW-Madison that the respondent found dissatisfying (e.g., “State government doesn't value UW”, “Being demonized as a state employee when I take my responsibilities as faculty so seriously”, or “Loss of resources due to Gov. Walker + legislature”).

Other consistently cited included:

- the lack of raises or compensation incentives (e.g., “no raises since 2008,” “above all; low [emphasis in original] faculty compensation with no end in sight,” and “complete lack of salary increases for the last TEN YEARS”);
- insufficient or inadequate resources to support various facets of their worklife (e.g., “poor grad funding context”);
- pay decreases and the increased cost of benefits (e.g., “declining pay,” “pay cut,” and “This past year my pay check has decreased significantly. I feel all the advances I have made over the years have been cancelled out”);
- paperwork or administrative duties (e.g., “my hatred of the busywork caused by bureaucracy,” “administrative work,” and “shifting of administrative tasks to faculty”);
- not feeling valued or respected in their departments (e.g., “lack of appreciation/understanding of my research by department chair,” “colleague disrespect for the work I do,” and “lack of support in department”);
- and an increased and/or excessive workload (e.g., “Ever increasing workload with less support staff,” “dramatically increasing workload demands,” and “the workload is brutal”)

[emphasis in original], far in excess of what other people in my department are expected to do”).

Satisfaction with Resources

In the next items, we asked faculty members how satisfied they were with various kinds of resources that support their work. Respondents were asked to think about all university, school or college, and departmental resources provided to support their research and scholarship, teaching, clinical work, and extension and outreach activities. The results for these items are reported in Table S4a through S5a and in Figures S13a_1 through S13d_3 in the appendices.

TT faculty were, generally, neither satisfied nor dissatisfied with these resources. They reported the most satisfaction with resources to support their teaching (3.52) and research and scholarship (3.51), and less with resources that support their clinical work (3.41) or extension and outreach activities (3.31).

We saw substantially fewer differences according to personal characteristics for these items, which is a shift from the experiences reported elsewhere in the survey, particularly with regard to climate and other areas of satisfaction. Women faculty were less satisfied than Men with resources designed to support their research and scholarship (3.38 versus 3.59). Faculty with Disabilities were less satisfied with both research and scholarship resources (3.08 versus 3.56) and with extension and outreach resources (2.96 versus 3.35) than Faculty without Disabilities. SS faculty were generally among the most satisfied with each kind of resource, while PS and AH faculty were among the least satisfied. Generally, members of Science Departments were less satisfied with resources that support their research and scholarship (3.48 versus 3.56, difference not significant) and their teaching (3.44 versus 3.61), but more satisfied with resources supporting their clinical work (3.60 versus 3.05) and extension and outreach (3.39 versus 3.22, difference not significant).

Comparing by rank and appointments, Untenured faculty were more satisfied with research and scholarship (3.90 versus 3.41), teaching (3.76 versus 3.45), and extension and outreach resources (3.43 versus 3.29, difference not significant) than Tenured faculty. There were no significant differences for these items according to number of appointments or Chair status.

Satisfaction with Salary

Faculty were next invited to rate their satisfaction with their salaries. For this item, we did not provide an “NA” option. The results for this item are reported in Table S6a and in Figures S14_1 through S14_3 in the appendices.

TT faculty were neither satisfied nor dissatisfied with their salaries (2.80). More consistent with other worklife experiences found in the study, Women faculty, Faculty of Color, and Gay and Lesbian faculty were all significantly less satisfied than faculty in comparison groups. Non-Citizens and Faculty with Disabilities were also less satisfied with salaries than their comparison groups, but the differences were not significant.

Among the divisions and department type, BS faculty were the most satisfied with their salaries (3.07, significant), while AH faculty were the least (2.32). Concurrently, Science Department faculty were more satisfied than Non-Science Department faculty members (2.95 versus 2.61). When comparing by rank and appointment types, Untenured faculty were more satisfied than Tenured faculty (2.96 versus 2.76), as were Chairs when compared to Non-Chairs (3.12 versus 2.78).

Considering Leaving UW-Madison

Faculty were next asked to rate the likelihood that they would leave UW-Madison in the next three years. The response choices for this item were negatively coded, meaning that the most likely was the lowest number. The response choices included, “Very likely” (1), “Somewhat likely” (2), “Neither likely nor unlikely” (3), “Somewhat unlikely” (4), and “Very unlikely” (5). We did not provide an “NA” or “Don’t know” choice for this item. Results for this item are reported in Table S7a and in Figures S15_1 through S15_3 in the appendices.

TT faculty were neither likely nor unlikely to leave UW-Madison in the next three years (3.28). Women faculty, Faculty of Color, and Non-Citizens were all significantly more likely to leave than their comparison groups. Gay and Lesbian faculty and Faculty with Disabilities were also more likely to leave than faculty in those comparison groups, but not significantly so. Faculty of Color reported the most likeliness to leave (2.82) of any respondent variable group, but they were still neither likely nor unlikely to do so.

Among the divisions, BS faculty were the least likely to consider leaving (3.29), while AH faculty were the most likely (2.97). Similarly, Science Department faculty were less likely to leave than faculty from Non-Science Departments (3.40 versus 3.13). There were no differences by tenure status or number of appointments, but Chairs were substantially less likely to leave when compared to Non-Chairs (3.72 versus 3.25).

Reasons to Consider Leaving

In the final set of questions for this section, faculty members were asked to rate the extent to which, if at all, they had considered a selection of reasons for leaving the institution. Examples from the list of reasons provided included increasing their salary, finding a more supportive work environment, reducing stress, and retirement. This section includes an important change made to two items that had been listed individually on the Wave 3 instrument, but were combined for Wave 4. Item 16b now listed together, rather than separately, reads, “To improve your prospects for tenure or enhance your career in other ways.” Because this wording change and combination of items represents a measurement change, comparisons can be made over time but must be considered carefully in drawing conclusions.

The response choices for these items included “Not at all” (1), “To some extent” (2), and “To a great extent” (3). Respondents could also choose “NA,” which we coded as missing data. For the final item in the series, we asked respondents to share and rate any other reasons for which they might consider leaving UW-Madison. These items were coded using the same codebook as developed for Wave 3. Results for these items are shown in Tables S9a through S12a and in Figures S16a_1 through S16i_3 in the appendices.

Overall, TT faculty members had considered increasing their salary (2.14), finding a more supportive work environment (1.65), and other reasons that they specified (2.43) to the greatest extent as a reason for leaving. Among these other reasons (see Table S12a for the full codebooks), being close to their families, the negative relationship with the state government, and a lack of diversity were the most common categories. TT faculty were least likely to consider adjusting their clinical loads, improving the employment situation of a spouse or partner, or retirement as reasons for leaving their faculty position at UW-Madison.

By personal characteristics, Women faculty were more likely to have considered each of the reasons we listed to a greater extent than Men faculty, usually significantly so. The only exception to this pattern was for retirement (1.47 for Women versus 1.48 for Men). Faculty of Color were also more likely to have more strongly considered most reasons when compared to

Majority faculty, with the exceptions of reducing stress, retirement, and other reasons that they specified. Non-Citizen faculty were generally less likely to have considered most of the reasons we listed, but the differences were only sometimes significant. Consistent with other trends in satisfaction, Gay and Lesbian faculty members, and Faculty with Disabilities were more likely to have more strongly considered most reasons, with only a few exceptions, and usually with significance.

Comparing respondents by division, BS faculty were least likely to consider leaving to increase their salaries (1.97), while SS (2.34) and AH faculty (2.27) were among the most likely. AH faculty were also most likely to have more strongly considered most of the other reasons we listed, usually significantly when compared to all other faculty. A notable exception to this trend came in reducing their clinical loads, given the proportionally small numbers of faculty in the AH division who might perform that kind of work. Between department types, Science Department faculty were less likely to have considered each of the reasons we provided, sometimes with significance to the difference, with the exception of adjustments to their clinical load (1.35 versus 1.11), which was higher than Non-Science Department faculty.

By rank and appointments, Untenured faculty were generally less likely to consider any of the reasons when compared to Tenured faculty, with the exception of improving the employment situation of a spouse or partner (1.69 versus 1.46). The only significant differences by number of appointments came in reducing stress; faculty with Single Appointments considered leaving UW-Madison in order to reduce stress to a greater extent than faculty with Multiple Appointments (1.65 versus 1.45). Finally, Chairs were significantly less likely to have considered most reasons for leaving.

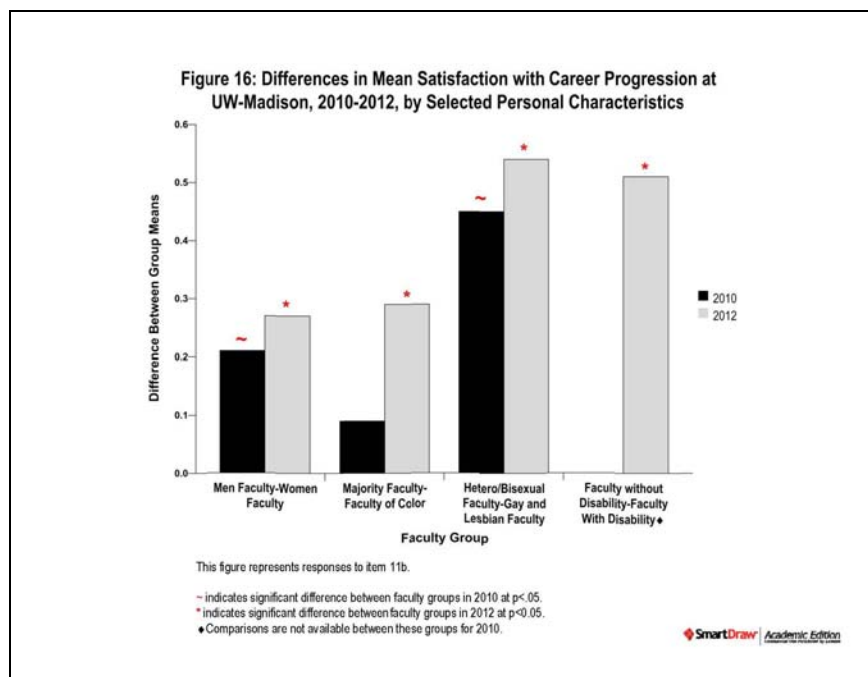
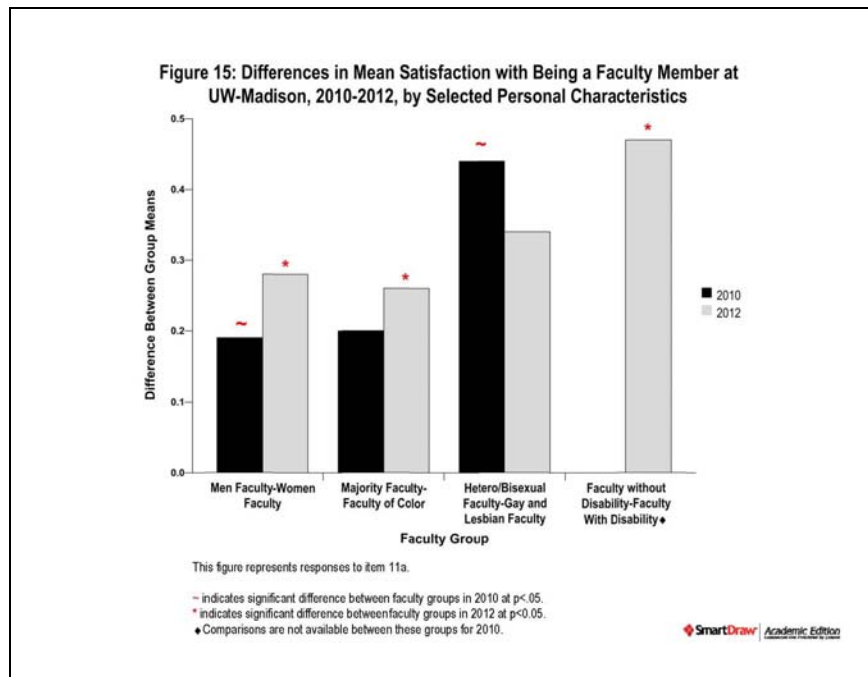
Change Over Time

Change between groups

As with the climate section of the survey, we found several changes in the levels of faculty satisfaction between survey waves, distributed throughout the section by personal characteristics, disciplinary group, and rank and appointment. For most items and groups for which there was a change in significance, the difference remained in the same general direction. For example, Women faculty had been less satisfied with the resources available to support their research and scholarship compared to Men faculty in both waves, the difference became significant in 2012. Women faculty were also less satisfied with their salaries than Men faculty in both waves, with the difference reaching significance in 2012. Women faculty were significantly more likely than Men faculty to have considered leaving UW-Madison in order to increase their research time in both 2010 and 2012, but this difference became significant in 2012.

Faculty of Color were less satisfied with being a faculty member and with their career progression than Majority faculty in 2010, but these differences both became significant in 2012. In addition, while Faculty of Color had been more likely to consider increasing their salaries and adjusting their clinical loads as reasons for leaving the institution compared to Majority faculty in 2010, these differences became significant in 2012. Though still less satisfied than both of their comparison groups, Women faculty and Faculty of Color were no longer significantly less satisfied than members of their relative comparison groups with resources provided to support their clinical work in 2012.

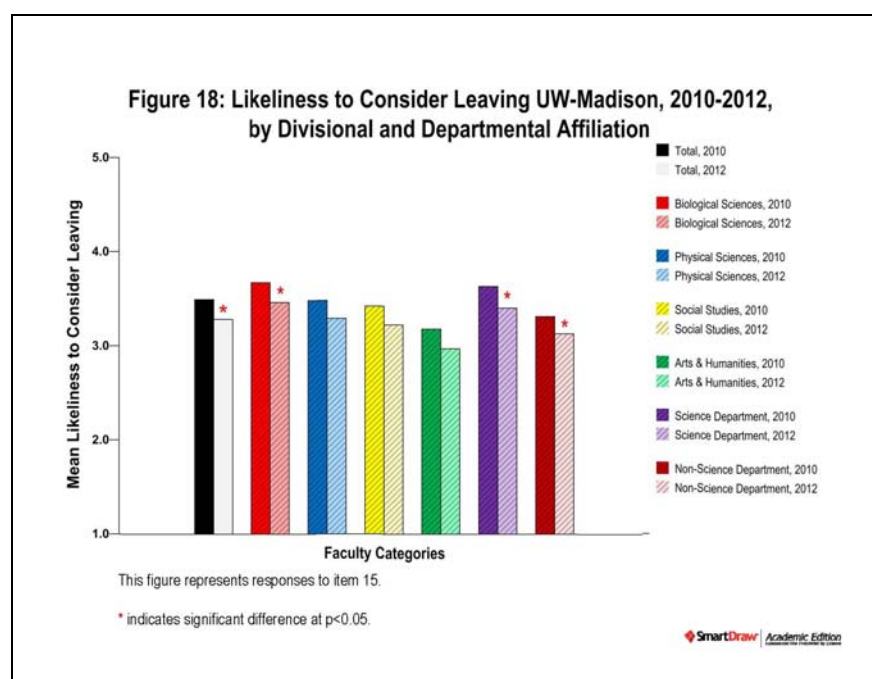
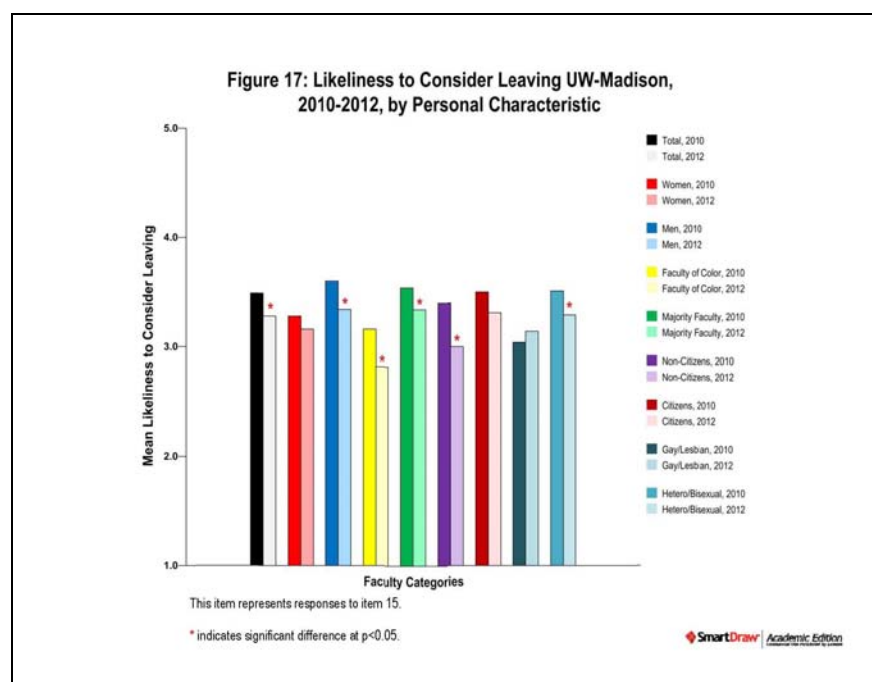
The differences in mean responses between groups according to selected personal characteristics are shown below in Figure 15 (job satisfaction at UW-Madison) and Figure 16 (career progression at UW-Madison).

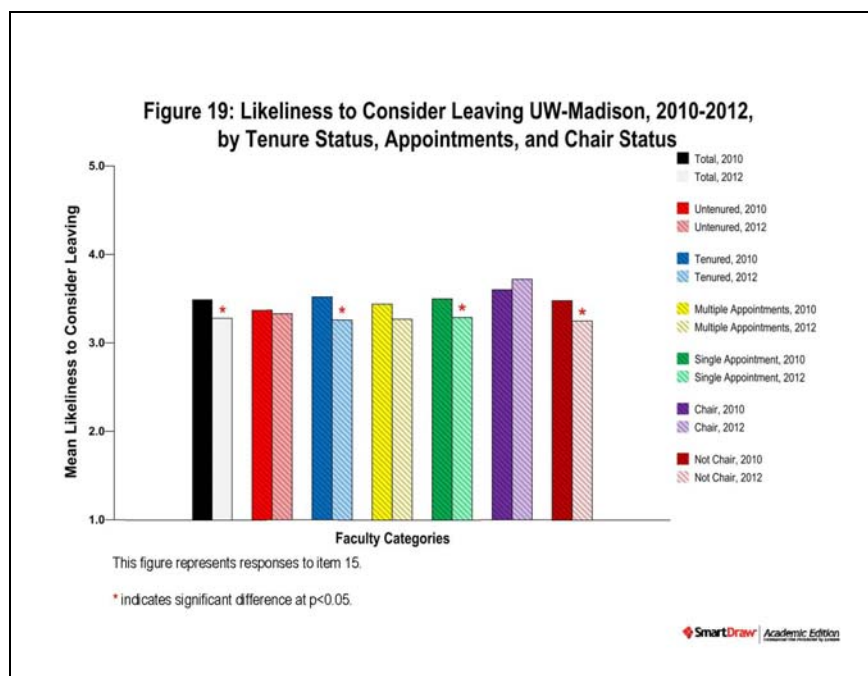


In another example, while Chairs were more satisfied with their salaries than Non-Chairs in both waves, the difference became significant in 2012. We also saw a great deal of consistency in significance between groups, especially along divisional and disciplinary grouping lines (e.g., likeliness to leave UW-Madison in the next three years, Item 15).

Change within groups

Within the total TT respondent group, we saw several changes between waves that reached significance. As a whole, though still somewhat unlikely to do so, TT faculty became more likely to consider leaving the institution in Wave 4 (3.49 versus 3.28, recalling that for this negatively coded item, smaller values indicated more likeliness to leave). Most subgroups also reported significant changes for this item, which can be seen in Figures 17 (by personal characteristic), 18 (by divisional and departmental affiliation), and 19 (by tenure status, appointments, and chair status) below.





Outside of the longitudinal changes identified for the entire respondent group, we also saw that several TT faculty subgroups experienced significantly different results between waves. For example, Men faculty were less likely to consider increased research time as a reason for leaving the institution (1.67 versus 1.56). Hetero/Bisexual faculty were more satisfied with resources available to support their research and scholarship (3.42 versus 3.54). By division, AH faculty were significantly more satisfied with resources supporting their teaching (3.23 versus 3.52), and were less likely to consider leaving the institution for a more supportive work environment (2.00 versus 1.78) or increased research time (2.04 versus 1.87). SS faculty members were more likely to consider leaving the institution for an increased salary in 2012 (2.20 versus 2.34). There were no changes within Science and Non-Science Departments between waves.

By faculty ranks and appointments, we saw that Untenured faculty were less likely to consider leaving UW-Madison for increased research time (1.63 versus 1.46), while Tenured faculty were more likely to consider leaving in order to reduce stress (1.59 versus 1.67). Faculty members with Multiple Appointments considered leaving in order to reduce stress to a lesser extent (1.67 versus 1.45). Faculty members with Single Appointments were more satisfied with research and scholarship resources (3.40 versus 3.52), and were more likely to consider retirement as a reason for leaving (1.39 versus 1.47). Finally, Non-Chair faculty members had considered increased research time to a lesser extent in 2012 (1.71 versus 1.63).

Section 5: Appendices

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Appendix 1: Survey Instrument

Study of Faculty Worklife at the University of Wisconsin-Madison 2012

For the following questions, your “**department**” is the unit where you spend most of your time. For most faculty this is their home department, but for many it will be another unit—a section or a division within the department, or even a center. If you are in multiple departments, choose the one where you spend the most time, and if it is equal, choose the department of your tenure or promotion home. For all ranks, “faculty” is defined here as anyone who is on the tenure, clinical health sciences (CHS), or clinical tracks.

HIRING – We want to know what makes the University of Wisconsin-Madison (UW-Madison) attractive to job applicants, and how applicants experience the hiring process.

1a. In what year were you last hired at UW-Madison as a faculty member?

1b. Was this after January 1, 2010?

☐ Yes ☐ No → Go to question 3

2. Thinking about the hiring process in your department, how satisfied were you with...	Not at all	A little	Somewhat	Very	Extremely	NA
a. ...the overall hiring process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...the department's effort to obtain resources for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...the department faculty's efforts to meet you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...your interactions with the search committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...your start up package?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

DEPARTMENTAL CLIMATE – We would like to know about your interactions with others in your work environment.

3. Thinking about interactions with colleagues and others in your department, how often...	Never	Rarely	Sometimes	Often	Very often	NA
a. ...are you treated with respect by colleagues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...are you treated with respect by students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...are you treated with respect by staff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...are you treated with respect by your department chair?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...do you feel excluded from an informal network in your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. ...do your department colleagues solicit your opinion about work-related matters, such as teaching, research, and service?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. ...do you do work that is not formally recognized by your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
h. ...do you feel isolated in your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
i. ...do you feel isolated on the UW campus overall?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

4. Thinking about interactions with colleagues and others in your department...	Not at all	A little	Somewhat	Very	Extremely	NA
a. ...how <u>satisfied</u> are you with the effort your department chair makes to create a collegial and supportive environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...how <u>satisfied</u> are you with the effort your chair, director or dean makes to obtain resources for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...how well are you <u>able to navigate</u> unwritten rules concerning how one is to conduct oneself as a faculty member?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...how <u>reluctant</u> are you to voice concerns about the behavior of your departmental colleagues for fear it might affect your reputation or advancement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...how <u>valued</u> by your colleagues is your research and scholarship?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. ...how much <u>harder do you have to work</u> than some of your colleagues, in order to be perceived as a legitimate scholar?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. ...how <u>comfortable</u> are you in raising personal and family responsibilities when scheduling departmental obligations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
h. ...how well do you <u>fit</u> into your department or unit?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

5. Thinking about your participation in the decision-making process in your department, how often...	Never	Rarely	Sometimes	Often	Almost always	NA
a. ...do you have a voice in the decision-making that affects the direction of your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...do you have a voice in how resources are allocated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...do meetings allow all participants to share their views?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...do committee assignments rotate fairly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...does your department chair involve you in decision-making?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

6. At UW-Madison, climate is defined by the Campus Climate Network Group (2002) as “Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.”						
These questions are about climate at UW-Madison.	Very negative	Negative	Mediocre	Positive	Very positive	Don't know
a. In my department, the overall climate is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. In my department, the climate for <u>women</u> is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. In my department, the climate for <u>faculty of color</u> is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

DIVERSITY ISSUES AT UW-MADISON

7. For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another.								
How much do you agree or disagree with the following statements about commitment to diversity at UW-Madison?	Strongly disagree	Somewhat disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Somewhat agree	Strongly agree	
a. Commitment to diversity is demonstrated in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Commitment to diversity is demonstrated at the UW-Madison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. I am committed to increasing the diversity of faculty, staff and students at UW-Madison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

8. In the last 6 months, have you intentionally engaged in an action to increase the diversity of faculty, staff and/or students at UW-Madison?

☐ Yes ☐ No → Go to question 10a

9. Please describe the action you engaged in to increase diversity. What was the outcome of this action?

10a. In the context of a professional setting, such as in a department or other campus unit, are you familiar with the concept of unconscious or implicit bias?

☐ Yes ☐ No → Go to question 11

10b. In the last 12 months, have you personally experienced or witnessed unconscious or implicit bias at UW-Madison?

☐ Yes ☐ No → Go to question 11

10c. Without naming individuals, please describe what happened and the outcome.

SATISFACTION WITH UW-MADISON – We want to know more about your satisfaction with UW-Madison as an employer.

11. In general, how satisfied are you...

Very dissatisfied Somewhat dissatisfied Neither satisfied nor dissatisfied Somewhat satisfied Very satisfied

a. ...being a faculty member at UW-Madison?

☐ ☐ ☐ ☐ ☐

b. ...with your career progression at the UW-Madison?

☐ ☐ ☐ ☐ ☐

12a. What factors contribute most to your satisfaction at UW-Madison?

12b. What factors detract most from your satisfaction at UW-Madison?

13. Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides...

Very dissatisfied Somewhat dissatisfied Neither satisfied nor dissatisfied Somewhat satisfied Very satisfied NA

a. ...to support your research and scholarship?

☐ ☐ ☐ ☐ ☐ ☐

b. ...to support your teaching?

☐ ☐ ☐ ☐ ☐ ☐

c. ...to support your clinical work?

☐ ☐ ☐ ☐ ☐ ☐

d. ...to support your extension or outreach activities?

☐ ☐ ☐ ☐ ☐ ☐

14. How satisfied are you with your salary?

Very dissatisfied Somewhat dissatisfied Neither satisfied nor dissatisfied Somewhat satisfied Very satisfied

☐ ☐ ☐ ☐ ☐

15. In the next three years, how likely are you to leave UW-Madison?

Very
likely
☐

Somewhat
likely
☐

Neither likely
nor unlikely
☐

Somewhat
unlikely
☐

Very
unlikely
☐

16. To what extent, if at all, have you considered the following as reasons to leave UW-Madison:

Not at
all
☐

To some
extent
☐

To a great
extent
☐

NA
☐

a. To increase your salary?

☐

☐

☐

☐

b. To improve your prospects for tenure or enhance your career in other ways?

☐

☐

☐

☐

c. To find a more supportive work environment?

☐

☐

☐

☐

d. To increase your time to do research?

☐

☐

☐

☐

e. To reduce stress?

☐

☐

☐

☐

f. To improve the employment situation of your spouse or partner?

☐

☐

☐

☐

g. Retirement?

☐

☐

☐

☐

h. To adjust your clinical load?

☐

☐

☐

☐

i. Other? Please specify: _____

☐

☐

☐

☐

PERSONAL DEMOGRAPHICS – As for the entire survey, responses to the following questions will be kept confidential. Information from this survey will be presented in aggregate form **above the departmental level** (such as college/school or division) so that individual respondents cannot be identified.

17. What is your sex? ☐ Male ☐ Female

18. Are you Hispanic or Latino? ☐ Yes ☐ No

19. Please check all the categories that describe your race.

☐ African American or Black

☐ Caucasian or White

☐ Asian

☐ Native Hawaiian or other Pacific Islander

☐ American Indian or Alaskan Native

☐ Other; please explain: _____

20. What is your sexual orientation?

☐ Heterosexual

☐ Gay or Lesbian

☐ Bisexual

21a. Do you identify as a person with a disability? ☐ Yes ☐ No

21b. Do you have a chronic physical or mental health condition? ☐ Yes ☐ No

21c. If you answered "yes" to question 21a or 21b, do you need or use any accommodations? ☐ Yes ☐ No

22. What is your citizenship status?

☐ U.S. Citizen

☐ U.S. Permanent Resident

☐ Non-Resident Alien (J-1, H-1B, O-1 status, etc.)

23. What is your current title?

☐ Assistant Professor

☐ Associate Professor

☐ Professor

☐ Assistant Professor (CHS)

☐ Associate Professor (CHS)

☐ Professor (CHS)

☐ Clinical Assistant Professor

☐ Clinical Associate Professor

☐ Clinical Professor

☐ Other, please specify: _____

24. Which department, unit, section, or division did you have in mind when completing this survey?

THANK YOU for your time! Results will be posted at <http://wiseli.engr.wisc.edu/facworklife.php> in late 2012.

Section 5: Appendices

Appendix 2: List of Departments

Appendix 2. Departmental Division Designations, 2012

UDDS	Department_Name	Department_Division	Science/Non-Science
A072000	Agricultural & Applied Economics	S	Non-Science
A072200	Biological Systems Engineering	P	Science
A072400	Life Sciences Communication	S	Non-Science
A072600	Agronomy	B	Science
A072700	Animal Science	B	Science
A072800	Bacteriology	B	Science
A073000	Biochemistry	B	Science
A073400	Dairy Science	B	Science
A073600	Entomology	B	Science
A074000	Food Science	B	Science
A074200	Genetics	B	Science
A074300	Horticulture	B	Science
A074600	Nutritional Sciences	B	Science
A074800	Plant Pathology	B	Science
A075200	Community & Environmental Sociology	S	Non-Science
A075400	Soil Science	P	Science
A076400	Forest Ecology & Management	B	Science
A076600	Natural Resources-Landscape Architecture	S	Non-Science
A076800	Urban & Regional Planning	S	Non-Science
A122000	School of Business	S	Non-Science
A171000	Art	H	Non-Science
A171600	Counseling Psychology	S	Non-Science
A172000	Curriculum & Instruction	S	Non-Science
A172300	Educational Leadership & Policy Analysis	S	Non-Science
A172700	Educational Policy Studies	S	Non-Science
A173000	Educational Psychology	S	Non-Science
A176000	Kinesiology	B	Science
A176200	Dance	H	Non-Science
A177800	Rehabilitation Psychology & Special Education	S	Non-Science
A191200	Chemical & Biological Engineering	P	Science
A191500	Civil & Environmental Engineering	P	Science
A192500	Electrical & Computer Engineering	P	Science
A194200	Biomedical Engineering	P	Science
A195000	Industrial Engineering	P	Science
A196200	Mechanical Engineering	P	Science
A197500	Materials Science & Engineering	P	Science
A198000	Engineering Physics	P	Science
A199500	Engineering Professional Development	P	Science
A271000	School of Human Ecology	S	Non-Science
A340000	Graduate School	B	Science
A403900	Nelson Institute for Environmental Studies	B	Science
A451000	Law School	S	Non-Science
A480600	African Languages & Literature	H	Non-Science
A480700	Anthropology	S	Non-Science
A480800	Afro-American Studies	S	Non-Science
A480900	Art History	H	Non-Science
A481100	Astronomy	P	Science
A481300	Botany	B	Science
A481400	Communication Arts	S	Non-Science
A481500	Chemistry	P	Science
A481700	Classics	H	Non-Science
A481800	Communicative Disorders	B	Science
A481900	Comparative Literature	H	Non-Science
A482000	Computer Sciences	P	Science
A482100	East Asian Languages & Literature	H	Non-Science
A482200	Economics	S	Non-Science

Appendix 2. Departmental Division Designations, 2012

UDDS	Department_Name	Department_Division	Science/Non-Science
A482400	English	H	Non-Science
A482600	French & Italian	H	Non-Science
A482900	Geography	S	Non-Science
A483200	Geology & Geophysics	P	Science
A483500	German	H	Non-Science
A483700	Hebrew & Semitic Studies	H	Non-Science
A483800	History	H	Non-Science
A483900	History of Science	H	Non-Science
A484400	LaFollette School of Public Affairs	S	Non-Science
A484900	School of Journalism & Mass Communication	S	Non-Science
A485100	School of Library & Information Studies	S	Non-Science
A485400	Mathematics	P	Science
A485700	Atmospheric & Oceanic Sciences	P	Science
A486000	School of Music	H	Non-Science
A486500	Philosophy	H	Non-Science
A486700	Physics	P	Science
A487200	Political Science	S	Non-Science
A487400	Psychology	S	Non-Science
A487800	Scandinavian Studies	H	Non-Science
A488000	Slavic Languages	H	Non-Science
A488200	Social Work	S	Non-Science
A488300	Sociology	S	Non-Science
A488400	Languages & Cultures of Asia	H	Non-Science
A488500	Spanish & Portuguese	H	Non-Science
A489000	Statistics	P	Science
A489200	Theatre & Drama	H	Non-Science
A489400	Urban & Regional Planning	S	Non-Science
A489600	Gender & Women's Studies	H	Non-Science
A489700	Zoology	B	Science
A522400	Wisconsin State Hygiene Lab	B	Science
A530600	Anatomy	B	Science
A530900	Anesthesiology	B	Science
A531100	Cell & Regenerative Biology	B	Science
A531200	Biostatistics & Medical Informatics	B	Science
A532000	Family Medicine	B	Science
A532500	Genetics	B	Science
A532800	Obstetrics & Gynecology	B	Science
A532900	Institute for Clinical & Translational Research	B	Science
A533100	Medical History & Bioethics	B	Science
A533300	Human Oncology	B	Science
A534200	Medicine	B	Science
A534300	Dermatology	B	Science
A534700	Medical Microbiology	B	Science
A534800	Medical Physics	B	Science
A535100	Neurology	B	Science
A535700	Neurological Surgery	B	Science
A535900	Oncology	B	Science
A536000	Ophthalmology & Visual Sciences	B	Science
A536100	Orthopedics & Rehabilitation	B	Science
A536200	Neuroscience	B	Science
A536300	Pathology & Laboratory Medicine	B	Science
A536700	Pediatrics	B	Science
A537200	Pharmacology	B	Science
A537700	Biomolecular Chemistry	B	Science
A538500	Population Health Sciences	B	Science
A538900	Psychiatry	B	Science

Appendix 2. Departmental Division Designations, 2012

UDDS	Department_Name	Department_Division	Science/Non-Science
A539300	Radiology	B	Science
A539700	Surgery	B	Science
A539800	Urology	B	Science
A545000	School of Nursing	S	Non-Science
A561000	School of Pharmacy	B	Science
A570000	University Health Services	B	Science
A872100	Medical Sciences	B	Science
A873100	Pathobiological Sciences	B	Science
A874100	Comparative Biosciences	B	Science
A875100	Surgical Sciences	B	Science
A938800	Professional Development & Applied Studies	S	Non-Science

Section 5: Appendices

Appendix 3: Variable Definitions

Appendix 3: Variable Definitions

Variable	Source	Values	Definition	TT/C* Group
Gender	Self-report, survey item 17	Women	‘1’ if Female	TT & C
		Men	‘0’ if Male	
Race/Ethnicity	Self-report, survey items 19, 22	Faculty of Color	‘1’ if Hispanic or Latino, African American or Black, Asian, American Indian or Alaskan Native, Native Hawaiian or other Pacific Islander, AND if US Citizen (see below)	TT & C
		Majority Faculty	‘0’ if Not Hispanic or Latino AND Caucasian or White, OR if Not US Citizen (see below)	
Citizenship Status	Self-report, survey item 22	Not US Citizen	‘1’ if US Permanent Resident or Non-Resident Alien	TT & C
		US Citizen	‘0’ if US Citizen	
Division (Dept)	Self-report, survey item 24. If missing, Major Department is used.	Biological Science	‘1’ if in Biological Science Department (Appendix 2)	TT & C
		Physical Science	‘1’ if in Physical Science Department (Appendix 2)	
		Social Studies	‘1’ if in Social Studies Department (Appendix 2)	
		Arts & Humanities	‘1’ if in Arts & Humanities Department (Appendix 2)	
Division (Ind)	Divisional Affiliation of faculty member. If not yet declared, Departmental Division (see above) is used.	Biological Science	‘1’ if in Biological Science Division	TT
		Physical Science	‘1’ if in Physical Science Division	
		Social Studies	‘1’ if in Social Studies Division	
		Arts & Humanities	‘1’ if in Arts & Humanities Division	
Science/Non-Science	Created from Division (Dept) variable above	Science Department	‘1’ if in Biological or Physical Science Department (Appendix 2)	TT
		Non-Science Department	‘0’ if in Social Studies or Arts & Humanities Department (Appendix 2)	

Variable	Source	Values	Definition	TT/C* Group
Tenure Status	Self-report, survey item 23. If missing, Current Title is used.	Untenured	'1' if Assistant Professor	TT
		Tenured	'0' if Associate Professor or Professor (Full)	
Multiple Appointments	Created from Appointment Department	Multiple Appointments	'1' if Non-zero appointment percentages in more than one department	TT & C
		Single Appointment	'0' if Non-zero appointment percentage in only one department	
Disability Status	Self-report, survey items 21b, 21b, 21c	Faculty with Disability	'1' if 'Yes' to 21a or 21b. '1' if responses to items 21a and 21b were blank, but 'Yes' to 21c.	TT & C
		Faculty without Disability	'0' if 'No' response to items 21a and 21b. '0' if 21a and 21b are blank but 21c is 'No'.	
Department Chair	Created from Current Title	Department Chair	'1' if held Department Chair title	TT
		Not Chair	'0' otherwise	
Sexual Orientation	Self-report, survey item 20	Gay/Lesbian	'1' if Gay or Lesbian	TT & C
		Bi/Heterosexual	'0' if Heterosexual or Bisexual	
Clinical Track Title Series	Self-report, survey item 23. If missing, Current Title is used.	Clinical	'1' if title is Clinical Professor of any rank	C
		CHS	'1' if title is Professor (CHS) of any rank	
Promotion Status	Self-report, survey item 23. If missing, Current Title is used.	Assistant Rank	'1' if title is Assistant Clinical Professor or Assistant Professor (CHS)	C
		Associate or Full Rank	'0' if title is Associate Clinical Professor, Clinical Professor, Associate Professor (CHS), Professor (CHS)	

* TT refers to Tenured/Tenure-Track survey results. C refers to Clinical/CHS survey results.

Section 5: Appendices

Appendix 4: Tables

Table RR1. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*

	Tenure-Track Faculty			Clinical Faculty			Full Sample		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Surveys Mailed	1,441	661	2,102	630	493	1,123	2,071	1,154	3,225
Ineligible Respondents	2	1	3	0	1	1	2	2	4
Completed Surveys Returned*	665	379	1,044	255	245	500	920	624	1,545
Response Rate	46.2%	57.4%	49.7%	40.5%	49.8%	44.6%	44.5%	54.2%	48.0%

Table RR2. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*, Selected Characteristics

Demographic Variable	Respondents		Non-Respondents	
	N	Percent	N	Percent
Division (Individual)				
Biological Sciences	805	46.0%	944	54.0%
Physical Sciences	228	47.8%	249	52.2%
Social Studies	306	51.9%	284	48.1%
Humanities	199	49.1%	206	50.9%
Division (Departmental)*				
Biological Sciences	848	46.3%	982	53.7%
Physical Sciences	210	48.2%	226	51.8%
Social Studies	303	50.1%	302	49.9%
Humanities	177	50.6%	173	49.4%
School/College*				
BUS	28	40.0%	42	60.0%
CALS	136	47.9%	148	52.1%
EDUC	68	49.6%	69	50.4%
ENGR	99	55.0%	81	45.0%
L&S	418	49.4%	429	50.6%
LAW	32	50.8%	31	49.2%
MISC	20	47.6%	22	52.4%
NURS	24	52.2%	22	47.8%
PHARM	29	51.8%	27	48.2%
SMPH	610	44.2%	770	55.8%
SOHE	21	61.8%	13	38.2%
VETMED	53	64.6%	29	35.4%
Science Department*				
Science	1024	46.4%	1185	53.6%
Non-Science	514	50.8%	498	49.2%
STEMM Department*				
STEMM	1177	46.9%	1335	53.1%
Non-STEMM	361	50.9%	348	49.1%
Rank				
Assistant Professor	476	43.9%	608	56.1%
Associate Professor	353	48.1%	381	51.9%
Professor	715	51.0%	688	49.0%
Title Series				
Tenure Track	1044	49.7%	1055	50.3%
CHS	241	47.3%	269	52.7%
Clinical	259	42.3%	353	57.7%
Tenured				
No	728	46.1%	850	53.9%
Yes	816	49.7%	827	50.3%

Gender

Male	920	44.5%	1149	55.5%
Female	624	54.2%	528	45.8%

Heritage Code

Black	31	49.2%	32	50.8%
Asian	120	38.2%	194	61.8%
Native American	7	53.8%	6	33.3%
Hispanic	48	48.5%	51	51.5%
2 or More Races	13	76.5%	4	23.5%
Other	1325	48.8%	1390	51.2%

Faculty of Color

Faculty of Color	167	44.4%	209	55.6%
Majority Faculty	1377	48.4%	1468	51.6%

Race/Ethnicity

Nonwhite	219	43.3%	287	56.7%
White/Missing	1325	48.8%	1390	51.2%

Under-Represented Minority

URM	85	52.8%	76	47.2%
Not URM	1459	47.7%	1601	52.3%

Citizenship

U.S. Citizen	1410	48.6%	1490	51.4%
Not U.S. Citizen	134	41.7%	187	58.3%

Multiple Appointment

Yes	57	60.0%	38	40.0%
No	1475	47.2%	1651	52.8%

Department Chair

Yes	65	56.0%	51	44.0%
No	1479	47.6%	1626	52.4%

* See Appendix 2 for definitions.

Table RR3. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*, Tenured/Tenure-Track Faculty Only, Selected Characteristics

Demographic Variable	Respondents		Non-Respondents	
	N	Percent	N	Percent
Division (Individual)				
Biological Sciences	341	49.2%	352	50.8%
Physical Sciences	228	47.8%	249	52.2%
Social Studies	271	51.7%	253	48.3%
Humanities	199	49.1%	206	50.9%
Division (Departmental)*				
Biological Sciences	384	49.6%	390	50.4%
Physical Sciences	210	48.2%	226	51.8%
Social Studies	268	49.7%	271	50.3%
Humanities	177	50.6%	173	49.4%
School/College*				
BUS	27	39.1%	42	60.9%
CALS	136	47.9%	148	52.1%
EDUC	66	50.4%	65	49.6%
ENGR	99	55.0%	81	45.0%
L&S	406	48.8%	426	51.2%
LAW	19	54.3%	16	45.7%
MISC	5	31.3%	11	68.8%
NURS	8	47.1%	9	52.9%
PHARM	13	43.3%	17	56.7%
SMPH	211	50.0%	211	50.0%
SOHE	21	61.8%	13	38.2%
VETMED	28	57.1%	21	42.9%
Science Department*				
Science	562	48.6%	594	51.4%
Non-Science	477	50.6%	466	49.4%
STEMM Department*				
STEMM	725	49.0%	755	51.0%
Non-STEMM	314	50.7%	305	49.3%
Rank				
Assistant Professor	228	50.0%	228	50.0%
Associate Professor	199	46.8%	226	53.2%
Professor	617	50.7%	601	49.3%
Tenured				
No	228	50.0%	228	50.0%
Yes	816	49.7%	827	50.3%

Gender

Male	665	46.2%	774	53.8%
Female	379	57.4%	281	42.6%

Heritage Code

Black	23	46.9%	26	53.1%
Asian	88	38.8%	139	61.2%
Native American	**	N/A	**	N/A
Hispanic	41	53.9%	35	46.1%
2 or More Races	**	N/A	**	N/A
Other	876	50.8%	849	49.2%

Faculty of Color

Faculty of Color	124	47.0%	140	53.0%
Majority Faculty	920	50.1%	915	49.9%

Race/Ethnicity

Nonwhite	168	44.9%	206	55.1%
White/Missing	876	50.8%	849	49.2%

Under-Represented Minority

URM	68	56.2%	53	43.8%
Not URM	976	49.3%	1002	50.7%

Citizenship

U.S. Citizen	930	50.9%	897	49.1%
Not U.S. Citizen	114	41.9%	158	58.1%

Multiple Appointment

Yes	55	59.8%	37	40.2%
No	978	48.7%	1029	51.3%

Department Chair

Yes	65	56.0%	51	44.0%
No	979	49.4%	1004	50.6%

* See Appendix 2 for definitions.

** Too few respondents per cell.

Table RR4. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*, Clinical/CHS Faculty Only, Selected Characteristics

Demographic Variable	Respondents		Non-Respondents	
	N	Percent	N	Percent
Division (Individual)				
Biological Sciences	464	43.9%	592	56.1%
Social Studies	35	53.0%	31	47.0%
Division (Departmental)*				
Biological Sciences	464	43.9%	592	56.1%
Social Studies	35	53.0%	31	47.0%
School/College*				
L&S	12	80.0%	3	20.0%
LAW	13	46.4%	15	53.6%
MISC	18	54.5%	15	45.5%
NURS	16	55.2%	13	44.8%
PHARM	16	61.5%	10	38.5%
SMPH	399	41.6%	559	58.4%
VETMED	25	75.8%	8	24.2%
Science Department*				
Science	462	43.9%	591	56.1%
Non-Science	37	53.6%	32	46.4%
STEMM Department*				
STEMM	452	43.8%	580	56.2%
Non-STEMM	47	52.2%	43	47.8%
Rank				
Assistant Professor	248	39.5%	380	60.5%
Associate Professor	154	49.8%	155	50.2%
Professor	98	53.0%	87	47.0%
Title Series				
CHS	241	47.3%	269	52.7%
Clinical	259	42.3%	353	57.7%
Tenured				
No	500	44.6%	622	55.4%

Gender

Male	255	40.5%	375	59.5%
Female	245	49.8%	247	50.2%

Heritage Code

Black, Nat. Am., Hispanic, 2 or More Races	19	42.2%	26	57.8%
Asian	32	36.8%	55	63.2%
Other	449	45.4%	541	54.6%

Faculty of Color

Faculty of Color	43	38.4%	69	61.6%
Majority Faculty	457	45.2%	553	54.8%

Race/Ethnicity

Nonwhite	51	38.6%	81	61.4%
White/Missing	449	45.4%	541	54.6%

Under-Represented Minority

URM	17	42.5%	23	57.5%
Not URM	483	44.6%	599	55.4%

Citizenship

U.S. Citizen	480	44.7%	593	55.3%
Not U.S. Citizen	20	40.8%	29	59.2%

Multiple Appointment

Yes	2	66.7%	1	33.3%
No	497	44.4%	622	55.6%

Department Chair

No	500	44.6%	622	55.4%
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* See Appendix 2 for definitions.

Table RR5. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*, Selected Characteristics, Tenured/Tenure-Track Faculty Women

Demographic Variable	Respondents		Non-Respondents	
	N	Percent	N	Percent
Division (Individual)				
Biological Sciences	111	60.0%	74	40.0%
Physical Sciences	40	68.1%	32	31.9%
Social Studies	125	59.2%	86	40.8%
Humanities	103	53.6%	89	46.4%
Division (Departmental)*				
Biological Sciences	131	60.6%	85	39.4%
Physical Sciences	38	68.1%	27	31.9%
Social Studies	123	56.2%	96	43.8%
Humanities	87	54.4%	73	45.6%
School/College*				
BUS, LAW, MISC, NURS, SOHE	41	52.6%	37	47.4%
CALS	40	59.7%	27	40.3%
EDUC	34	54.8%	28	45.2%
ENGR	18	69.2%	8	30.8%
PHARM, VETMED	10	52.6%	9	47.4%
L&S	164	56.0%	129	44.0%
SMPH	72	62.6%	43	37.4%
Science Department*				
Science	148	59.0%	103	41.0%
Non-Science	231	56.5%	178	43.5%
STEMM Department*				
STEMM	221	59.2%	152	40.8%
Non-STEMM	158	55.1%	129	44.9%
Rank				
Assistant Professor	108	58.1%	78	41.9%
Associate Professor	90	56.3%	70	43.8%
Professor	181	57.6%	133	42.4%
Tenured				
No	108	58.1%	78	41.9%
Yes	271	57.2%	203	42.8%

Faculty of Color

Faculty of Color	47	49.5%	48	50.5%
Majority Faculty	332	58.8%	233	41.2%

Race/Ethnicity

Nonwhite	63	50.4%	62	49.6%
White/Missing	316	59.1%	219	40.9%

Under-Represented Minority

URM	31	53.4%	27	46.6%
Not URM	348	57.8%	254	42.2%

Citizenship

U.S. Citizen	340	58.1%	245	41.9%
Not U.S. Citizen	39	52.0%	36	48.0%

Multiple Appointment

Yes	20	66.7%	10	33.3%
No	358	56.8%	272	43.2%

Department Chair

Yes	26	84.2%	12	15.8%
No	353	56.8%	269	43.2%

* See Appendix 2 for definitions.

Table RR6. Response to *Study of Faculty Worklife at the University of Wisconsin-Madison*, Selected Characteristics, Tenured/Tenure-Track Faculty Men

Demographic Variable	Respondents		Non-Respondents	
	N	Percent	N	Percent
Division (Individual)				
Biological Sciences	230	45.3%	278	54.7%
Physical Sciences	188	68.1%	217	31.9%
Social Studies	146	46.6%	167	53.4%
Humanities	96	45.1%	117	54.9%
Division (Departmental)*				
Biological Sciences	253	45.3%	305	54.7%
Physical Sciences	172	68.1%	199	31.9%
Social Studies	145	45.3%	175	54.7%
Humanities	90	47.4%	100	52.6%
School/College*				
BUS, LAW, MISC, NURS, SOHE	39	41.9%	54	58.1%
CALS	96	44.2%	121	55.8%
EDUC	32	46.4%	37	53.6%
ENGR	81	52.6%	73	47.4%
PHARM, VETMED	31	51.7%	29	48.3%
L&S	242	44.9%	297	55.1%
SMPH	139	45.3%	168	54.7%
Science Department*				
Science	414	45.7%	491	54.3%
Non-Science	246	46.1%	288	53.9%
STEMM Department*				
STEMM	504	45.5%	603	54.5%
Non-STEMM	156	47.0%	176	53.0%
Rank				
Assistant Professor	120	44.4%	150	55.6%
Associate Professor	109	41.1%	156	58.9%
Professor	436	48.2%	468	51.8%
Tenured				
No	120	44.4%	150	55.6%
Yes	545	46.6%	624	53.4%

Faculty of Color

Faculty of Color	77	45.6%	92	54.4%
Majority Faculty	588	46.3%	682	53.7%

Race/Ethnicity

Nonwhite	105	42.2%	144	57.8%
White/Missing	560	47.1%	630	52.9%

Under-Represented Minority

URM	37	58.7%	26	41.3%
Not URM	628	45.6%	748	54.4%

Citizenship

U.S. Citizen	590	47.5%	652	52.5%
Not U.S. Citizen	75	38.1%	122	61.9%

Multiple Appointment

Yes	35	56.5%	27	43.5%
No	620	45.0%	757	55.0%

Department Chair

Yes	39	84.2%	39	15.8%
No	626	46.0%	735	54.0%

* See Appendix 2 for definitions.

Table H1a. Satisfaction with the Hiring Process, New Faculty Hired 2010-2012. Tenured/Tenure-Track Faculty Only

Thinking about the hiring process in your department, how satisfied were you with.....

	...the overall hiring process?						...the department's effort to obtain resources for you?						...the department faculty's efforts to meet you?			
	2010			2012			2010		2012		2010		2012			
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.		
Total	222	3.99	(0.76)	101	4.08	(0.81)	3.90	(0.86)	4.12	(0.86)	↑	4.10	(0.85)	4.10	(0.95)	
Women	91	4.03	(0.76)	42	3.93	(0.87)	3.87	(0.95)	4.10	(0.89)		4.21	(0.86)	4.08	(0.83)	
Men	130	3.95	(0.75)	59	4.19	(0.75)	↑	3.93	(0.79)	4.14	(0.84)		4.02	(0.83)	4.12	(1.03)
Faculty of Color	30	4.13	(0.78)	11	4.18	(0.60)	4.13	(0.94)	4.27	(0.47)		4.45	(0.69) *	4.45	(0.52) *	
Majority Faculty	191	3.96	(0.75)	90	4.07	(0.83)	3.87	(0.84)	4.10	(0.89)	↑	4.04	(0.86)	4.06	(0.98)	
Not US Citizen	47	4.09	(0.62)	24	4.38	(0.65) *	4.13	(0.74) *	4.29	(0.69)		4.33	(0.70) *	4.21	(0.78)	
US Citizen	174	3.95	(0.79)	77	3.99	(0.84)	3.84	(0.88)	4.07	(0.90)		4.04	(0.87)	4.07	(1.00)	
Biological Science	88	3.82	(0.78) *	37	4.11	(0.84)	3.92	(0.83)	4.19	(0.92)		4.00	(0.90)	4.11	(1.05)	
Physical Science	46	4.11	(0.60)	10	3.90	(0.88)	3.83	(0.85)	4.30	(0.67)		4.05	(0.78)	4.20	(0.63)	
Social Studies	63	4.17	(0.75) *	31	4.13	(0.81)	4.00	(0.88)	4.13	(0.85)		4.35	(0.71) *	4.16	(0.78)	
Arts & Humanities	23	3.87	(0.81)	21	4.05	(0.80)	3.78	(0.95)	3.90	(0.89)		4.05	(0.79)	3.90	(1.17)	
Science Department	129	3.95	(0.73)	45	4.07	(0.86)	3.88	(0.84)	4.22	(0.88)	↑	4.00	(0.86) *	4.14	(0.98)	
Non-Science Department	91	4.04	(0.79)	54	4.09	(0.78)	3.93	(0.88)	4.04	(0.85)		4.28	(0.73)	4.06	(0.94)	
Untenured	172	4.02	(0.76)	76	4.16	(0.80)	3.97	(0.85) *	4.16	(0.82)		4.12	(0.86)	4.16	(0.99)	
Tenured	50	3.88	(0.75)	25	3.84	(0.80)	3.69	(0.85)	4.00	(0.98)		4.04	(0.82)	3.91	(0.79)	

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA".

While we collected data for faculty members with disabilities; gay, lesbian, and bisexual faculty members; faculty members with multiple appointments; and faculty members who are department chairs, the number of respondents for this section of the survey was too small to make meaningful comparisons.

Table H2a. Satisfaction with the Hiring Process, New Faculty Hired 2010-2012. Tenured/Tenure-Track Faculty Only

Thinking about the hiring process in your department, how satisfied were you with.....

	...your interactions with the search committee?						...your start up package?				
	2010			2012			2010		2012		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	
Total	222	4.16	(0.79)	101	4.25	(0.88)	3.69	(0.91)	3.95	(0.83)	↑
Women	91	4.23	(0.81)	42	4.16	(0.90)	3.75	(0.97)	4.08	(0.83)	↑
Men	130	4.09	(0.78)	59	4.30	(0.87)	3.63	(0.86)	3.86	(0.82)	
Faculty of Color	30	4.25	(1.04)	11	4.44	(0.53)	3.90	(0.82)	4.09	(0.70)	
Majority Faculty	191	4.14	(0.75)	90	4.23	(0.91)	3.65	(0.92)	3.93	(0.84)	↑
Not US Citizen	47	4.20	(0.79)	24	4.33	(0.70)	3.74	(0.87)	3.92	(0.83)	
US Citizen	174	4.14	(0.80)	77	4.22	(0.94)	3.66	(0.92)	3.96	(0.83)	↑
Biological Science	88	4.04	(0.78)	37	4.36	(0.95)	3.69	(0.96)	4.06	(0.80)	↑
Physical Science	46	4.14	(0.82)	10	4.00	(0.71)	3.50	(0.86)	3.80	(0.63)	
Social Studies	63	4.33	(0.75)	31	4.14	(0.93)	3.88	(0.81)	3.94	(0.81)	
Arts & Humanities	23	4.05	(0.86)	21	4.30	(0.80)	3.52	(0.99)	3.86	(1.01)	
Science Department	129	4.08	(0.80)	45	4.27	(0.91)	3.64	(0.92)	4.02	(0.77)	↑
Non-Science Department	91	4.24	(0.78)	54	4.20	(0.87)	3.75	(0.88)	3.89	(0.88)	
Untenured	172	4.24	(0.71)	76	4.31	(0.83)	3.74	(0.90)	4.01	(0.81)	↑
Tenured	50	3.86	(1.00)	25	4.05	(1.00)	3.50	(0.93)	3.75	(0.85)	

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA".

While we collected data for faculty members with disabilities; gay, lesbian, and bisexual faculty members; faculty members with multiple appointments; and faculty members who are department chairs, the number of respondents for this section of the survey was too small to make meaningful comparisons.

Table DC1a. Treated With Respect, Tenure-Track Faculty Only

Thinking about interactions with colleagues and others in your department, how often....

	...are you treated with respect by colleagues?						...are you treated with respect by students?			
	2010			2012			2010		2012	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	1174	4.43	(0.75)	1042	4.48	(0.78)	4.59	(0.59)	4.60	(0.58)
Women	398	4.25	(0.86) *	379	4.33	(0.86) *	4.53	(0.61) *	4.51	(0.64) *
Men	774	4.52	(0.67)	663	4.56	(0.72)	4.62	(0.57)	4.65	(0.54)
Faculty of Color	145	4.35	(0.76)	132	4.24	(0.93) *	4.44	(0.72) *	4.55	(0.69)
Majority Faculty	1027	4.44	(0.75)	910	4.51	(0.75) ↑	4.61	(0.56)	4.61	(0.56)
Not US Citizen	118	4.44	(0.71)	112	4.60	(0.64) *	4.61	(0.56)	4.50	(0.62) *
US Citizen	1055	4.43	(0.76)	930	4.46	(0.80)	4.59	(0.59)	4.61	(0.58)
Gay/Lesbian	26	4.27	(0.87)	30	4.40	(0.67)	4.42	(0.64)	4.63	(0.56)
Hetero/Bisexual	1111	4.44	(0.74)	978	4.49	(0.77)	4.60	(0.57)	4.60	(0.58)
Faculty with Disability	NA	--	--	85	4.20	(0.97) *	--	--	4.51	(0.63)
Faculty without Disability	NA	--	--	947	4.51	(0.75)	--	--	4.61	(0.57)
Biological Science	443	4.45	(0.75)	390	4.54	(0.76) *	4.61	(0.56)	4.65	(0.57) *
Physical Science	243	4.46	(0.66)	205	4.45	(0.70)	4.57	(0.57)	4.60	(0.55)
Social Studies	300	4.44	(0.78)	265	4.50	(0.78)	4.55	(0.64)	4.60	(0.58)
Arts & Humanities	180	4.31	(0.83) *	178	4.34	(0.90) *	4.64	(0.57)	4.50	(0.63) * ↓
Science Department	665	4.46	(0.71)	577	4.50	(0.74)	4.59	(0.57)	4.63	(0.56) *
Non-Science Department	499	4.39	(0.80)	460	4.45	(0.82)	4.59	(0.61)	4.56	(0.60)
Untenured	231	4.43	(0.77)	218	4.57	(0.74) * ↑	4.45	(0.63) *	4.51	(0.67) *
Tenured	943	4.42	(0.75)	824	4.45	(0.79)	4.62	(0.57)	4.63	(0.55)
Multiple Appointments	199	4.49	(0.72)	55	4.53	(0.66)	4.66	(0.55)	4.73	(0.53)
Single Appointment	961	4.42	(0.76)	976	4.48	(0.78)	4.58	(0.59)	4.59	(0.58)
Department Chair	85	4.53	(0.70)	65	4.60	(0.66)	4.71	(0.53)	4.75	(0.43) *
Not Chair	1089	4.42	(0.76)	977	4.47	(0.79)	4.58	(0.59)	4.59	(0.59)

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

Table DC2a. Treated With Respect, Tenure-Track Faculty Only

Thinking about interactions with colleagues and others in your department, how often....

	...are you treated with respect by staff?						...are you treated with respect by your department chair?			
	2010			2012			2010		2012	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	1174	4.58	(0.65)	1042	4.60	(0.65)	4.42	(0.90)	4.44	(0.93)
Women	398	4.51	(0.71) *	379	4.54	(0.72) *	4.32	(1.00) *	4.35	(1.01) *
Men	774	4.62	(0.60)	663	4.64	(0.60)	4.48	(0.84)	4.50	(0.88)
Faculty of Color	145	4.50	(0.65)	132	4.59	(0.71)	4.35	(0.89)	4.23	(1.12) *
Majority Faculty	1027	4.59	(0.64)	910	4.60	(0.64)	4.44	(0.90)	4.48	(0.89)
Not US Citizen	118	4.53	(0.66)	112	4.54	(0.70)	4.50	(0.76)	4.60	(0.74) *
US Citizen	1055	4.58	(0.64)	930	4.61	(0.64)	4.42	(0.92)	4.43	(0.95)
Gay/Lesbian	26	4.38	(0.90)	30	4.57	(0.73)	4.27	(0.83)	4.52	(0.83)
Hetero/Bisexual	1111	4.59	(0.63)	978	4.61	(0.64)	4.44	(0.90)	4.46	(0.91)
Faculty with Disability	NA	--	--	85	4.40	(0.88) *	--	--	4.03	(1.26) *
Faculty without Disability	NA	--	--	947	4.62	(0.62)	--	--	4.49	(0.87)
Biological Science	443	4.60	(0.61)	390	4.60	(0.65)	4.39	(0.94)	4.39	(0.99)
Physical Science	243	4.54	(0.66)	205	4.60	(0.56)	4.52	(0.78)	4.54	(0.75)
Social Studies	300	4.62	(0.64)	265	4.65	(0.62)	4.51	(0.83)	4.59	(0.83) *
Arts & Humanities	180	4.52	(0.69)	178	4.54	(0.77)	4.28	(1.01) *	4.27	(1.04) *
Science Department	665	4.58	(0.63)	577	4.60	(0.62)	4.44	(0.89)	4.43	(0.93)
Non-Science Department	499	4.58	(0.66)	460	4.60	(0.69)	4.42	(0.90)	4.47	(0.92)
Untenured	231	4.43	(0.76) *	218	4.53	(0.71)	4.50	(0.80)	4.60	(0.83) *
Tenured	943	4.61	(0.61)	824	4.62	(0.63)	4.40	(0.93)	4.40	(0.95)
Multiple Appointments	199	4.69	(0.55) *	55	4.62	(0.62)	4.52	(0.85)	4.40	(0.88)
Single Appointment	961	4.56	(0.66)	976	4.60	(0.65)	4.41	(0.91)	4.45	(0.92)
Department Chair	85	4.66	(0.61)	65	4.78	(0.45) *	4.65	(1.00)	4.41	(1.10)
Not Chair	1089	4.57	(0.65)	977	4.59	(0.66)	4.42	(0.90)	4.45	(0.92)

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

Table DC3a. Departmental Interactions, Tenure-Track Faculty Only

Thinking about interactions with colleagues and others in your department, how often....

	...do you feel excluded from an informal network in your department?						...do your department colleagues solicit your opinions about work-related matters?						...do you do work that is not formally recognized by your department?			
	2010			2012			2010		2012				2010		2012	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.			Mean	Std. Dev.	Mean	Std. Dev.
Total	1174	2.47	(1.14)	1042	2.48	(1.09)	3.58	(0.97)	3.66	(0.96)	↑		3.35	(1.06)	3.38	(1.05)
Women	397	2.76	(1.20) *	379	2.68	(1.13) *	3.42	(1.00) *	3.51	(1.02) *			3.43	(1.07)	3.39	(1.05)
Men	774	2.32	(1.08)	663	2.36	(1.05)	3.66	(0.93)	3.74	(0.91)			3.31	(1.05)	3.37	(1.05)
Faculty of Color	144	2.68	(1.16) *	132	2.72	(1.15) *	3.52	(0.98)	3.50	(1.07) *			3.28	(0.98)	3.32	(1.07)
Majority Faculty	1028	2.44	(1.13)	910	2.44	(1.11)	3.59	(0.96)	3.68	(0.94)	↑		3.36	(1.07)	3.39	(1.04)
Not US Citizen	118	2.50	(1.05)	112	2.43	(1.05)	3.57	(0.84)	3.69	(0.82)			2.95	(1.10) *	3.01	(1.00) *
US Citizen	1056	2.46	(1.15)	930	2.48	(1.09)	3.58	(0.98)	3.66	(0.97)			3.40	(1.04)	3.42	(1.04)
Gay/Lesbian	26	2.77	(1.39)	30	2.90	(1.06) *	3.23	(0.99)	3.47	(1.01)			3.21	(0.93)	3.73	(1.14) *
Hetero/Bisexual	1111	2.45	(1.13)	978	2.45	(1.08)	3.59	(0.96)	3.68	(0.94)	↑		3.35	(1.06)	3.36	(1.04)
Faculty with Disability	NA	--	--	85	2.86	(1.03) *	--	--	3.34	(1.02) *			--	--	3.65	(1.15) *
Faculty without Disability	NA	--	--	947	2.44	(1.08)	--	--	3.70	(0.94)			--	--	3.36	(1.04)
Biological Science	443	2.46	(1.21)	390	2.40	(1.13)	3.56	(0.96)	3.67	(0.97)			3.34	(1.07)	3.34	(1.07)
Physical Science	243	2.36	(1.05)	205	2.42	(0.96)	3.58	(0.92)	3.65	(0.87)			3.25	(1.01)	3.35	(0.94)
Social Studies	301	2.41	(1.09)	265	2.47	(1.00)	3.74	(0.95) *	3.71	(0.97)			3.37	(1.04)	3.34	(1.07)
Arts & Humanities	180	2.67	(1.12) *	178	2.72	(1.20) *	3.38	(1.01) *	3.59	(1.00)	↑		3.45	(1.10)	3.52	(1.06) *
Science Department	664	2.42	(1.16)	577	2.41	(1.08) *	3.57	(0.95)	3.65	(0.94)			3.31	(1.05)	3.35	(1.03)
Non-Science Department	499	2.51	(1.10)	460	2.55	(1.08)	3.60	(0.99)	3.68	(0.98)			3.40	(1.06)	3.41	(1.06)
Untenured	231	2.47	(1.16)	218	2.30	(1.00) *	3.25	(0.93) *	3.51	(0.93) *	↑		3.05	(1.04) *	2.88	(0.98) *
Tenured	944	2.46	(1.13)	824	2.52	(1.11)	3.66	(0.96)	3.70	(0.96)			3.43	(1.05)	3.51	(1.03)
Multiple Appointments	199	2.41	(1.15)	55	2.42	(0.98)	3.79	(0.94) *	3.85	(0.89)			3.54	(1.10) *	3.43	(0.94)
Single Appointment	960	2.47	(1.13)	976	2.48	(1.09)	3.54	(0.96)	3.65	(0.96)	↑		3.31	(1.04)	3.37	(1.05)
Department Chair	85	2.23	(1.07)	65	2.10	(0.96) *	4.21	(0.89) *	4.23	(0.86) *			3.51	(1.22)	3.62	(0.98) *
Not Chair	1090	2.48	(1.14)	977	2.50	(1.09)	3.53	(0.95)	3.62	(0.95)	↑		3.34	(1.04)	3.36	(1.05)

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

Table DC4a. Feelings of Isolation, Tenure-Track Faculty Only

Thinking about interactions with colleagues and others in your department, how often....

	...do you feel isolated in your department?						...do you feel isolated on the UW campus overall?			
	2010			2012			2010		2012	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	1174	2.45	(1.16)	1042	2.40	(1.16)	2.30	(1.07)	2.30	(1.04)
Women	397	2.69	(1.19) *	379	2.64	(1.22) *	2.51	(1.12) *	2.42	(1.07) *
Men	774	2.32	(1.13)	663	2.26	(1.10)	2.20	(1.02)	2.24	(1.02)
Faculty of Color	144	2.64	(1.20) *	132	2.77	(1.26) *	2.63	(1.09) *	2.52	(1.05) *
Majority Faculty	1028	2.42	(1.15)	910	2.34	(1.14)	2.26	(1.05)	2.27	(1.03)
Not US Citizen	118	2.34	(1.06)	112	2.27	(1.14)	2.23	(0.97)	2.26	(1.12)
US Citizen	1056	2.46	(1.17)	930	2.41	(1.16)	2.31	(1.08)	2.31	(1.03)
Gay/Lesbian	26	2.85	(1.16)	30	2.73	(1.14)	2.81	(1.02) *	2.50	(0.90)
Hetero/Bisexual	1111	2.43	(1.15)	978	2.38	(1.15)	2.29	(1.06)	2.29	(1.04)
Faculty with Disability	NA	--	--	85	2.96	(1.27) *	--	--	2.68	(1.17) *
Faculty without Disability	NA	--	--	947	2.35	(1.13)	--	--	2.27	(1.02)
Biological Science	443	2.38	(1.16)	390	2.32	(1.22)	2.22	(1.04) *	2.16	(1.01) *
Physical Science	243	2.35	(1.10)	205	2.33	(1.06)	2.22	(1.03)	2.29	(1.07)
Social Studies	301	2.42	(1.17)	265	2.38	(1.10)	2.33	(1.13)	2.38	(1.03)
Arts & Humanities	180	2.70	(1.18) *	178	2.63	(1.19) *	2.56	(0.99) *	2.50	(1.03) *
Science Department	664	2.36	(1.14) *	577	2.34	(1.17)	2.22	(1.04) *	2.21	(1.04) *
Non-Science Department	499	2.53	(1.17)	460	2.45	(1.14)	2.41	(1.08)	2.41	(1.02)
Untenured	231	2.52	(1.18)	218	2.31	(1.11) ↓	2.39	(1.10)	2.31	(1.05)
Tenured	944	2.43	(1.16)	824	2.42	(1.17)	2.28	(1.06)	2.30	(1.04)
Multiple Appointments	199	2.40	(1.10)	55	2.38	(1.11)	2.15	(0.99) *	2.16	(1.20)
Single Appointment	960	2.45	(1.17)	976	2.39	(1.16)	2.33	(1.08)	2.31	(1.03)
Department Chair	85	2.06	(1.06) *	65	2.03	(1.06) *	2.18	(1.05)	2.17	(1.06)
Not Chair	1090	2.47	(1.17)	977	2.42	(1.16)	2.31	(1.07)	2.31	(1.04)

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

Table DC5a. Satisfaction with Department Chair, Tenure-Track Faculty Only

Thinking about interactions with colleagues and others in your department

	...how satisfied are you with your chair's effort to create a collegial environment?						...how satisfied are you with your chair's effort to obtain resources for you?				
	2010			2012			2010		2012		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	
Total	1132	3.58	(1.14)	1030	3.65	(1.14)	3.13	(1.17)	3.27	(1.15)	↑
Women	379	3.45	(1.21) *	372	3.47	(1.21) *	3.01	(1.19) *	3.10	(1.21) *	
Men	730	3.65	(1.09)	658	3.75	(1.08)	3.20	(1.16)	3.36	(1.10)	↑
Faculty of Color	138	3.55	(1.14)	130	3.36	(1.15) *	3.21	(1.16)	3.03	(1.15) *	
Majority Faculty	973	3.59	(1.14)	900	3.69	(1.13) ↑	3.13	(1.17)	3.30	(1.14)	↑
Not US Citizen	113	3.64	(1.09)	112	3.74	(1.04)	3.31	(1.04)	3.43	(1.13)	
US Citizen	996	3.57	(1.14)	919	3.64	(1.15)	3.12	(1.18)	3.25	(1.15)	↑
Gay/Lesbian	26	3.30	(1.15)	30	3.50	(1.14)	2.96	(1.11)	3.20	(1.32)	
Hetero/Bisexual	1104	3.59	(1.13)	931	3.66	(1.13)	3.15	(1.17)	3.28	(1.14)	↑
Faculty with Disability	NA	--	--	81	3.26	(1.26) *	--	--	2.95	(1.30) *	
Faculty without Disability	NA	--	--	914	3.68	(1.12)	--	--	3.29	(1.13)	
Biological Science	421	3.57	(1.13)	386	3.65	(1.21)	3.14	(1.18)	3.29	(1.15)	
Physical Science	226	3.69	(1.06)	204	3.80	(0.93) *	3.14	(1.15)	3.26	(1.09)	
Social Studies	285	3.74	(1.16) *	262	3.66	(1.09)	3.33	(1.18) *	3.36	(1.10)	
Arts & Humanities	171	3.25	(1.11) *	173	3.49	(1.21) * ↑	2.84	(1.13) *	3.11	(1.26) * ↑	
Science Department	625	3.63	(1.11)	574	3.69	(1.13)	3.16	(1.17)	3.26	(1.13)	
Non-Science Department	474	3.54	(1.17)	451	3.61	(1.14)	3.13	(1.18)	3.28	(1.16)	↑
Untenured	229	3.69	(1.13)	218	3.83	(1.09) *	3.35	(1.12) *	3.52	(1.09) *	
Tenured	882	3.55	(1.14)	812	3.60	(1.14)	3.08	(1.18)	3.20	(1.16)	↑
Multiple Appointments	185	3.72	(1.17)	55	3.87	(1.02)	3.30	(1.18)	3.36	(1.16)	
Single Appointment	913	3.56	(1.12)	972	3.65	(1.14)	3.11	(1.17)	3.27	(1.14)	↑
Department Chair	93	4.27	(1.00)	62	4.00	(1.16)	3.32	(1.14)	3.60	(1.01)	
Not Chair	1080	3.56	(1.14)	968	3.64	(1.14)	3.12	(1.18)	3.25	(1.15)	↑

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

Table DC6a. Departmental Interactions, Tenure-Track Faculty Only

Thinking about interactions with colleagues and others in your department

	...how well are you able to navigate unwritten rules?						...how reluctant are you to voice concerns?				...how comfortable are you raising personal responsibilities when scheduling?					
	2010				2012			2010		2012		2010		2012		
	N	Mean	Std. Dev.		N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	
Total	1132	3.72	(0.85)		1030	3.67	(0.87)	2.25	(1.18)	2.22	(1.12)	3.28	(1.14)	3.37	(1.08)	↑
Women	392	3.57	(0.88)	*	372	3.48	(0.87)	2.55	(1.27)	2.45	(1.12)	3.05	(1.20)	3.15	(1.11)	*
Men	769	3.79	(0.84)		658	3.77	(0.85)	2.10	(1.11)	2.09	(1.10)	3.39	(1.08)	3.49	(1.04)	
Faculty of Color	143	3.63	(0.92)		130	3.54	(0.87)	2.47	(1.27)	2.46	(1.26)	3.35	(1.16)	3.28	(1.14)	
Majority Faculty	1019	3.73	(0.85)		900	3.69	(0.87)	2.22	(1.17)	2.18	(1.09)	3.27	(1.13)	3.38	(1.07)	↑
Not US Citizen	112	3.43	(0.76)	*	112	3.47	(0.86)	2.56	(1.14)	2.31	(1.02)	2.99	(1.12)	3.23	(1.06)	
US Citizen	1044	3.75	(0.86)		919	3.69	(0.87)	2.22	(1.18)	2.21	(1.13)	3.31	(1.13)	3.39	(1.08)	
Gay/Lesbian	26	3.80	(0.96)		30	3.60	(0.97)	2.62	(1.27)	2.63	(1.13)	3.00	(1.22)	2.48	(1.01)	*
Hetero/Bisexual	1104	3.71	(0.85)		968	3.68	(0.84)	2.24	(1.18)	2.21	(1.11)	2.45	(1.26)	3.40	(1.06)	↑
Faculty with Disability	NA	--	--		81	3.56	(1.04)	--	--	2.52	(1.24)	--	--	3.20	(1.14)	
Faculty without Disability	NA	--	--		914	3.68	(0.84)	--	--	2.19	(1.10)	--	--	3.38	(1.07)	
Biological Science	438	3.66	(0.86)		386	3.64	(0.90)	2.25	(1.22)	2.23	(1.14)	3.39	(1.16)	3.42	(1.09)	
Physical Science	239	3.71	(0.76)		204	3.66	(0.83)	2.21	(1.13)	2.15	(1.02)	3.41	(1.01)	3.41	(1.04)	
Social Studies	298	3.84	(0.83)	*	262	3.77	(0.83)	2.19	(1.15)	2.19	(1.13)	3.22	(1.14)	3.45	(0.99)	↑
Arts & Humanities	177	3.66	(0.95)		173	3.62	(0.86)	2.39	(1.20)	2.29	(1.13)	2.93	(1.15)	3.10	(1.16)	*
Science Department	658	3.69	(0.82)		574	3.64	(0.88)	2.22	(1.19)	2.21	(1.10)	3.40	(1.10)	3.41	(1.08)	
Non-Science Department	494	3.77	(0.88)		451	3.71	(0.85)	2.27	(1.17)	2.22	(1.13)	3.12	(1.15)	3.33	(1.07)	↑
Untenured	229	3.41	(0.79)	*	218	3.40	(0.76)	2.95	(1.21)	2.68	(1.16)	2.96	(1.07)	3.22	(1.02)	*
Tenured	933	3.79	(0.85)		812	3.74	(0.88)	2.08	(1.12)	2.10	(1.08)	3.36	(1.14)	3.41	(1.09)	
Multiple Appointments	194	3.92	(0.85)	*	55	3.91	(0.84)	2.04	(1.16)	2.06	(1.05)	3.35	(1.12)	3.52	(1.02)	
Single Appointment	955	3.68	(0.85)		972	3.66	(0.86)	2.29	(1.18)	2.21	(1.11)	3.27	(1.14)	3.36	(1.08)	
Department Chair	83	4.00	(0.90)	*	62	4.19	(0.70)	1.69	(1.01)	1.73	(0.87)	3.50	(1.17)	3.72	(0.96)	*
Not Chair	1079	3.70	(0.84)		965	3.63	(0.87)	2.30	(1.19)	2.25	(1.13)	3.26	(1.13)	3.35	(1.08)	

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

Table DC7a. Valuing Research and Scholarship, Tenure-Track Faculty Only

Thinking about interactions with colleagues and others in your department

	...how valued is your research and scholarship?							...how much harder do you have to work to be perceived as a legitimate scholar?					
	2010				2012				2010			2012	
	N	Mean	Std. Dev.		N	Mean	Std. Dev.		Mean	Std. Dev.		Mean	Std. Dev.
Total	1132	3.41	(0.91)		1030	3.48	(0.92)	↑	2.47	(1.28)		2.44	(1.29)
Women	392	3.25	(0.95)	*	372	3.33	(0.96)	*	2.76	(1.33)	*	2.73	(1.30)
Men	769	3.49	(0.88)		658	3.57	(0.89)		2.32	(1.23)		2.28	(1.25)
Faculty of Color	143	3.46	(0.85)		130	3.30	(0.99)	*	2.86	(1.32)	*	2.98	(1.27)
Majority Faculty	1019	3.40	(0.92)		900	3.51	(0.91)	↑	2.41	(1.26)		2.37	(1.27)
Not US Citizen	112	3.51	(0.70)		112	3.67	(0.83)	*	2.40	(1.26)		2.47	(1.20)
US Citizen	1044	3.39	(0.93)		919	3.46	(0.93)		2.48	(1.28)		2.44	(1.30)
Gay/Lesbian	26	3.50	(0.91)		30	3.48	(0.74)		3.00	(1.44)	*	2.89	(1.34)
Hetero/Bisexual	1104	3.41	(0.91)		968	3.49	(0.92)	↑	2.45	(1.26)		2.43	(1.28)
Faculty with Disability	NA	--	--		81	3.17	(1.03)	*	--	--		2.54	(1.35)
Faculty without Disability	NA	--	--		914	3.51	(0.90)		--	--		2.43	(1.28)
Biological Science	438	3.44	(0.94)		386	3.57	(0.94)	* ↑	2.49	(1.27)		2.43	(1.30)
Physical Science	239	3.41	(0.81)		204	3.41	(0.84)		2.36	(1.20)		2.38	(1.24)
Social Studies	298	3.47	(0.92)		262	3.56	(0.86)		2.36	(1.28)		2.35	(1.21)
Arts & Humanities	177	3.22	(0.95)	*	173	3.26	(1.00)	*	2.77	(1.33)	*	2.66	(1.42)
Science Department	658	3.43	(0.90)		574	3.51	(0.91)		2.44	(1.25)		2.43	(1.28)
Non-Science Department	494	3.37	(0.93)		451	3.45	(0.93)		2.52	(1.31)		2.45	(1.30)
Untenured	229	3.36	(0.89)		218	3.58	(0.91)	↑	2.65	(1.27)	*	2.49	(1.28)
Tenured	933	3.42	(0.92)		812	3.46	(0.92)		2.42	(1.27)		2.43	(1.29)
Multiple Appointments	194	3.54	(0.89)	*	55	3.58	(0.75)		2.45	(1.35)		2.39	(1.31)
Single Appointment	955	3.38	(0.91)		972	3.48	(0.93)	↑	2.47	(1.26)		2.44	(1.29)
Department Chair	83	3.63	(0.89)	*	62	3.71	(0.93)	*	2.28	(1.26)		2.20	(1.27)
Not Chair	1079	3.39	(0.91)		965	3.47	(0.92)	↑	2.48	(1.28)		2.46	(1.29)

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

Table DC8a. Departmental Fit, Tenure-Track Faculty Only

Thinking about interactions with colleagues and others in your department

...how well do you fit into your department?								
	2010				2012			
	N	Mean	Std. Dev.		N	Mean	Std. Dev.	
Total	1132	3.62	(0.92)		1030	3.61	(0.98)	
Women	392	3.39	(0.99)	*	372	3.39	(1.00)	*
Men	769	3.74	(0.87)		658	3.74	(0.94)	
Faculty of Color	143	3.65	(0.92)		130	3.46	(1.04)	
Majority Faculty	1019	3.62	(0.93)		900	3.64	(0.97)	
Not US Citizen	112	3.60	(0.80)		112	3.65	(0.98)	
US Citizen	1044	3.63	(0.94)		919	3.61	(0.98)	
Gay/Lesbian	26	3.48	(1.19)		30	3.27	(1.01)	*
Hetero/Bisexual	1104	3.63	(0.92)		968	3.63	(0.97)	
Faculty with Disability	NA	--	--		81	3.28	(1.18)	*
Faculty without Disability	NA	--	--		914	3.64	(0.95)	
Biological Science	438	3.62	(0.96)		386	3.64	(1.00)	
Physical Science	239	3.67	(0.84)		204	3.61	(0.89)	
Social Studies	298	3.67	(0.92)		262	3.66	(0.96)	
Arts & Humanities	177	3.51	(0.92)		173	3.51	(1.02)	
Science Department	658	3.65	(0.92)		574	3.62	(0.97)	
Non-Science Department	494	3.60	(0.92)		451	3.61	(0.98)	
Untenured	229	3.53	(0.83)		218	3.61	(0.89)	
Tenured	933	3.65	(0.94)		812	3.62	(1.00)	
Multiple Appointments	194	3.72	(0.96)		55	3.65	(0.97)	
Single Appointment	955	3.61	(0.91)		972	3.62	(0.97)	
Department Chair	83	4.13	(0.95)	*	62	4.02	(0.91)	*
Not Chair	1079	3.58	(0.91)		965	3.59	(0.97)	

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5).

Respondents could also choose "NA."

Table DC9a. Departmental Decision-Making, Tenure-Track Faculty Only

Thinking about your participation in the decision-making process in your department, how often....

	...do you have a voice in decisions that affect departmental directions?						...do you have a voice in resource allocation?				...do meetings allow all participants to share their views?					
	2010			2012			2010		2012		2010		2012			
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	1165	3.66	(1.06)	1031	3.71	(1.09)	3.05	(1.16)	3.13	(1.19)	4.11	(0.90)	4.19	(0.90)	↑	
Women	390	3.46	(1.10) *	372	3.53	(1.11) *	2.80	(1.16) *	2.88	(1.21) *	3.96	(1.01) *	4.09	(0.91) *		
Men	773	3.76	(1.02)	659	3.82	(1.07)	3.17	(1.14)	3.28	(1.16)	4.19	(0.83)	4.25	(0.88)		
Faculty of Color	144	3.44	(1.02) *	130	3.36	(1.06) *	2.89	(1.09)	2.76	(1.19) *	3.97	(0.96) *	3.99	(0.95) *		
Majority Faculty	1019	3.69	(1.06)	900	3.76	(1.09)	3.07	(1.17)	3.19	(1.19) ↑	4.13	(0.89)	4.22	(0.89)	↑	
Not US Citizen	118	3.26	(1.00) *	112	3.38	(1.15) *	2.83	(1.04) *	2.95	(1.14)	4.07	(0.90)	4.23	(0.86)		
US Citizen	1044	3.70	(1.05)	920	3.75	(1.08)	3.08	(1.17)	3.15	(1.20)	4.12	(0.90)	4.19	(0.90)		
Gay/Lesbian	26	3.69	(0.88)	30	3.69	(0.89)	2.88	(1.21)	2.93	(1.03)	4.04	(0.87)	4.00	(0.76)		
Hetero/Bisexual	1104	3.65	(1.06)	968	3.72	(1.09)	3.04	(1.16)	3.15	(1.19) ↑	4.12	(0.90)	4.20	(0.90)	↑	
Faculty with Disability	NA	--	--	85	3.53	(1.15)	--	--	2.93	(1.32)	--	--	3.98	(1.09) *		
Faculty without Disability	NA	--	--	938	3.72	(1.08)	--	--	3.15	(1.18)	--	--	4.22	(0.87)		
Biological Science	440	3.52	(1.13) *	385	3.52	(1.21) *	3.03	(1.17)	3.03	(1.25) *	4.06	(0.97)	4.11	(0.97) *		
Physical Science	240	3.71	(0.93)	205	3.81	(0.88)	3.08	(1.08)	3.17	(1.03)	4.18	(0.78)	4.31	(0.72) *		
Social Studies	298	3.87	(1.03) *	261	3.92	(0.98) *	3.20	(1.20) *	3.27	(1.19) *	4.20	(0.90)	4.25	(0.85)		
Arts & Humanities	179	3.61	(1.03)	176	3.74	(1.11)	2.83	(1.13) *	3.13	(1.22) ↑	4.00	(0.86)	4.16	(0.95)		
Science Department	660	3.59	(1.06) *	571	3.61	(1.11) *	3.05	(1.14)	3.06	(1.18) *	4.11	(0.91)	4.18	(0.90)		
Non-Science Department	495	3.77	(1.04)	454	3.86	(1.03)	3.06	(1.18)	3.24	(1.20) ↑	4.12	(0.89)	4.21	(0.88)		
Untenured	231	3.03	(1.02) *	216	3.16	(1.10) *	2.44	(1.02) *	2.61	(1.07) *	3.99	(1.00) *	4.09	(0.95) *		
Tenured	936	3.81	(1.01)	818	3.86	(1.04)	3.20	(1.14)	3.27	(1.19)	4.14	(0.87)	4.22	(0.88)		
Multiple Appointments	197	3.83	(1.06) *	55	3.84	(1.01)	3.32	(1.19) *	3.20	(1.24)	4.15	(0.90)	4.33	(0.77)		
Single Appointment	953	3.63	(1.05)	964	3.72	(1.09)	3.00	(1.14)	3.14	(1.19) ↑	4.11	(0.90)	4.20	(0.89)	↑	
Department Chair	82	4.63	(0.71) *	64	4.70	(0.61) *	4.57	(0.77) *	4.48	(0.91) *	4.55	(0.69) *	4.60	(0.66) *		
Not Chair	1083	3.58	(1.04)	966	3.65	(1.08)	2.93	(1.10)	3.04	(1.16) ↑	4.08	(0.90)	4.17	(0.90)	↑	

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

Table DC10a. Departmental Decision-Making, Tenure-Track Faculty Only

Thinking about your participation in the decision-making process in your department, how often....

	...do committee assignments rotate fairly?						...does your department chair involve you in decision-making?			
	2010			2012			2010		2012	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	1165	3.67	(1.02)	1031	3.69	(1.05)	3.43	(1.14)	3.43	(1.13)
Women	390	3.52	(1.14) *	372	3.49	(1.11) *	3.29	(1.20) *	3.22	(1.16) *
Men	773	3.75	(0.95)	659	3.81	(1.00)	3.51	(1.09)	3.55	(1.09)
Faculty of Color	144	3.63	(1.02)	130	3.56	(1.13)	3.37	(1.18)	3.20	(1.06) *
Majority Faculty	1019	3.67	(1.02)	900	3.71	(1.04)	3.44	(1.13)	3.47	(1.13)
Not US Citizen	118	3.56	(1.00)	112	3.75	(1.02)	3.25	(1.04)	3.29	(1.11)
US Citizen	1044	3.68	(1.03)	920	3.69	(1.05)	3.45	(1.15)	3.45	(1.13)
Gay/Lesbian	26	3.68	(0.95)	30	3.48	(0.94)	3.26	(0.96)	3.37	(0.93)
Hetero/Bisexual	1104	3.67	(1.02)	968	3.70	(1.05)	3.43	(1.13)	3.44	(1.13)
Faculty with Disability	NA	--	--	85	3.47	(1.19)	--	--	3.04	(1.25) *
Faculty without Disability	NA	--	--	938	3.71	(1.04)	--	--	3.47	(1.11)
Biological Science	440	3.59	(1.10) *	385	3.61	(1.12) *	3.31	(1.20) *	3.23	(1.22) *
Physical Science	240	3.71	(0.96)	205	3.77	(0.91)	3.50	(1.03)	3.58	(0.90) *
Social Studies	298	3.81	(0.98) *	261	3.82	(0.95) *	3.63	(1.10) *	3.67	(1.02) *
Arts & Humanities	179	3.60	(0.97)	176	3.60	(1.13)	3.36	(1.10)	3.39	(1.20)
Science Department	660	3.64	(1.05)	571	3.65	(1.06)	3.38	(1.14)	3.34	(1.14) *
Non-Science Department	495	3.72	(0.98)	454	3.75	(1.03)	3.52	(1.11)	3.57	(1.09)
Untenured	231	3.74	(0.93)	216	3.72	(1.02)	3.13	(1.11) *	3.16	(1.04) *
Tenured	936	3.66	(1.04)	818	3.69	(1.06)	3.51	(1.13)	3.51	(1.14)
Multiple Appointments	197	3.78	(0.99)	55	3.85	(1.03)	3.70	(1.08) *	3.38	(1.06) ↓
Single Appointment	953	3.65	(1.03)	964	3.69	(1.04)	3.39	(1.13)	3.45	(1.12)
Department Chair	82	4.06	(0.91) *	64	4.10	(0.90) *	4.29	(0.97) *	4.16	(0.99) *
Not Chair	1083	3.64	(1.03)	966	3.67	(1.05)	3.41	(1.13)	3.42	(1.12)

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

Table DC11a. Climate in Department, Tenure-Track Faculty Only

In my department...

	...the overall climate is...						...the climate for women is...				...the climate for faculty of color is...			
	2010			2012			2010		2012		2010		2012	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	1161	3.91	(0.90)	1037	3.95	(0.97)	3.98	(0.85)	4.05	(0.88)	3.88	(0.87)	3.87	(0.95)
Women	392	3.76	(0.99) *	373	3.78	(1.04) *	3.79	(1.00) *	3.88	(1.00) *	3.61	(1.01) *	3.59	(1.03) *
Men	768	3.99	(0.85)	664	4.05	(0.93)	4.09	(0.74)	4.15	(0.77)	3.99	(0.78)	4.01	(0.87)
Faculty of Color	145	3.75	(0.98) *	130	3.68	(1.04) *	3.95	(0.86)	3.92	(0.89)	3.64	(1.07) *	3.48	(1.05) *
Majority Faculty	1015	3.93	(0.89)	907	3.99	(0.96)	3.98	(0.86)	4.06	(0.88) ↑	3.92	(0.82)	3.96	(0.90)
Not US Citizen	114	3.99	(0.81)	110	3.97	(0.85)	4.04	(0.76)	4.08	(0.78)	4.00	(0.82)	4.09	(0.91) *
US Citizen	1045	3.90	(0.91)	927	3.95	(0.99)	3.97	(0.86)	4.04	(0.89)	3.86	(0.88)	3.85	(0.95)
Gay/Lesbian	26	3.73	(0.72)	30	3.63	(0.81) *	4.09	(0.60)	3.89	(0.80)	3.59	(0.94)	3.35	(0.75) *
Hetero/Bisexual	1103	3.92	(0.90)	974	3.97	(0.97)	3.97	(0.86)	4.05	(0.88) ↑	3.88	(0.87)	3.90	(0.94)
Faculty with Disability	NA	--	--	83	3.64	(1.26) *	--	--	3.78	(1.07) *	--	--	3.67	(1.04)
Faculty without Disability	NA	--	--	945	3.98	(0.94)	--	--	4.07	(0.85)	--	--	3.89	(0.93)
Biological Science	440	3.93	(0.96)	387	4.00	(0.99)	4.01	(0.89)	4.07	(0.96)	4.00	(0.84) *	4.02	(0.91) *
Physical Science	236	3.99	(0.79)	205	4.05	(0.82)	3.91	(0.75)	4.02	(0.73)	3.94	(0.77)	4.00	(0.83)
Social Studies	296	4.01	(0.88) *	264	3.97	(0.99)	4.05	(0.89)	4.08	(0.85)	3.77	(0.96)	3.75	(0.99) *
Arts & Humanities	180	3.61	(0.87) *	176	3.73	(1.03) *	3.84	(0.82) *	3.96	(0.87)	3.73	(0.88) *	3.69	(0.97) *
Science Department	656	3.97	(0.90) *	575	4.01	(0.94) *	3.99	(0.84)	4.04	(0.90)	3.99	(0.79) *	4.01	(0.89) *
Non-Science Department	495	3.84	(0.90)	457	3.89	(1.00)	3.97	(0.87)	4.05	(0.85)	3.76	(0.94)	3.73	(0.98)
Untenured	230	3.96	(0.88)	217	4.03	(0.94)	3.89	(0.94)	4.01	(0.92)	3.78	(0.95)	3.82	(1.04)
Tenured	931	3.90	(0.91)	820	3.93	(0.98)	4.00	(0.84)	4.06	(0.87)	3.89	(0.86)	3.89	(0.92)
Multiple Appointments	192	4.02	(0.91)	54	4.07	(0.84)	4.10	(0.79) *	4.29	(0.70) *	3.86	(0.90)	4.06	(0.84)
Single Appointment	956	3.89	(0.90)	972	3.95	(0.97)	3.95	(0.87)	4.03	(0.89)	3.87	(0.88)	3.86	(0.95)
Department Chair	84	4.13	(0.80) *	65	4.28	(0.82) *	4.13	(0.74)	4.22	(0.90)	4.02	(0.76)	3.98	(0.83)
Not Chair	1077	3.89	(0.91)	972	3.93	(0.98)	3.96	(0.87)	4.03	(0.88)	3.86	(0.88)	3.86	(0.95)

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

Table D1a. Commitment to Diversity, Tenure-Track Faculty Only

Agreement with the following statements about commitment to diversity at UW-Madison.

	Commitment to diversity is demonstrated in my department.						Commitment to diversity is demonstrated at the UW-Madison.				I am committed to increasing the diversity of faculty, staff and students at UW-Madison.			
	2010			2012			2010		2012		2010		2012	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	1170	5.43	(1.60)	1039	5.49	(1.62)	5.42	(1.47)	5.49	(1.43)	6.14	(1.14)	6.25	(1.03) ↑
Women	397	5.05	(1.80) *	374	5.14	(1.77) *	5.02	(1.62) *	5.20	(1.53) *	6.34	(1.01) *	6.34	(1.02) *
Men	771	5.63	(1.45)	665	5.68	(1.49)	5.63	(1.34)	5.64	(1.35)	6.04	(1.20)	6.20	(1.03) ↑
Faculty of Color	146	5.11	(1.75) *	130	4.98	(1.93) *	4.75	(1.79) *	4.93	(1.82) *	6.37	(1.14) *	6.56	(0.88) *
Majority Faculty	1022	5.48	(1.57)	909	5.56	(1.55)	5.52	(1.39)	5.57	(1.35)	6.11	(1.14)	6.21	(1.04)
Not US Citizen	116	5.47	(1.43)	112	5.67	(1.44)	5.38	(1.37)	5.59	(1.44)	5.91	(1.27) *	6.08	(1.14)
US Citizen	1052	5.43	(1.62)	927	5.46	(1.63)	5.42	(1.48)	5.47	(1.43)	6.17	(1.13)	6.27	(1.01) ↑
Gay/Lesbian	26	5.00	(1.72)	30	4.97	(1.69)	4.35	(1.85) *	4.63	(1.79) *	6.35	(1.32)	6.57	(0.77) *
Hetero/Bisexual	1113	5.44	(1.60)	976	5.51	(1.59)	5.45	(1.45)	5.53	(1.38)	6.16	(1.11)	6.25	(1.03)
Faculty with Disability	NA	--	--	84	5.05	(1.89) *	--	--	5.18	(1.68) *	--	--	6.30	(0.95)
Faculty without Disability	NA	--	--	946	5.53	(1.58)	--	--	5.52	(1.40)	--	--	6.25	(1.03)
Biological Science	442	5.42	(1.62)	388	5.51	(1.55)	5.57	(1.37) *	5.75	(1.28) * ↑	6.10	(1.13)	6.25	(1.03) ↑
Physical Science	239	5.44	(1.44)	206	5.45	(1.54)	5.50	(1.34)	5.56	(1.29)	5.97	(1.16) *	6.09	(0.99) *
Social Studies	398	5.61	(1.62) *	264	5.59	(1.71)	5.33	(1.57)	5.24	(1.58) *	6.32	(1.08) *	6.25	(1.15)
Arts & Humanities	181	5.23	(1.63) *	176	5.33	(1.69)	5.12	(1.62) *	5.20	(1.56) *	6.18	(1.25)	6.45	(0.87) * ↑
Science Department	662	5.43	(1.56)	577	5.47	(1.55)	5.54	(1.36) *	5.68	(1.30) *	6.07	(1.12) *	6.20	(0.99) ↑
Non-Science Department	498	5.46	(1.63)	457	5.51	(1.70)	5.27	(1.58)	5.24	(1.55)	6.24	(1.17)	6.32	(1.07)
Untenured	233	5.29	(1.54)	218	5.35	(1.57)	5.27	(1.46)	5.46	(1.38)	6.14	(1.12)	6.22	(0.93)
Tenured	937	5.47	(1.61)	821	5.52	(1.63)	5.46	(1.47)	5.49	(1.44)	6.15	(1.15)	6.26	(1.05) ↑
Multiple Appointments	195	5.49	(1.50)	55	5.78	(1.44)	5.48	(1.43)	5.74	(1.49)	6.28	(1.10)	6.44	(1.11)
Single Appointment	962	5.44	(1.61)	973	5.47	(1.62)	5.41	(1.47)	5.47	(1.43)	6.11	(1.16)	6.24	(1.03) ↑
Department Chair	85	5.99	(1.31) *	65	6.06	(1.26) *	5.58	(1.37)	5.71	(1.28)	6.45	(0.88) *	6.58	(0.69) *
Not Chair	1085	5.39	(1.61)	974	5.45	(1.63)	5.41	(1.48)	5.47	(1.44)	6.12	(1.16)	6.23	(1.04) ↑

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

† Comparisons over time not available between these two groups

Response choices included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7).

Table D2a. Commitment to Diversity, Tenure-Track Faculty Only

Agreement with the following statements about commitment to diversity at UW-Madison.

In the last 6 months, I have intentionally engaged in an action to increase diversity.

	2010			2012			
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	
Total	1170	71.38%	(45.22)	1039	58.69%	(49.26)	↓
Women	397	79.04%	(40.75) *	374	64.32%	(47.97) *	↓
Men	771	67.45%	(46.89)	665	55.50%	(49.73)	↓
Faculty of Color	146	77.62%	(41.82)	130	63.85%	(48.32)	↓
Majority Faculty	1022	70.54%	(45.61)	909	57.94%	(49.39)	↓
Not US Citizen	116	58.77%	(49.44) *	112	44.64%	(49.94) *	↓
US Citizen	1052	72.80%	(44.52)	927	60.42%	(48.93)	↓
Gay/Lesbian	26	92.31%	(27.17) *	30	80.00%	(40.68) *	
Hetero/Bisexual	1113	71.21%	(45.30)	976	58.17%	(49.35)	
Faculty with Disability†	NA	--	--	84	67.47%	(47.13)	
Faculty without Disability	NA	--	--	946	57.83%	(49.41)	
Biological Science	442	67.89%	(46.74) *	388	55.47%	(49.76)	↓
Physical Science	239	70.00%	(45.92)	206	59.80%	(49.15)	↓
Social Studies	398	76.33%	(42.57) *	264	65.90%	(47.50) *	↓
Arts & Humanities	181	72.99%	(44.53)	176	54.71%	(49.93)	↓
Science Department	662	68.19%	(46.61) *	577	56.29%	(49.65)	↓
Non-Science Department	498	75.46%	(43.08)	457	62.19%	(48.55)	↓
Untenured	233	63.09%	(48.36) *	218	45.62%	(49.92) *	↓
Tenured	937	73.46%	(44.18)	821	62.61%	(48.52)	↓
Multiple Appointments	195	79.49%	(40.48) *	55	70.91%	(45.84) *	
Single Appointment	962	69.54%	(46.05)	973	57.93%	(49.39)	↓
Department Chair	85	86.75%	(86.75) *	65	81.25%	(39.34) *	
Not Chair	1085	70.19%	(45.77)	974	57.19%	(49.51)	↓

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

† Comparisons over time not available between these two groups

Response choices included "Yes" or "No."

Table D3a. Actions Faculty Members Engaged in to Increase at UW-Madison, Tenure-Track Faculty Only (Full Codebook)

Recruitment and Hiring		Students, Graduate Students, and Residents: Recruitment, Admissions, Hiring, and Teaching	
<u>Actions Reported</u>	<u>N</u>	<u>Actions Reported</u>	<u>N</u>
Recruitment (non-specific)	26	Students or residents ("minority" or "diverse" non-specific)	128
Recruitment (race or ethnicity)	5	Students or residents (race or ethnicity)	109
Recruitment (gender)	2	Students or residents (gender)	35
Recruitment (LGBTQ)	1	Students or residents (international; ESL)	16
Hiring (non-specific)	63	Students or residents (LGBTQ)	10
Hiring (race or ethnicity)	61	Students or residents (first-generation)	3
Hiring (gender)	70	Students or residents (low SES)	1
Hiring (international)	2	Students or residents (disability)	4
Hiring (LGBTQ)	7	Students or residents (religion)	2
Hiring (disability)	1	Admissions policies or processes	24
Hiring (first generation)	1		
Spousal hire or dual career concerns	5		
Participated in search and hiring process	42	Centers, Offices, and Organizations; Programming	
Participated in search and hiring process (Chair)	12	<u>Actions Reported</u>	<u>N</u>
Specific or deliberate attention to diversity during recruitment and hiring	53	Created a center	1
Postdoc/Visiting scholar hiring, recruitment, or retention	9	Running, leading, or directing a program (non-specific)	4
Staff hiring, recruitment, or retention	18		
		Training and Education	
Retention		<u>Actions Reported</u>	<u>N</u>
<u>Actions Reported</u>	<u>N</u>	Attended diversity training or workshop	14
Retention (non-specific)	3		
Retention (race or ethnicity)	4		
Retention (gender)	3		
		Department Worklife	
Mentoring		<u>Actions Reported</u>	<u>N</u>
<u>Actions Reported</u>	<u>N</u>	Advocated within department for women faculty	6
Mentored students	25	Advocated within department for faculty member of color	14
Mentoring faculty of color	5	Participated in departmental diversity day	3
Mentoring women faculty	2	Promotion (non-specific)	2
Mentoring junior faculty	1	Committee appointments	2
Mentoring postdoc	1	Advocated for faculty member (non-specific)	1
Mentoring (unspecific)	2		
Mentoring (disability)	1		
Mentoring (LGBTQ)	2		

Equity and Diversity Service and Leadership

<u>Actions Reported</u>	<u>N</u>
Department or School/College-level equity and diversity committee	19
Campus-level equity and diversity or awards committee	9
Attended job fair, recruitment activity	4
Service, presentations	11
Other outreach events	22
Graduate School level, GRS or other	5
POSSE, PEOPLE	15
Advocacy, speaking up; inclusion of diversity in research and/or teaching	21

Outcomes

<u>Actions Reported</u>	<u>N</u>
Outcome pending or uncertain at time of survey completion	29
Indicated successful recruitment, hire, retention, or admission	83
Indication of partial success	22
Recruitment, hire, retention, admission, unsuccessful	53
Perception of obstacles, roadblocks	10

Resource Use and Application

<u>Actions Reported</u>	<u>N</u>
Sought or acquired additional funding	3

Miscellaneous Comments

<u>Actions Reported</u>	<u>N</u>
Unsure, undecided	2
Unintelligible or illegible	2
Confidential	3
Negative comment	1
Comment about quality and diversity	1

Table D4a. Knowledge and Experiences of Implicit Bias, Tenure-Track Faculty Only

		In the context of a professional setting, such as in a department or other campus unit, are you familiar with the concept of unconscious or implicit bias?		In the last 12 months, have you personally experienced or witnessed unconscious or implicit bias at UW-Madison?	
	N	Mean	Std. Dev.	Mean	Std. Dev.
Total	1032	86.54%	(34.14)	34.47%	(47.56)
Women	373	91.69%	(27.64) *	53.96%	(49.92) *
Men	659	83.61%	(37.05)	22.67%	(41.91)
Faculty of Color	129	82.17%	(38.43)	52.83%	(50.16) *
Majority Faculty	903	87.15%	(33.48)	31.86%	(46.62)
Not US Citizen	112	73.21%	(44.48) *	28.40%	(45.37)
US Citizen	920	88.15%	(32.33)	35.01%	(47.73)
Gay/Lesbian	30	83.33%	(37.90)	72.00%	(45.83) *
Hetero/Bisexual	969	86.79%	(33.88)	32.89%	(47.01)
Faculty with Disability	84	91.67%	(27.80)	46.05%	(50.18) *
Faculty without Disability	939	86.05%	(34.67)	33.46%	(47.21)
Biological Science	387	85.01%	(35.74)	29.91%	(45.86) *
Physical Science	204	83.82%	(36.91)	28.40%	(45.23)
Social Studies	263	93.92%	(23.95) *	41.74%	(49.41) *
Arts & Humanities	173	82.08%	(38.46)	39.57%	(49.08)
Science Department	574	84.67%	(36.06) *	28.87%	(45.36) *
Non-Science Department	453	88.96%	(31.37)	41.22%	(49.29)
Untenured	216	81.02%	(39.31) *	29.07%	(45.54)
Tenured	816	87.99%	(32.53)	35.70%	(47.95)
Multiple Appointments	55	81.82%	(38.92)	54.55%	(50.37) *
Single Appointment	966	95.85%	(33.81)	33.33%	(47.17)
Department Chair	65	95.38%	(21.15) *	37.70%	(48.87)
Not Chair	967	85.94%	(34.78)	34.15%	(47.45)

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

Table D5a. Incidents of Unconscious or Implicit Bias at UW-Madison, Tenured/Tenure-Track Faculty Only (Full Codebook)

Identity Factors		Situations	
Incidents	N	Incidents	N
Gender	92	Scheduling	3
Race and ethnicity	43	Leadership	8
Nationality/International Status	3	Tenure and promotion	16
Sexual orientation	3	Awards	6
Disability	1	Hiring	40
Race and gender	9	Admissions	4
Age	6	Parental leave	3
Parenthood or pregnancy	17	Salary/Wage discrepancies	5
Religious status or beliefs	1	Unable to cite specific example	11
Class	4	Too many examples to cite only one	6
Rank/Title	4	Exclusion from meetings, decision-making processes	19
Marital status	2	Disrespectful, inequitable treatment	66
Research focus/methodology	8	Subtle or "small" interpersonal interactions	12
Political beliefs	3	Assignment to low-status, "housekeeping" roles; devaluing of work	8
Part-time status	1	Perceived favoritism, assignment to high-status roles	3
Not stated	81	Retention	6
		Visiting speakers	2
		Assumption of lower status/ability	12
		Treatment of residents/students	13
		Policies and procedures	5
		WISLI workshop	3
		Leadership actions	6
Comments on Implicit Bias, Survey, Survey Questions			
Incidents	N		
Comment on implicit bias being universal	12		
Acknowledgement of own bias	2		
Prefer not to say	4		
Illegible	1		

Table S1a. Satisfaction With UW-Madison, Tenure-Track Faculty Only

In general, how satisfied are you...

	...being a faculty member at UW-Madison?						...with your career progression at the UW-Madison?			
	2010			2012			2010		2012	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	1177	4.07	(1.13)	1037	3.98	(1.16)	4.01	(1.14)	4.01	(1.16)
Women	396	3.94	(1.19) *	372	3.80	(1.21) *	3.87	(1.22) *	3.84	(1.21) *
Men	779	4.13	(1.09)	665	4.08	(1.13)	4.08	(1.09)	4.11	(1.11)
Faculty of Color	146	3.98	(1.02)	131	3.75	(1.24) *	3.93	(1.05)	3.76	(1.20) *
Majority Faculty	1029	4.08	(1.14)	906	4.01	(1.15)	4.02	(1.15)	4.05	(1.14)
Not US Citizen	118	4.09	(1.16)	111	4.11	(1.04)	3.99	(1.03)	3.97	(1.12)
US Citizen	1057	4.06	(1.12)	926	3.97	(1.18)	4.01	(1.15)	4.02	(1.16)
Gay/Lesbian	26	3.65	(1.29) *	30	3.67	(1.42)	3.58	(1.36) *	3.50	(1.50) *
Hetero/Bisexual	1115	4.09	(1.12)	975	4.01	(1.13)	4.03	(1.13)	4.04	(1.13)
Faculty with Disability	NA	--	--	84	3.55	(1.49) *	--	--	3.54	(1.50) *
Faculty Without Disability	NA	--	--	945	4.02	(1.12)	--	--	4.05	(1.11)
Biological Science	441	4.14	(1.10)	388	4.09	(1.10) *	4.11	(1.09) *	4.12	(1.09) *
Physical Science	243	3.98	(1.16)	206	3.92	(1.16)	3.96	(1.12)	4.03	(1.09)
Social Studies	303	4.13	(1.12)	265	4.06	(1.12)	4.04	(1.14)	4.10	(1.12)
Arts & Humanities	479	3.94	(1.11)	173	3.72	(1.28) *	3.84	(1.23) *	3.63	(1.33) *
Science Department	665	4.08	(1.13)	577	4.02	(1.13)	4.06	(1.11)	4.08	(1.10) *
Non-Science Department	501	4.06	(1.11)	455	3.94	(1.18)	3.96	(1.17)	3.94	(1.21)
Untenured	234	4.12	(1.08)	219	4.11	(1.11)	3.94	(1.04)	3.98	(1.09)
Tenured	943	4.05	(1.14)	818	3.95	(1.17)	4.03	(1.16)	4.02	(1.17)
Multiple Appointments	199	4.21	(1.06)	55	4.33	(0.94) *	4.22	(1.04) *	4.38	(0.91) *
Single Appointment	964	4.05	(1.13)	971	3.97	(1.16)	3.98	(1.15)	4.00	(1.15)
Chair	85	4.36	(0.96) *	65	4.31	(0.95) *	4.31	(1.05)	4.42	(0.86) *
Not Chair	1092	4.04	(1.14)	972	3.96	(1.17)	3.99	(1.15)	3.98	(1.17)

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

University Factors		Local Characteristics	
Reason for Satisfaction	N	Reason for Satisfaction	N
Quality of/relationship with students (undergraduate or unspecified)	151	Madison, State of Wisconsin	59
Academic freedom/flexibility to pursue own interests,			
Autonomy/independence	87	Location (nonspecific)	2
Collaboration opportunities/interdisciplinary approach/inter-departmental cooperation/low barriers to cross-campus collaboration	88	Quality of life, lifestyle	12
Quality of, relationships with faculty (nonspecific)	306	Cultural richness, activities	1
Quality of, relationships with faculty (other departments/schools)	28	Aesthetics of city/campus	10
Quality of, relationships with staff (not department specific)	28	Local schools	2
Prestige/reputation/quality, institutional pride	37	Political climate	3
Commitment to excellence, quality (nonspecific)	3	Hospital	1
Faculty/shared governance	30		
Scholarly excellence/quality, commitment to high caliber research, research environment	69		
Commitment to high quality teaching, teaching environment	12		
Administration, administrative support	13		
Institutional vision/goals/mission/values, commitment to public service, Wisconsin Idea	22		
Campus life, extramural opportunities, activities on campus (arts, entertainment, community)	12		
Campus centers, institutes; WARF	9		
Facilities/resources/infrastructure (nonspecific to research or teaching)	68		
Technological support/IT infrastructure	1		
Library facilities, resources	9		
Research resources, support, infrastructure	58		
Teaching resources, support, infrastructure	3		
Accommodation of family values, family friendly	2		

University Factors		Local Characteristics	
Reason for Satisfaction	N	Reason for Satisfaction	N
Quality of/relationship with students (undergraduate or unspecified)	151	Madison, State of Wisconsin	59
Academic freedom/flexibility to pursue own interests,			
Autonomy/independence	87	Location (nonspecific)	2
Collaboration			
opportunities/interdisciplinary approach/inter-departmental cooperation/low barriers to cross-campus collaboration	88	Quality of life, lifestyle	12
Quality of, relationships with faculty (nonspecific)	306	Cultural richness, activities	1
Quality of, relationships with faculty (other departments/schools)	28	Aesthetics of city/campus	10
Quality of, relationships with staff (not department specific)	28	Local schools	2
Prestige/reputation/quality, institutional pride	37	Political climate	3
Commitment to excellence, quality (nonspecific)	3	Hospital	1
Faculty/shared governance	30		
Scholarly excellence/quality, commitment to high caliber research, research environment	69		
Commitment to high quality teaching, teaching environment	12		
Administration, administrative support	13	Salary	12
Institutional			
vision/goals/mission/values, commitment to public service, Wisconsin Idea	22	Raises	5
Campus life, extramural opportunities, activities on campus (arts, entertainment, community)	12	Job security/stability	1
Campus centers, institutes; WARF	9	Hours/flexibility of schedule	25
Facilities/resources/infrastructure (nonspecific to research or teaching)	68	Benefits (general)	1
Technological support/IT infrastructure	1	Benefits (retirement)	2
Library facilities, resources	9		
Research resources, support, infrastructure	58		
Teaching resources, support, infrastructure	3		
Accommodation of family values, family friendly	2		

Departmental Factors	
Reason for Satisfaction	N
Colleagues (department specific)	27
Departmental staff	3
Collegiality/camaraderie/respect/suppo	36
Support for research area/expertise, Recognition of/respect for work by colleagues/dept.	55
Graduate students/residents, programs	45
The department; departmental mission/vision/values	22
Chair/leadership in department or school	26
Mentors	8
Departmental governance, decision making processes	13
Departmental resources, infrastructure	4
Family/Home Life	
Reason for Satisfaction	N
Balance between academic/home life	3
Spouse/partner career	4
Other, Miscellaneous	
Reason for Satisfaction	N
Negative comments	8
Oprah	1
None	2

Climate/Culture	
Reason for Satisfaction	N
Diversity	13
Institutional community; positive/creative/supportive/collegial	97
intellectual community	39
Nature of job	
Reason for Satisfaction	N
Professional accomplishments	13
Community outreach/service/extension	11
Ability to make a difference; Challenging endeavors, opportunities, opportunities for growth	19
Opportunities for promotion, career development, tenure	9
Opportunities for leadership, administrative opportunities	5
Job is interesting/misc. positive features of job	16
Work balance, balance of responsibilities	8
Teaching opportunities, teaching load	62
Research opportunities	69
Working with students	34
Clinical Work/Patient interaction	6

Table S3a. Factors Detracting Most from Satisfaction at UW-Madison, Tenure-Track Faculty Only (Full Codebook)

Salary/Benefits		Resources	
Factor Detracting from Satisfaction	N	Factor Detracting from Satisfaction	N
Salary structure/inequities	23	Facilities/space	19
Low/Poor Salaries	181	Travel/conferences/professional development	4
Lack of Raises/Incentives	61	Graduate student funding	32
Pay and benefit decreases, increased benefit cost	35	Teaching/scholarship	9
Salary compression	12	Research	37
Benefits	6	Collaborative work	1
No summer salary	2	Inequities in distribution	19
Need to seek outside offer to gain raise, recognition	20	Library	2
Recognition of low salary for others	5	Reimbursements	1
Parental leave	6	Resources (unspecified)	59
		Clinical practice	4
Budget Cuts		Support (Lack of)	
Factor Detracting from Satisfaction	N	Factor Detracting from Satisfaction	N
Small budgets/resources	34	Research/RSP/Grant administration/IRB	16
Lack of grants/difficulty to obtain	7	Mentoring/advising	6
Budget cuts	27	Office/secretarial/administrative/clerical	23
Negative financial picture/feeling/climate	15	Technical/computer	1
Lack of state support	25	Collaborators	24
		For academic and classified staff, inequitable treatment of others	7
Recruitment funds	1	Support (unspecified)	13
Start up issues/concerns	1		
Service activities & Outreach		Research activities	
Factor Detracting from Satisfaction	N	Factor Detracting from Satisfaction	N
Bureaucracy/Rules	70	Lack of respect for certain disciplines/research	8
Committee work/meetings (amount, excess)	25	Too much emphasis on research, research monies	17
Advising duties	1	Not enough time for own research	9
Paperwork/administrative work	40	Not valued/a priority	1
Extension recognition	1		
Imbalance, inequitable distribution of service duties	10		
Lack of recognition/respect/reward	5		

General work activities		Teaching activities	
Factor Detracting from Satisfaction	N	Factor Detracting from Satisfaction	N
Lack of sabbatical opportunity	2	Teaching is under-valued	6
Had appointments in two or more departments	1	Limited opportunities to teach	3
Human resources issues; HR plan	15	Unfair/inequitable teaching assignments	3
Union issues	2	Grading	1
		Teaching facilities	4
		Too high/heavy load	9
Aspects of department/unit		Clinical activities	
Factor Detracting from Satisfaction	N	Factor Detracting from Satisfaction	N
Lack of new hires/staff departures/understaffed	13	No respect for clinical work	1
Colleagues	35	Support of clinical research (lack of)	1
Department Chair	17	Clinical workload too high	2
Decision-making not transparent or inclusive	32	Electronic medical/health records (EPIC)	1
Not valued/respected	44		
Feel they "don't fit"	5		
Department (unspecific)	3		
Aspects of Madison/Wisconsin		Career advancement	
Factor Detracting from Satisfaction	N	Factor Detracting from Satisfaction	N
Weather	8	Lack of promotion/career advancement/rewards	20
Geographic location	4	Slow career progression	6
State legislature/decisions by State/Governor/State politics	78	Tenure process and pressure	2
Respect from citizens (lack of)	24	Can't crack leadership ceiling	1
Public transportation (no rail, airport service)	1		
Leadership/Administration		Aspects of UW	
Factor Detracting from Satisfaction	N	Factor Detracting from Satisfaction	N
Bad/overloaded administration	27	Campus too big	4
Lack of/poor leadership	19	Lack of emphasis on Arts/Humanities/Ethnic/Cultural studies	1
School or college administration/Bascom/Deans	28	Parking/commuting	3
Autocratic, top-down decision-making; Hierarchy	8	Affecting change at UW/slow/inertia	10
UWHC/UWMF/SMPH issues	6	Low rankings	1
		Provincialism/Insular/"Inbred"	2
Interactions/communication		Program excellence	
Factor Detracting from Satisfaction	N	Factor Detracting from Satisfaction	N
Isolation	17	Quality of students	14
		Lack of, declining excellence/rigor/quality performance	34
		Lack of vision/mission	8

Personal matters	
Factor Detracting from Satisfaction	N
Work/family imbalance	9
Dual-career/spouse or partner issues	6
Far from family/home	3

None	
Factor Detracting from Satisfaction	N
None, not applicable	5

Surveys	
Factor Detracting from Satisfaction	N
Surveys	5

Workload/stress	
Factor Detracting from Satisfaction	N
Workload is excessive, has increased	35
Stress	5
Writing papers, publishing	2
Writing grants, pressure to win grants	2

Climate	
Factor Detracting from Satisfaction	N
Department/unit climate	14
Campus climate, morale	27
Gender climate	17
Racial climate	6
LBGTQ climate	3
Disability climate	1
Age climate	1
Lack of diversity	13
Campus doesn't value diversity, commitment to diversity "lip service" only	7
College/UW politics	15
Lack of intellectual or political diversity	5
"Second class citizens"/Division between TT and CHS-Clinical faculty/Difference in treatment	1
"Old boy network", nepotistic or selective hiring and favoritism	5

Table S4a. Satisfaction With Resources, Tenure-Track Faculty Only

How satisfied are you with the resources UW-Madison provides...

	...to support your research and scholarship						...to support your teaching			
	2010			2012			2010		2012	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	1169	3.41	(1.33)	1029	3.51	(1.28)	3.45	(1.20)	3.52	(1.19)
Women	397	3.31	(1.38)	370	3.38	(1.29) *	3.39	(1.21)	3.44	(1.23)
Men	770	3.47	(1.30)	659	3.59	(1.27)	3.48	(1.20)	3.56	(1.17)
Faculty of Color	143	3.34	(1.34)	129	3.36	(1.26)	3.58	(1.18)	3.39	(1.22)
Majority Faculty	1024	3.43	(1.33)	900	3.54	(1.28)	3.43	(1.21)	3.53	(1.19)
Not US Citizen	118	3.50	(1.27)	112	3.57	(1.24)	3.47	(1.20)	3.68	(1.07)
US Citizen	1049	3.41	(1.34)	917	3.51	(1.29)	3.45	(1.20)	3.49	(1.21)
Gay/Lesbian	26	3.19	(1.39)	29	3.10	(1.32)	3.27	(1.22)	3.57	(1.26)
Hetero/Bisexual	1109	3.42	(1.32)	969	3.54	(1.27) ↑	3.45	(1.21)	3.52	(1.19)
Faculty with Disability	NA	--	--	84	3.08	(1.47) *	--	--	3.30	(1.34)
Faculty Without Disability	NA	--	--	938	3.56	(1.25)	--	--	3.54	(1.18)
Biological Science	438	3.44	(1.32)	386	3.59	(1.25)	3.45	(1.25)	3.52	(1.20)
Physical Science	241	3.31	(1.30)	204	3.33	(1.27) *	3.28	(1.19) *	3.36	(1.18) *
Social Studies	300	3.61	(1.28) *	259	3.66	(1.24) *	3.72	(1.10) *	3.64	(1.13) *
Arts & Humanities	179	3.25	(1.42)	175	3.36	(1.37)	3.23	(1.21) *	3.52	(1.26) ↑
Science Department	660	3.39	(1.31)	574	3.48	(1.26)	3.39	(1.23) *	3.44	(1.20) *
Non-Science Department	498	3.48	(1.34)	450	3.56	(1.29)	3.53	(1.17)	3.61	(1.18)
Untenured	233	3.75	(1.17) *	218	3.90	(1.16) *	3.64	(1.13) *	3.76	(1.13) *
Tenured	936	3.33	(1.35)	811	3.41	(1.29)	3.40	(1.22)	3.45	(1.20)
Multiple Appointments	200	3.56	(1.28)	55	3.69	(1.23)	3.60	(1.16)	3.67	(1.18)
Single Appointment	955	3.40	(1.34)	963	3.52	(1.27) ↑	3.42	(1.21)	3.51	(1.19)
Chair	85	3.46	(1.29)	63	3.75	(1.12)	3.50	(1.18)	3.65	(1.13)
Not Chair	966	3.41	(1.33)	966	3.50	(1.29)	3.44	(1.21)	3.51	(1.20)

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

Table S5a. Satisfaction With Resources, Tenure-Track Faculty Only

How satisfied are you with the resources UW-Madison provides...

	...to support your clinical work						...to support your extension or outreach activities			
	2010			2012			2010		2012	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Total	1169	3.59	(1.11)	1029	3.46	(1.28)	3.33	(1.18)	3.31	(1.20)
Women	397	2.91	(1.25) *	370	3.32	(1.32)	3.23	(1.16)	3.21	(1.22)
Men	770	3.82	(0.97)	659	3.53	(1.25)	3.38	(1.19)	3.37	(1.18)
Faculty of Color	143	3.00	(1.11) *	129	3.70	(1.33)	3.25	(1.31)	3.18	(1.35)
Majority Faculty	1024	3.69	(1.09)	900	3.42	(1.27)	3.34	(1.16)	3.33	(1.18)
Not US Citizen	118	3.20	(1.10)	112	3.55	(1.13)	3.39	(0.87)	3.33	(1.11)
US Citizen	1049	3.61	(1.11)	917	3.45	(1.29)	3.32	(1.21)	3.31	(1.21)
Gay/Lesbian	26	4.00	(0.00)	29	3.33	(1.63)	3.08	(1.08)	3.12	(1.27)
Hetero/Bisexual	1109	3.59	(1.12)	969	3.48	(1.27)	3.34	(1.19)	3.33	(1.20)
Faculty with Disability	NA	--	--	84	3.00	(1.28)	--	--	2.96	(1.35) *
Faculty Without Disability	NA	--	--	938	3.52	(1.27)	--	--	3.35	(1.18)
Biological Science	438	3.64	(1.12)	386	3.66	(1.28) *	3.33	(1.18)	3.39	(1.25)
Physical Science	241	3.80	(0.84)	204	2.00	(0.82) * ↓	3.45	(1.15)	3.43	(1.05)
Social Studies	300	3.09	(1.14)	259	3.23	(1.02)	3.40	(1.14)	3.23	(1.21)
Arts & Humanities	179	3.20	(0.84)	175	2.55	(1.21) *	3.10	(1.24) *	3.15	(1.20)
Science Department	660	3.65	(1.11) *	574	3.60	(1.30) *	3.37	(1.18)	3.39	(1.18)
Non-Science Department	498	3.12	(0.99)	450	3.05	(1.10)	3.28	(1.18)	3.22	(1.20)
Untenured	233	3.39	(1.08)	218	3.70	(1.26)	3.57	(1.02) *	3.43	(1.23)
Tenured	936	3.64	(1.12)	811	3.38	(1.28)	3.26	(1.21)	3.29	(1.19)
Multiple Appointments	200	3.71	(1.20)	55	3.13	(1.46)	3.41	(1.16)	3.29	(1.32)
Single Appointment	955	3.57	(1.10)	963	3.46	(1.26)	3.32	(1.19)	3.32	(1.19)
Chair	85	4.00	(0.85)	63	3.73	(1.28)	3.74	(1.17)	3.40	(1.19)
Not Chair	966	3.54	(1.13)	966	3.43	(1.28)	3.30	(1.18)	3.31	(1.20)

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

Table S6a. Satisfaction With Salary, Tenure-Track Faculty Only

	How satisfied are you with your salary?					
	2010			2012		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Total	1177	2.81	(1.37)	1035	2.80	(1.38)
Women	396	2.71	(1.38)	372	2.67	(1.38) *
Men	778	2.86	(1.36)	663	2.87	(1.38)
Faculty of Color	145	2.45	(1.20) *	130	2.36	(1.23) *
Majority Faculty	1030	2.86	(1.39)	905	2.86	(1.39)
Not US Citizen	117	2.80	(1.40)	112	2.72	(1.35)
US Citizen	1058	2.81	(1.37)	923	2.81	(1.39)
Gay/Lesbian	26	2.04	(1.04) *	30	2.20	(1.30) *
Hetero/Bisexual	1115	2.85	(1.38)	974	2.84	(1.39)
Faculty with Disability	NA	--	--	84	2.54	(1.42)
Faculty Without Disability	NA	--	--	944	2.82	(1.38)
Biological Science	440	3.08	(1.36) *	387	3.07	(1.41) *
Physical Science	243	2.78	(1.30)	206	2.71	(1.22)
Social Studies	303	2.79	(1.41)	261	2.79	(1.40)
Arts & Humanities	180	2.29	(1.26) *	176	2.32	(1.34)
Science Department	664	3.00	(1.35) *	576	2.95	(1.36) *
Non-Science Department	502	2.59	(1.36)	454	2.61	(1.40)
Untenured	234	2.96	(1.29) *	217	2.96	(1.37) *
Tenured	943	2.77	(1.39)	818	2.76	(1.38)
Multiple Appointments	199	2.91	(1.38)	54	3.02	(1.37)
Single Appointment	964	2.80	(1.37)	970	2.80	(1.38)
Chair	84	3.00	(1.45)	65	3.12	(1.42) *
Not Chair	970	2.79	(1.37)	970	2.78	(1.38)

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

Table S7a. Intention to Leave, Tenure-Track Faculty Only

How likely are you to leave UW-Madison in next 3 years? **							
	2010				2012		
	N	Mean	Std. Dev.		N	Mean	Std. Dev.
Total	1158	3.49	(1.36)		1033	3.28	(1.37) ↓
Women	389	3.28	(1.43)	*	375	3.16	(1.36) *
Men	767	3.60	(1.31)		658	3.34	(1.37) ↓
Faculty of Color	142	3.16	(1.24)	*	130	2.82	(1.21) * ↓
Majority Faculty	1015	3.54	(1.37)		903	3.34	(1.38) ↓
Not US Citizen	115	3.40	(1.31)		111	3.00	(1.28) * ↓
US Citizen	1041	3.50	(1.37)		922	3.31	(1.38) ↓
Gay/Lesbian	25	3.04	(1.40)		28	3.14	(1.24)
Hetero/Bisexual	1098	3.51	(1.36)		974	3.29	(1.37) ↓
Faculty with Disability	NA	--	--		84	3.06	(1.43)
Faculty Without Disability	NA	--	--		942	3.30	(1.36)
Biological Science	433	3.67	(1.35)	*	388	3.46	(1.37) * ↓
Physical Science	242	3.48	(1.28)		203	3.29	(1.32)
Social Studies	296	3.42	(1.37)		263	3.22	(1.35)
Arts & Humanities	177	3.18	(1.45)	*	174	2.97	(1.37) *
Science Department	657	3.63	(1.32)	*	574	3.40	(1.36) * ↓
Non-Science Department	491	3.31	(1.40)		454	3.13	(1.36) ↓
Untenured	229	3.37	(1.26)		218	3.33	(1.27)
Tenured	929	3.52	(1.39)		815	3.26	(1.39) ↓
Multiple Appointments	195	3.44	(1.41)		55	3.27	(1.30)
Single Appointment	950	3.50	(1.36)		967	3.29	(1.37) ↓
Chair	85	3.60	(1.42)		65	3.72	(1.32) *
Not Chair	968	3.48	(1.36)		968	3.25	(1.37) ↓

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

** Lower numbers = More likely to leave.

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Very likely" (1), "Somewhat likely" (2), "Neither likely nor unlikely" (3), "Somewhat unlikely" (4), and "Very unlikely" (5).

Table S8a. Considered Reasons to Leave, Tenure-Track Faculty Only

Have you considered the following reasons to leave....																	
	Increase salary						Improve prospects for tenure or enhance your career in other ways						More supportive work environment				
	2010			2012			2010		2012			2010		2012			
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.		Mean	Std. Dev.	Mean	Std. Dev.		
Total	1108	2.09	(0.78)	998	2.14	(0.77)	2.07	(0.73)	1.77	(0.79)	↓	1.71	(0.80)	1.65	(0.78)		
Women	389	2.07	(0.79)	360	2.16	(0.79)	2.13	(0.75)	1.94	(0.79)	* ↓	1.83	(0.83)	*	1.79	(0.83)	*
Men	767	2.11	(0.77)	638	2.12	(0.76)	2.04	(0.72)	1.68	(0.77)	↓	1.64	(0.78)		1.57	(0.74)	
Faculty of Color	141	2.22	(0.72)	123	2.33	(0.70)	2.25	(0.73)	1.97	(0.84)	* ↓	1.84	(0.84)	*	1.87	(0.83)	*
Majority Faculty	1015	2.08	(0.78)	875	2.11	(0.78)	2.05	(0.73)	1.75	(0.78)	↓	1.69	(0.79)		1.62	(0.77)	
Not US Citizen	112	2.08	(0.82)	110	2.07	(0.77)	2.10	(0.73)	1.80	(0.77)	↓	1.76	(0.82)		1.57	(0.74)	
US Citizen	995	2.10	(0.77)	888	2.14	(0.77)	2.07	(0.73)	1.77	(0.79)	↓	1.70	(0.79)		1.66	(0.78)	
Gay/Lesbian	25	2.44	(0.51)	30	2.33	(0.76)	2.40	(0.71)	1.93	(0.83)	↓	2.12	(0.88)	*	1.97	(0.81)	*
Hetero/Bisexual	1052	2.08	(0.78)	968	2.12	(0.77)	2.06	(0.73)	1.77	(0.79)	↓	1.69	(0.79)		1.64	(0.78)	
Faculty with Disability	NA	--	--	81	2.23	(0.82)	--	--	1.88	(0.86)		--	--		1.81	(0.87)	*
Faculty Without Disability	NA	--	--	913	2.13	(0.77)	--	--	1.76	(0.78)		--	--		1.63	(0.77)	
Biological Science	411	1.93	(0.78)	375	1.97	(0.79)	2.03	(0.73)	1.77	(0.79)	↓	1.64	(0.77)		1.61	(0.76)	
Physical Science	234	2.00	(0.76)	197	2.08	(0.72)	2.12	(0.74)	1.74	(0.82)	↓	1.68	(0.80)		1.60	(0.78)	
Social Studies	287	2.20	(0.78)	252	2.34	(0.72)	2.00	(0.71)	1.83	(0.77)	↓	1.63	(0.78)		1.64	(0.75)	
Arts & Humanities	168	2.40	(0.68)	169	2.27	(0.78)	2.21	(0.75)	1.73	(0.77)	↓	2.00	(0.84)	*	1.78	(0.83)	*
Science Department	624	1.95	(0.77)	555	2.00	(0.77)	2.07	(0.74)	1.76	(0.80)	↓	1.66	(0.78)	*	1.62	(0.77)	
Non-Science Department	474	2.27	(0.75)	438	2.31	(0.74)	2.07	(0.73)	1.79	(0.78)	↓	1.76	(0.82)		1.68	(0.79)	
Untenured	222	2.01	(0.79)	215	2.01	(0.76)	2.05	(0.73)	1.78	(0.77)	↓	1.62	(0.78)		1.50	(0.72)	*
Tenured	886	2.12	(0.78)	783	2.17	(0.77)	2.08	(0.73)	1.77	(0.80)	↓	1.73	(0.80)		1.69	(0.79)	
Multiple Appointments	190	2.07	(0.79)	52	2.15	(0.75)	2.07	(0.76)	1.76	(0.79)	↓	1.66	(0.81)		1.51	(0.73)	
Single Appointment	905	2.09	(0.78)	935	2.13	(0.77)	2.07	(0.73)	1.77	(0.79)	↓	1.71	(0.80)		1.65	(0.78)	
Chair	79	2.03	(0.77)	61	1.93	(0.79)	2.12	(0.70)	1.55	(0.67)	* ↓	1.58	(0.76)		1.41	(0.65)	*
Not Chair	967	2.10	(0.78)	937	2.15	(0.77)	2.07	(0.74)	1.79	(0.79)	↓	1.71	(0.80)		1.66	(0.78)	

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

Table S9a. Considered Reasons to Leave, Tenure-Track Faculty Only

<i>Have you considered the following reasons to leave....</i>															
	Increased research time						Reduce stress				Improve employment situation of spouse/partner				
	2010			2012			2010		2012		2010		2012		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	
Total	1108	1.70	(0.77)	998	1.63	(0.76)	1.61	(0.74)	1.64	(0.75)	1.45	(0.72)	1.51	(0.73)	
Women	389	1.75	(0.78)	360	1.77	(0.80)	1.80	(0.79)	1.86	(0.80)	1.52	(0.76)	1.62	(0.79)	*
Men	767	1.67	(0.76)	638	1.56	(0.72)	1.51	(0.69)	1.52	(0.70)	1.42	(0.70)	1.45	(0.70)	
Faculty of Color	141	1.76	(0.81)	123	1.69	(0.74)	1.57	(0.70)	1.63	(0.74)	1.45	(0.73)	1.60	(0.78)	
Majority Faculty	1015	1.69	(0.76)	875	1.63	(0.76)	1.62	(0.74)	1.65	(0.76)	1.45	(0.72)	1.49	(0.73)	
Not US Citizen	112	1.79	(0.80)	110	1.74	(0.82)	1.44	(0.66)	1.51	(0.69)	1.65	(0.81)	1.72	(0.84)	*
US Citizen	995	1.69	(0.77)	888	1.62	(0.75)	1.63	(0.74)	1.66	(0.76)	1.43	(0.71)	1.48	(0.71)	
Gay/Lesbian	25	2.20	(0.76)	30	1.80	(0.81)	2.00	(0.82)	1.93	(0.69)	1.95	(0.92)	1.61	(0.72)	
Hetero/Bisexual	1052	1.68	(0.77)	968	1.63	(0.76)	1.60	(0.73)	1.63	(0.75)	1.45	(0.71)	1.50	(0.73)	
Faculty with Disability	NA	--	--	81	1.79	(0.80)	--	--	1.93	(0.80)	--	--	1.46	(0.78)	
Faculty Without Disability	NA	--	--	913	1.62	(0.75)	--	--	1.62	(0.74)	--	--	1.51	(0.73)	
Biological Science	411	1.56	(0.70)	375	1.53	(0.72)	1.62	(0.73)	1.64	(0.74)	1.36	(0.64)	1.41	(0.66)	*
Physical Science	234	1.63	(0.76)	197	1.58	(0.69)	1.62	(0.74)	1.62	(0.75)	1.44	(0.69)	1.47	(0.71)	
Social Studies	287	1.73	(0.79)	252	1.68	(0.75)	1.56	(0.75)	1.60	(0.74)	1.46	(0.74)	1.57	(0.79)	
Arts & Humanities	168	2.04	(0.80)	169	1.87	(0.85)	1.69	(0.75)	1.75	(0.79)	1.72	(0.88)	1.66	(0.80)	*
Science Department	624	1.58	(0.73)	555	1.55	(0.72)	1.61	(0.73)	1.63	(0.74)	1.38	(0.65)	1.42	(0.67)	*
Non-Science Department	474	1.84	(0.80)	438	1.75	(0.79)	1.61	(0.75)	1.66	(0.77)	1.55	(0.79)	1.61	(0.79)	
Untenured	222	1.63	(0.77)	215	1.46	(0.68)	1.69	(0.76)	1.56	(0.73)	1.56	(0.78)	1.69	(0.79)	*
Tenured	886	1.71	(0.77)	783	1.69	(0.77)	1.59	(0.73)	1.67	(0.76)	1.43	(0.70)	1.46	(0.71)	
Multiple Appointments	190	1.67	(0.77)	52	1.59	(0.70)	1.67	(0.75)	1.45	(0.67)	1.42	(0.70)	1.49	(0.74)	
Single Appointment	905	1.70	(0.77)	935	1.64	(0.76)	1.60	(0.73)	1.65	(0.76)	1.46	(0.72)	1.50	(0.73)	
Chair	79	1.57	(0.70)	61	1.67	(0.80)	1.48	(0.67)	1.49	(0.70)	1.25	(0.57)	1.26	(0.56)	*
Not Chair	967	1.71	(0.78)	937	1.63	(0.76)	1.62	(0.74)	1.65	(0.76)	1.47	(0.73)	1.52	(0.74)	

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

Table S10a. Considered Reasons to Leave, Tenure-Track Faculty Only

<i>Have you considered the following reasons to leave....</i>																
	Retirement						Adjust clinical load						Other			
	2010			2012			2010		2012				2010		2012	
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	↑	Mean	Std. Dev.	Mean	Std. Dev.	↑
Total	1108	1.42	(0.70)	998	1.48	(0.73)	1.11	(0.36)	1.26	(0.53)	↑	2.02	(0.90)	2.43	(0.72)	↑
Women	389	1.40	(0.71)	360	1.47	(0.75)	1.08	(0.31)	1.28	(0.56)	↑	2.26	(0.86)	2.43	(0.73)	
Men	767	1.43	(0.69)	638	1.48	(0.73)	1.13	(0.38)	1.26	(0.51)	↑	1.88	(0.90)	2.43	(0.71)	↑
Faculty of Color	141	1.31	(0.60)	123	1.47	(0.73)	1.13	(0.42)	1.46	(0.66)	* ↑	2.25	(0.87)	2.30	(0.70)	
Majority Faculty	1015	1.43	(0.71)	875	1.48	(0.73)	1.11	(0.36)	1.24	(0.50)	↑	1.98	(0.90)	2.45	(0.72)	↑
Not US Citizen	112	1.17	(0.45)	110	1.30	(0.59)	1.02	(0.13)	1.09	(0.29)	*	1.96	(0.93)	2.44	(0.78)	
US Citizen	995	1.44	(0.71)	888	1.50	(0.74)	1.12	(0.38)	1.28	(0.54)	↑	2.02	(0.90)	2.43	(0.71)	↑
Gay/Lesbian	25	1.26	(0.65)	30	1.38	(0.59)	1.33	(0.82)	1.27	(0.47)		2.40	(0.89)	2.86	(0.38)	*
Hetero/Bisexual	1052	1.42	(0.70)	968	1.48	(0.73)	1.11	(0.35)	1.26	(0.52)	↑	2.00	(0.90)	2.41	(0.71)	↑
Faculty with Disability	NA	--	--	81	1.71	(0.85)	--	--	1.35	(0.59)		--	--	2.40	(0.75)	
Faculty Without Disability	NA	--	--	913	1.46	(0.72)	--	--	1.26	(0.52)		--	--	2.43	(0.72)	
Biological Science	411	1.42	(0.69)	375	1.48	(0.71)	1.25	(0.51)	1.41	(0.59)	* ↑	2.08	(0.89)	2.39	(0.73)	↑
Physical Science	234	1.34	(0.65)	197	1.38	(0.70)	1.00	(0.00)	1.06	(0.35)	*	1.84	(0.93)	2.35	(0.72)	↑
Social Studies	287	1.43	(0.71)	252	1.48	(0.73)	1.01	(0.08)	1.10	(0.35)	* ↑	2.01	(0.91)	2.50	(0.72)	↑
Arts & Humanities	168	1.51	(0.78)	169	1.59	(0.80)	1.02	(0.13)	1.14	(0.52)	*	2.17	(0.82)	2.47	(0.71)	
Science Department	624	1.40	(0.68)	555	1.44	(0.70)	1.18	(0.45)	1.35	(0.57)	* ↑	1.95	(0.91)	2.36	(0.73)	↑
Non-Science Department	474	1.45	(0.73)	438	1.52	(0.76)	1.01	(0.12)	1.11	(0.40)	↑	2.08	(0.88)	2.51	(0.70)	↑
Untenured	222	1.09	(0.35)	215	1.14	(0.39)	1.08	(0.28)	1.24	(0.46)	↑	2.20	(0.83)	2.36	(0.77)	
Tenured	886	1.50	(0.74)	783	1.56	(0.77)	1.12	(0.38)	1.27	(0.55)	↑	1.97	(0.91)	2.46	(0.69)	↑
Multiple Appointments	190	1.55	(0.76)	52	1.56	(0.77)	1.10	(0.36)	1.30	(0.67)		2.32	(0.88)	2.27	(0.79)	
Single Appointment	905	1.39	(0.68)	935	1.47	(0.72)	1.11	(0.36)	1.25	(0.51)	↑	1.97	(0.90)	2.43	(0.71)	↑
Chair	79	1.47	(0.71)	61	1.54	(0.77)	1.02	(0.15)	1.11	(0.32)	*	1.63	(0.89)	2.22	(0.67)	
Not Chair	967	1.41	(0.70)	937	1.48	(0.73)	1.12	(0.38)	1.28	(0.54)		2.04	(0.90)	2.44	(0.72)	↑

* Significant difference at $p < .05$ within waves, between groups (e.g., Women and Men).

↑ or ↓ Significant change at $p < .05$ between waves, within groups (e.g., all Tenured/Tenure-Track Men).

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

**Table S11a. Additional Reasons Considered for Leaving UW-Madison, Tenure-Track Faculty Only
(Full Codebook)**

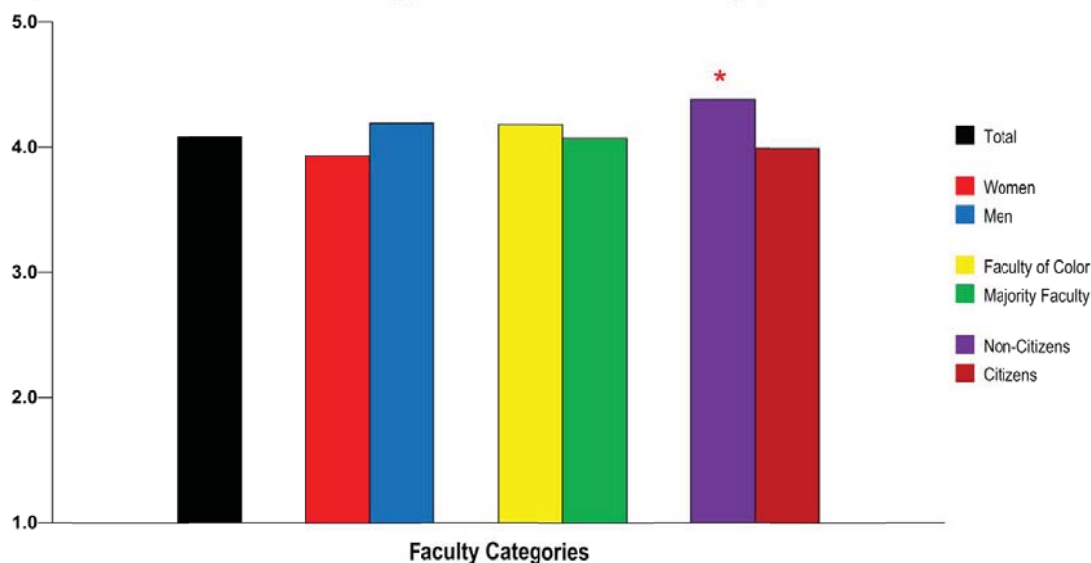
Benefits		Personal and Family	
Reasons to Consider Leaving	N	Reasons to Consider Leaving	N
Benefits	1	Closer to family	17
		Relocating for/to be with partner/spouse	1
		Health or disability issue	3
		General personal or family reasons	7
Institutional and Departmental Issues		Closer to social network	2
Reasons to Consider Leaving	N	College benefit for children	8
Quality of, relationships with		Balance	2
leadership and administrators	7		
Outreach	1		
Department (general)	4		
Institutional or departmental rank,			
prestige, quality	6		
Quality of, relationships with			
colleagues	3		
Availability of colleagues/departments			
in same field, same/similar interests;			
intellectual community	9		
Diversity	10	Local Characteristics	
Bureaucracy	4	Reasons to Consider Leaving	N
Administrative or program support	2	Geographic location	12
Relationship with State government	12	Weather	8
More available, stable, secure		Better local schools	2
resources	4	Travel time and costs; Costs of living	3
Better space, facilities	4	City size	2
Climate		Research-Specific Concerns	
Reasons to Consider Leaving	N	Reasons to Consider Leaving	N
Climate for LGBTQ faculty	1	Quality of research population (subjects)	1
Want to feel needed, valued,		Research funds, costs	8
respected, heard	6	Find department that values research	2
General work, academic environment	5	Improve or increase research	
Political environment	2	opportunities and range	4
		Access to scientific, technology	1
Student Issues		Career and Advancement	
Reasons to Consider Leaving	N	Reasons to Consider Leaving	N
Quality of students	2	Salary and salary process	7
Student support, funding, scholarships	4	Adjustments to administrative load,	
		burdens	1
		To reach leadership position (e.g., chair,	
		administrator)	10
		If not granted tenure	1
		To develop a business	1
Teaching-Specific Concerns		Need change, challenge	6
Reasons to Consider Leaving	N	Leaving academia	1
Improve or increase range of teaching		Retirement	2
opportunities	2		
Lower teaching load	1		
Teaching more valued	3		

Section 5: Appendices

Appendix 5: 2012 Figures

2012 Hiring:
Figures H2a_1 through H2e_3

Figure H2a_1: Overall hiring process satisfaction by personal characteristic

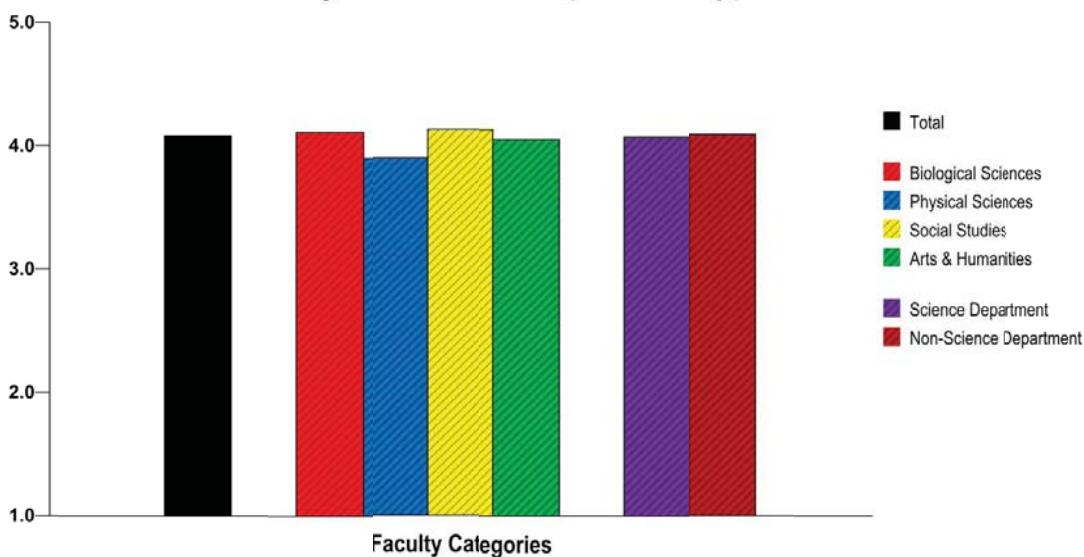


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the overall hiring process?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2a_2: Overall hiring process satisfaction by division and department type

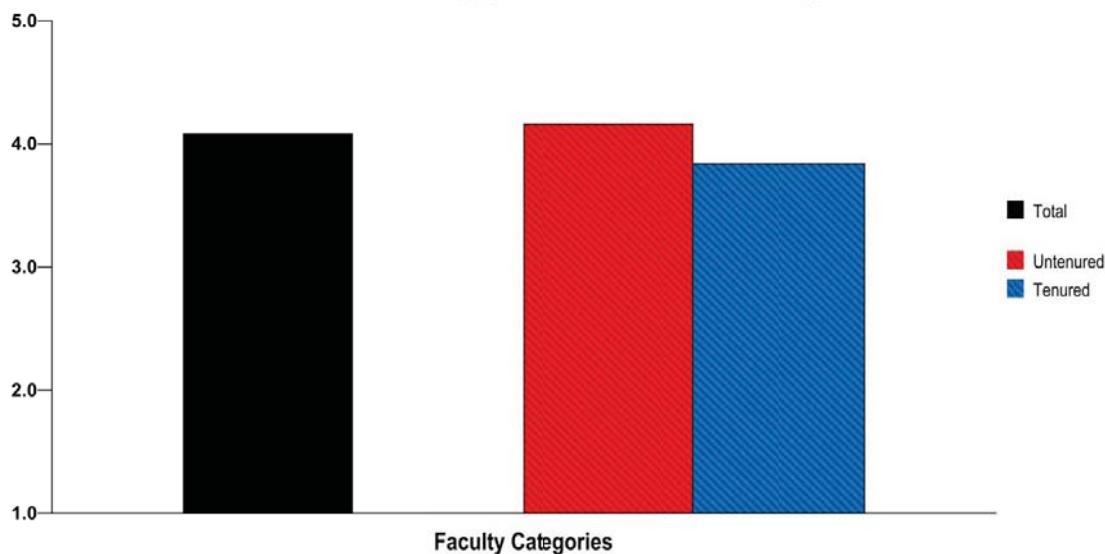


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the overall hiring process?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2a_3: Overall hiring process satisfaction by tenure status

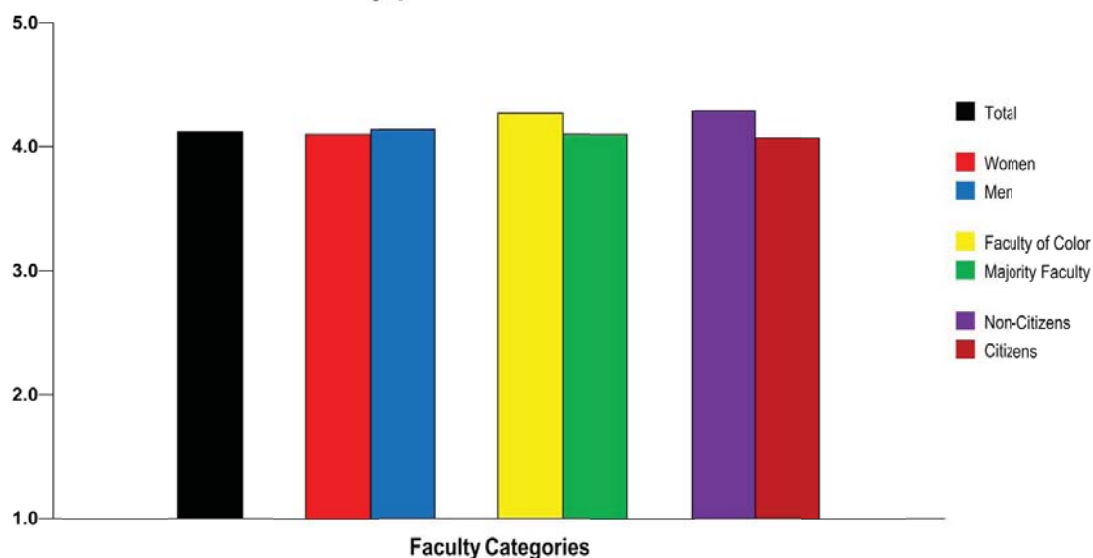


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the overall hiring process?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2b_1: Satisfaction with departmental effort to obtain resources by personal characteristic

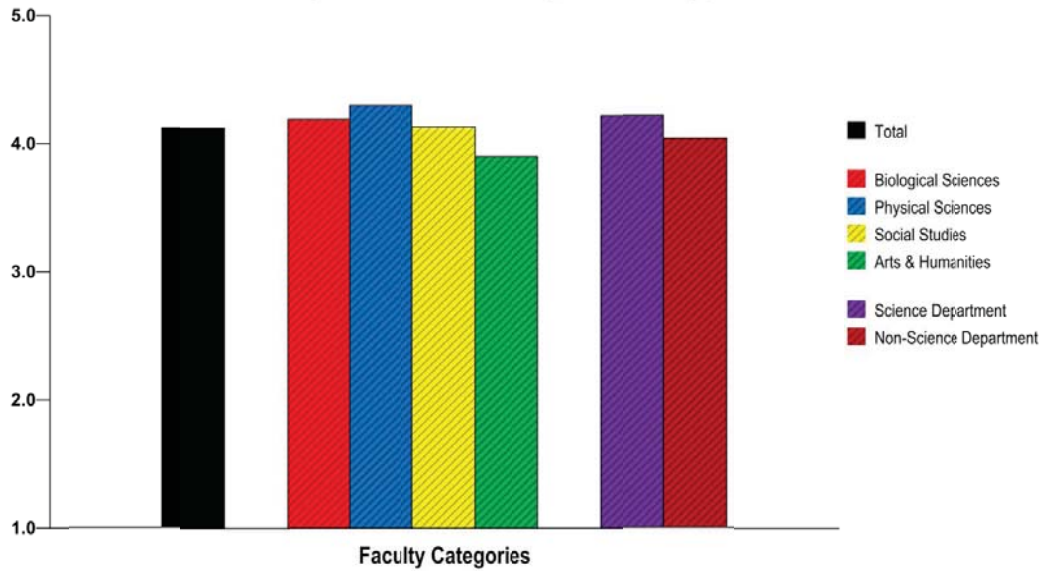


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the department's effort to obtain resources for you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2b_2: Satisfaction with departmental effort to obtain resources by division and department type

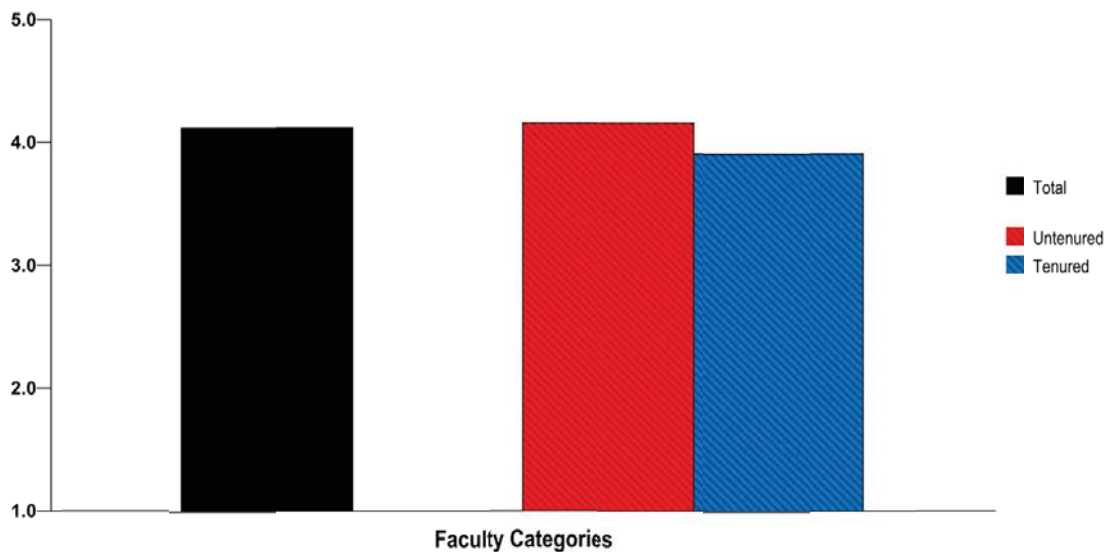


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the department's effort to obtain resources for you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2b_3: Satisfaction with departmental effort to obtain resources by tenure status

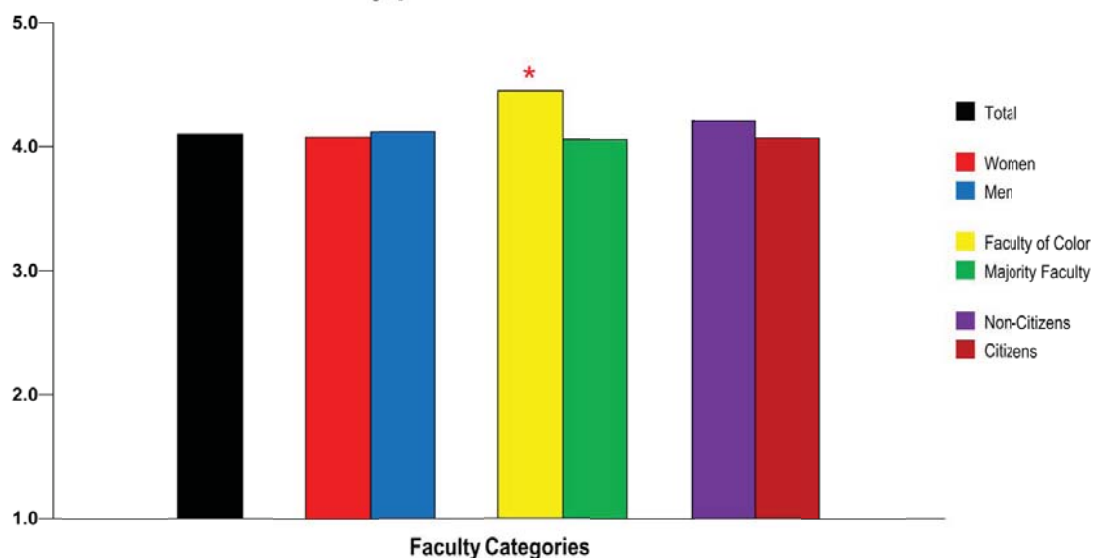


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the department's effort to obtain resources for you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2c_1: Satisfaction with departmental effort to meet candidates by personal characteristic

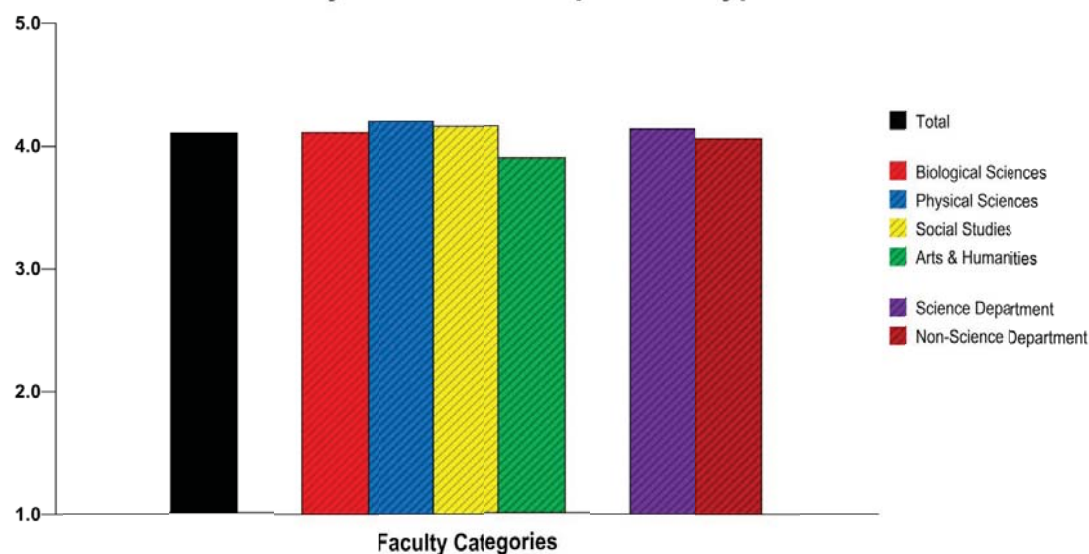


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the department faculty's effort to meet you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2c_2: Satisfaction with departmental effort to meet candidates by division and department type

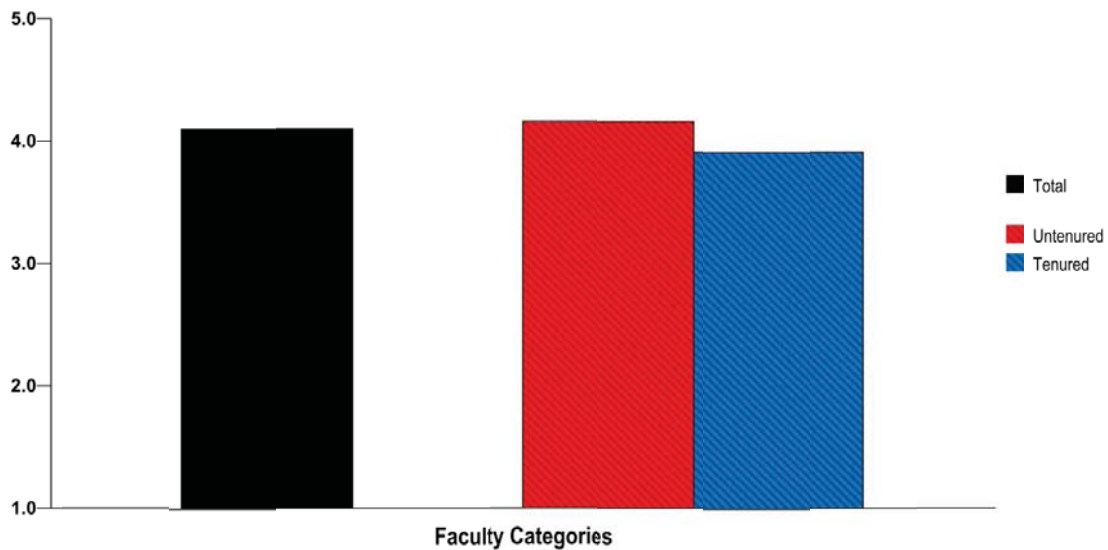


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the department faculty's effort to meet you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2c_3: Satisfaction with departmental effort to meet candidates by tenure status

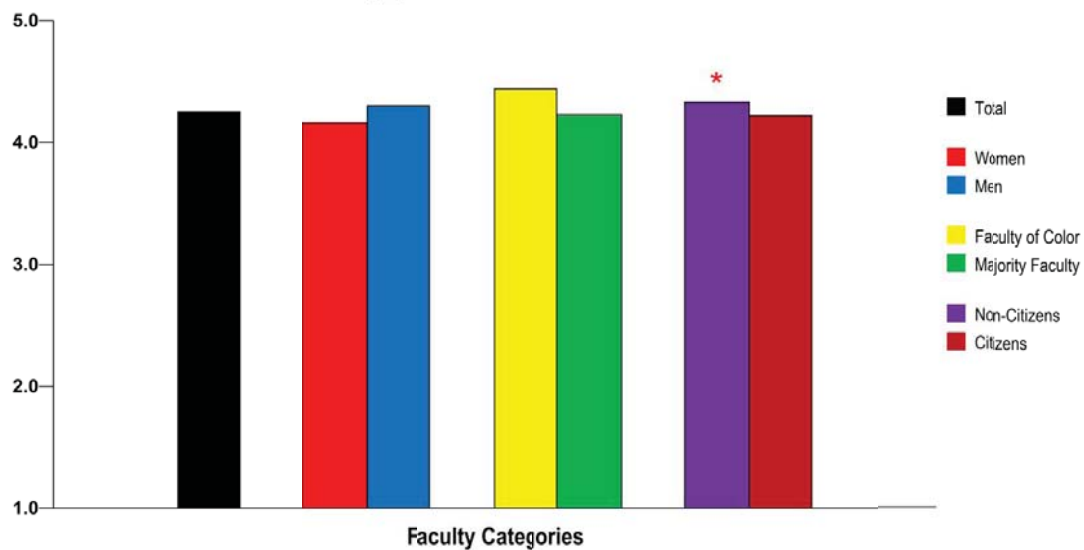


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with the department faculty's effort to meet you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2d_1: Satisfaction with search committee interactions by personal characteristic

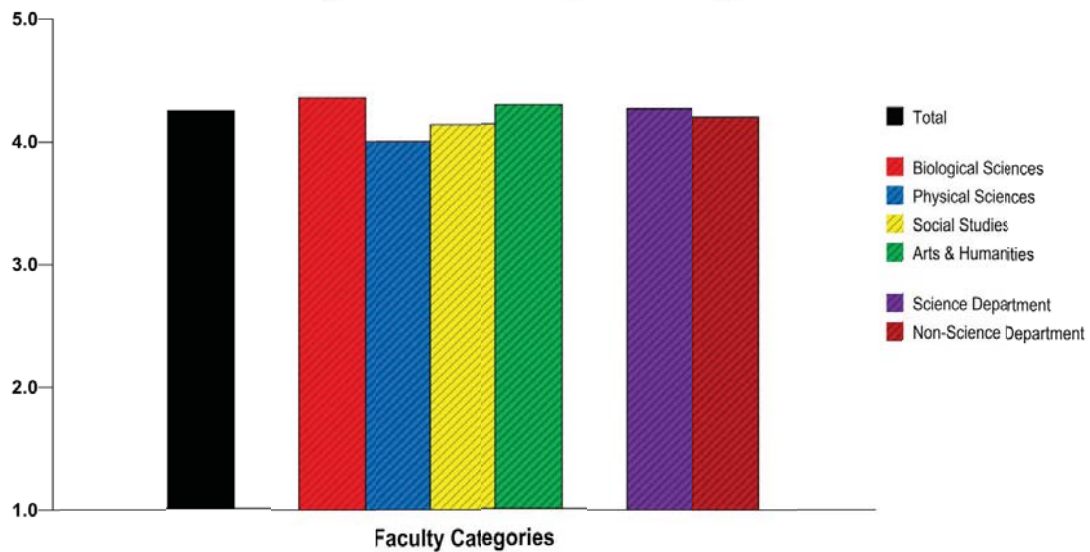


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with your interactions with the search committee?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2d_2: Satisfaction with search committee interactions by division and department type

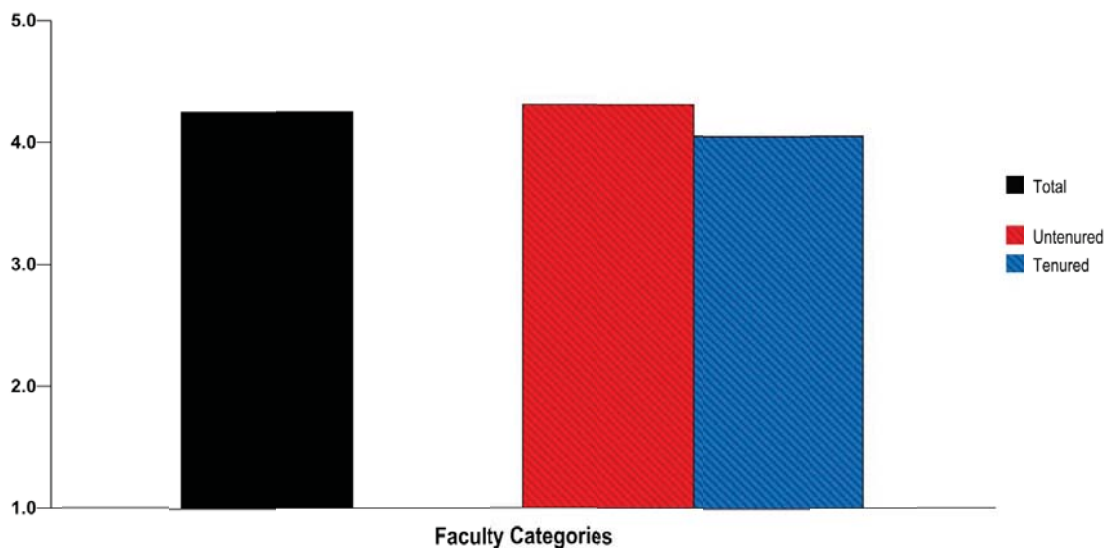


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with your interactions with the search committee?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2d_3: Satisfaction with search committee interactions by tenure status

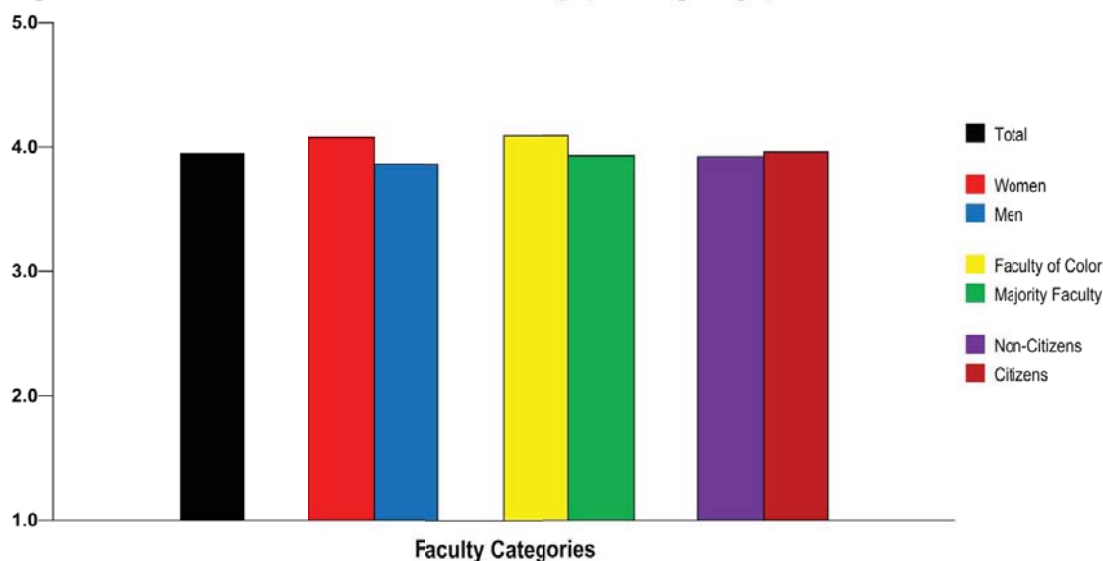


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with your interactions with the search committee?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2e_1: Satisfaction with start up package by personal characteristic

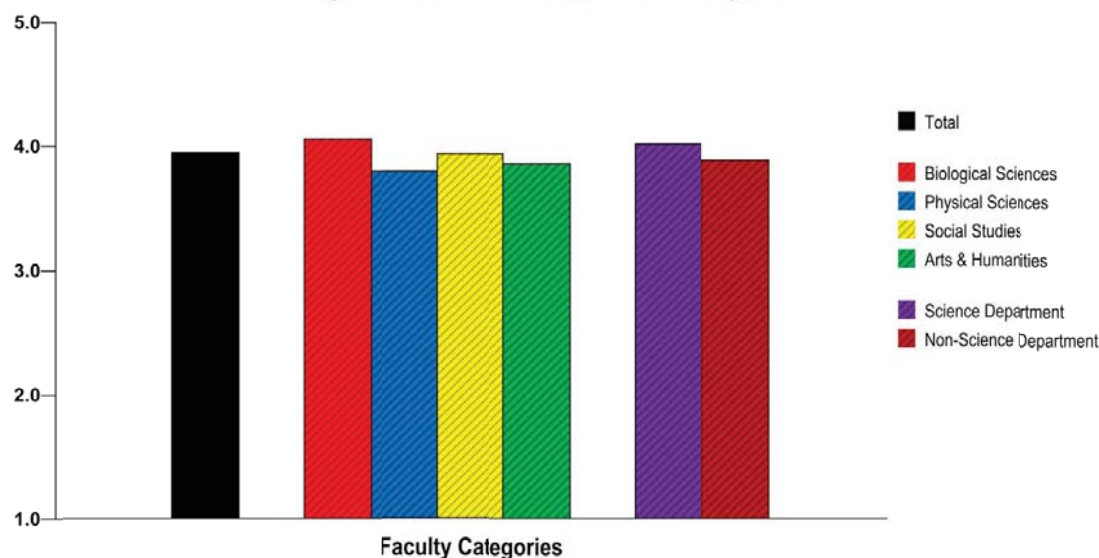


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with your start up package?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2e_2: Satisfaction with start up package by division and department type

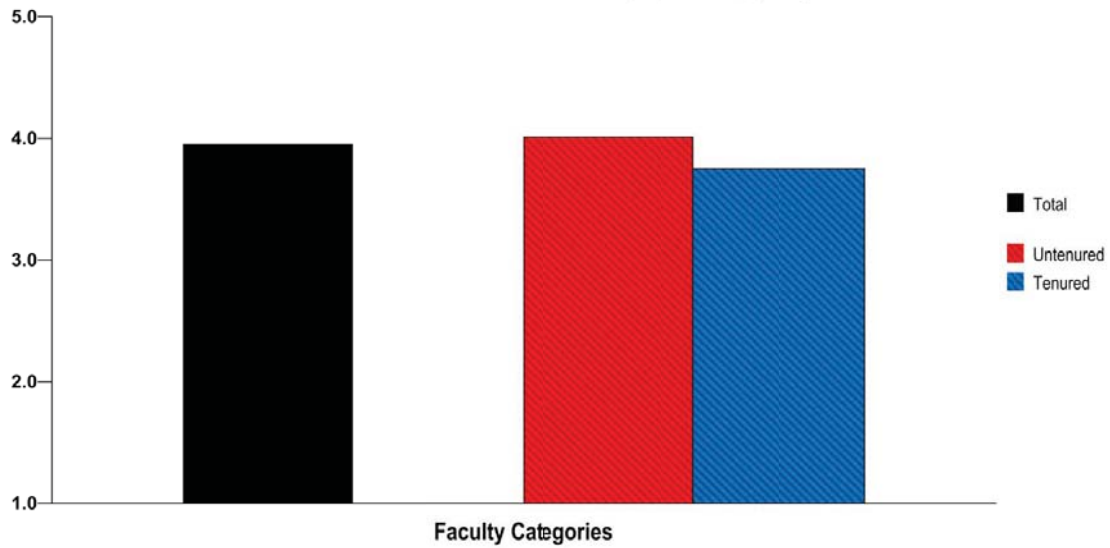


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with your start up package?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2e_3: Satisfaction with start up package by tenure status



The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with your start up package?"

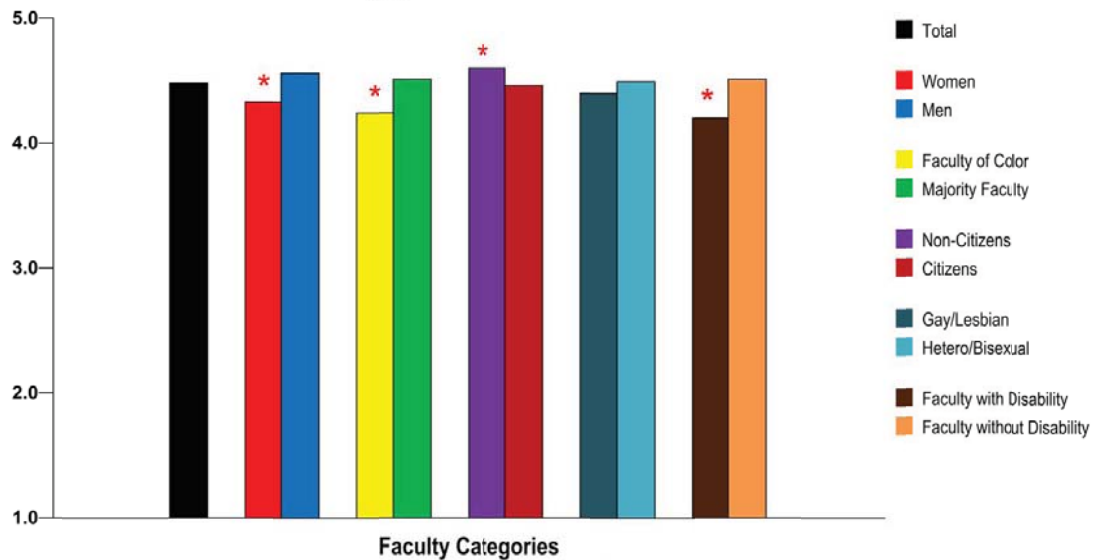
Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

2012 Climate:

Figures DC3a_1 through DC6c_3

Figure DC3a_1: Frequency of being treated with respect by colleagues by personal characteristic

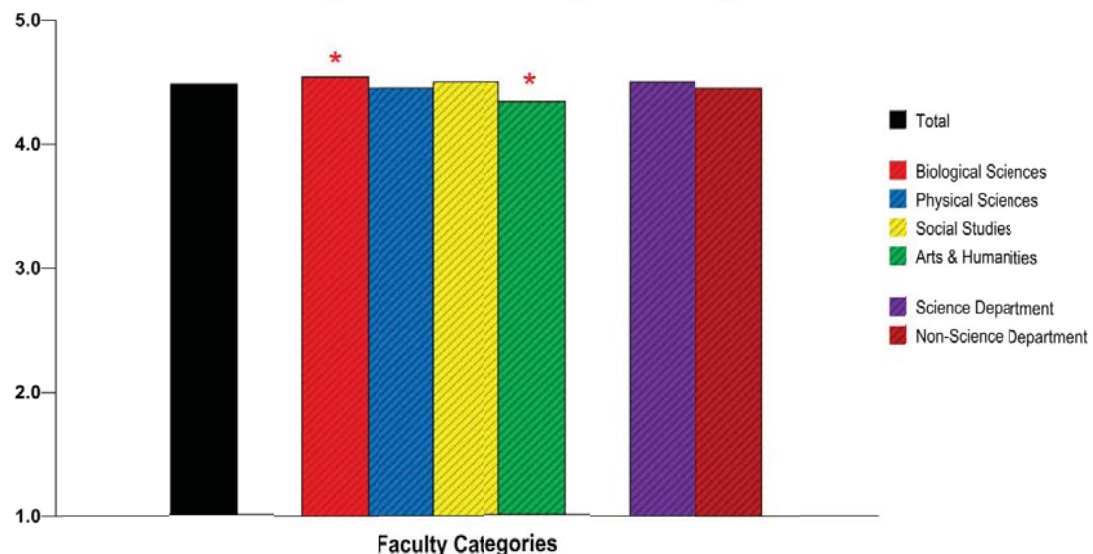


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by colleagues?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3a_2: Frequency of being treated with respect by colleagues by division and department type

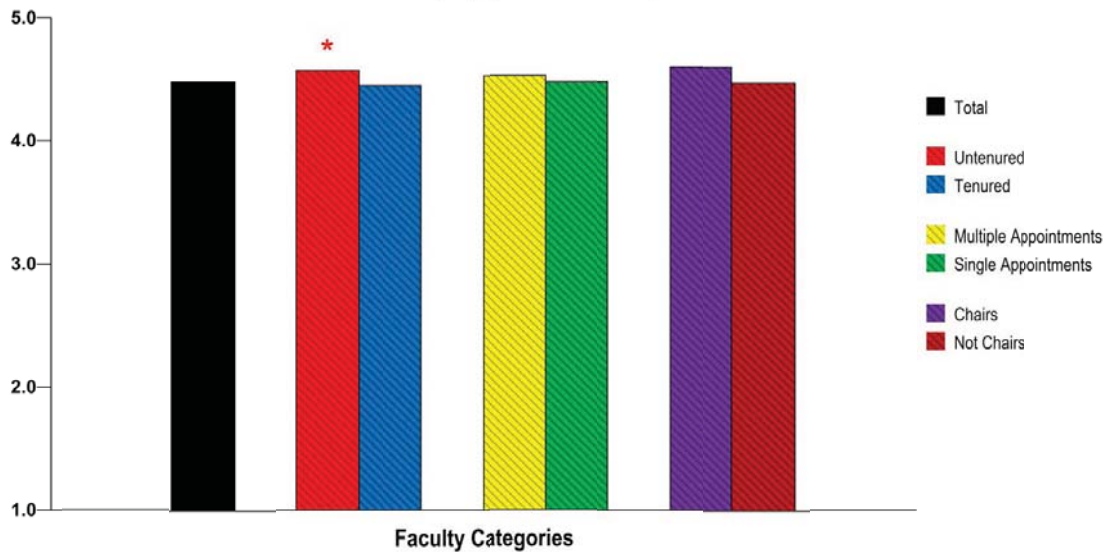


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by colleagues?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

**Figure DC3a_3: Frequency of being treated with respect by colleagues
by tenure status, appointments, and chair status**

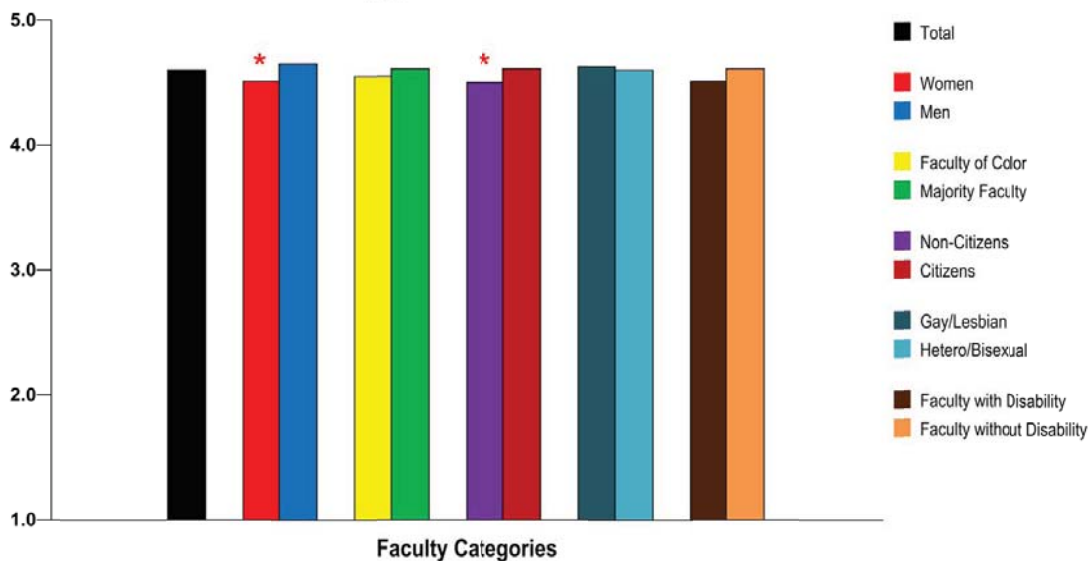


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by colleagues?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

**Figure DC3b_1: Frequency of being treated with respect by students
by personal characteristic**

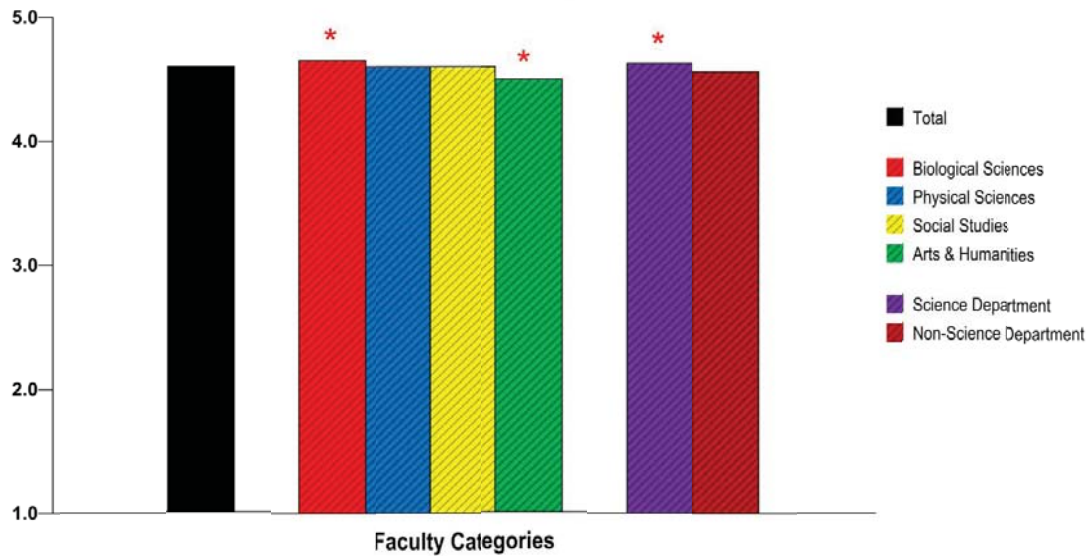


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by students?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3b_2: Frequency of being treated with respect by students by division and department type

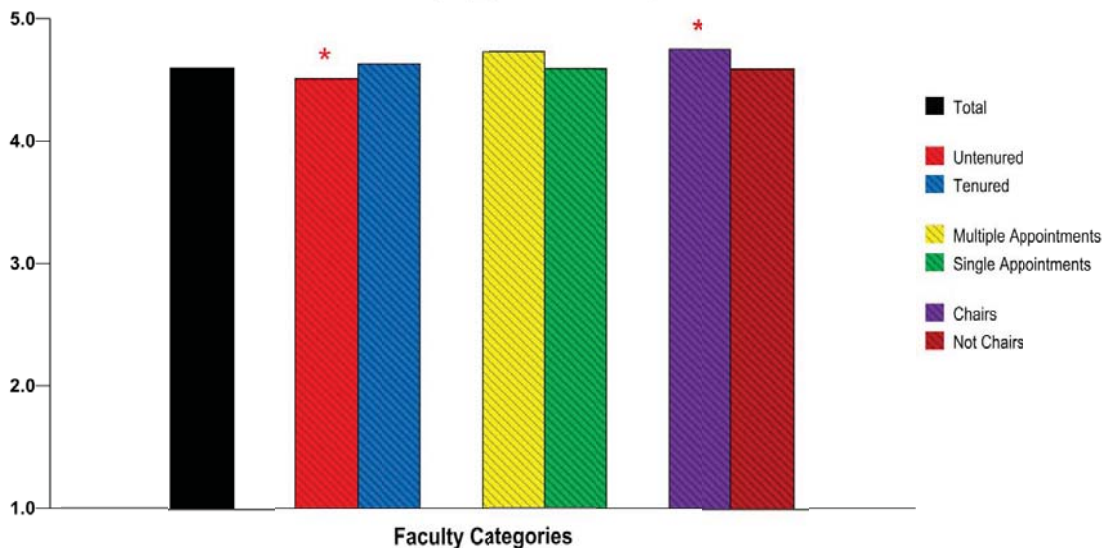


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by students?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3b_3: Frequency of being treated with respect by students by tenure status, appointments, and chair status

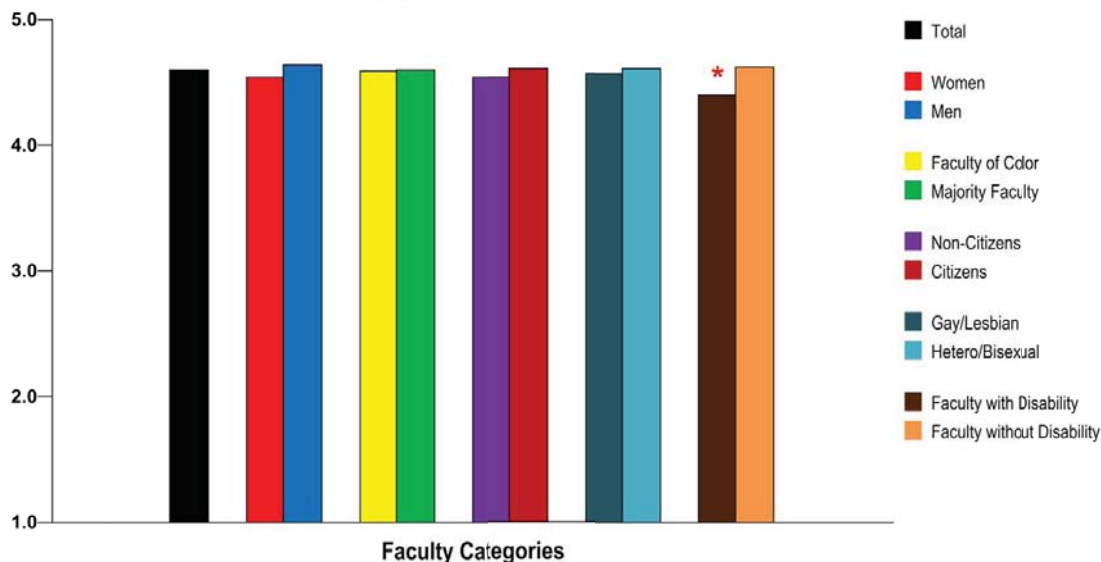


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by students?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3c_1: Frequency of being treated with respect by staff by personal characteristic



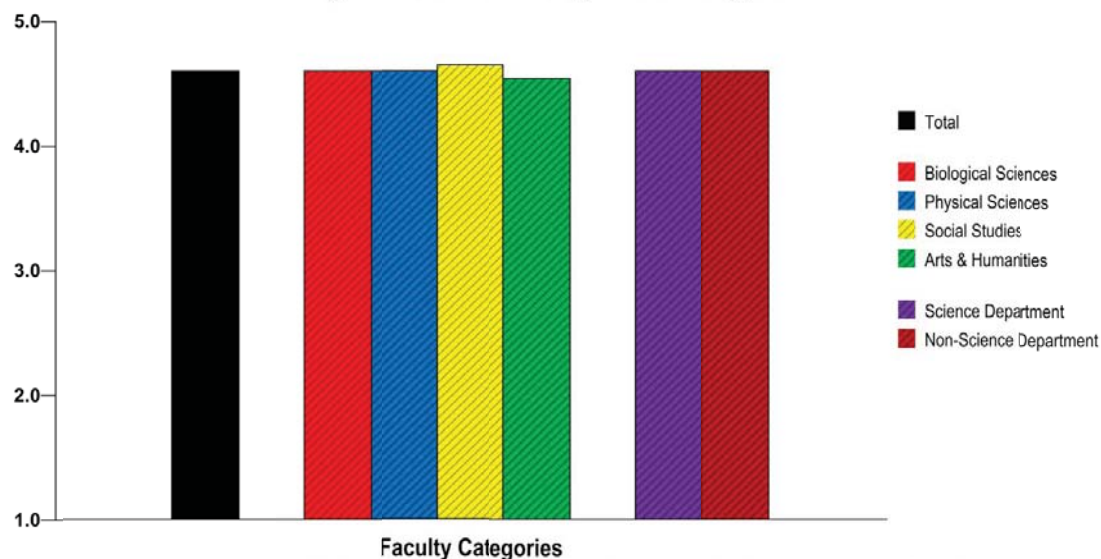
The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by staff?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

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Figure DC3c_2: Frequency of being treated with respect by staff by division and department type



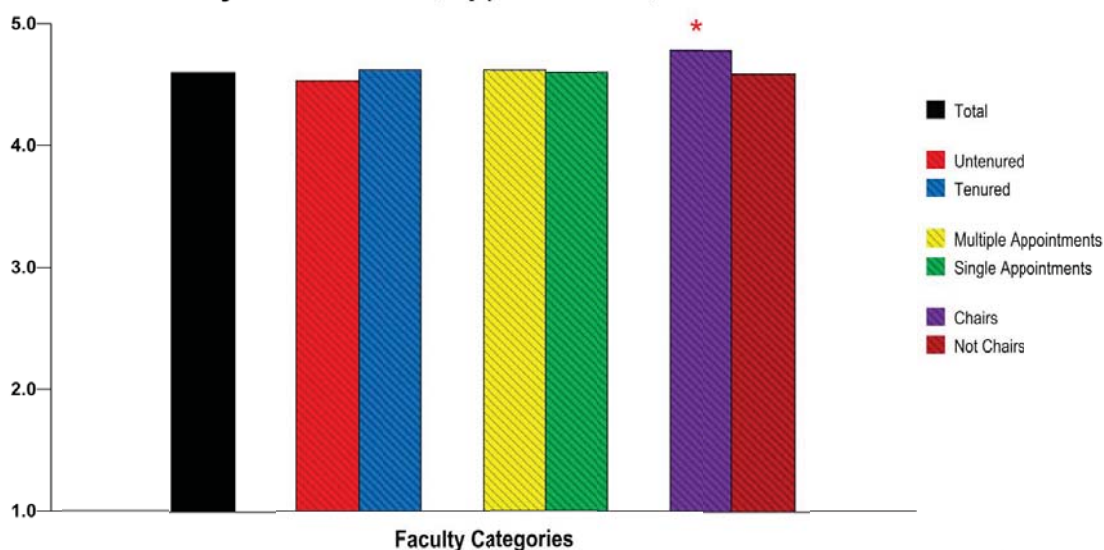
The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by staff?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

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Figure DC3c_3: Frequency of being treated with respect by staff by tenure status, appointments, and chair status

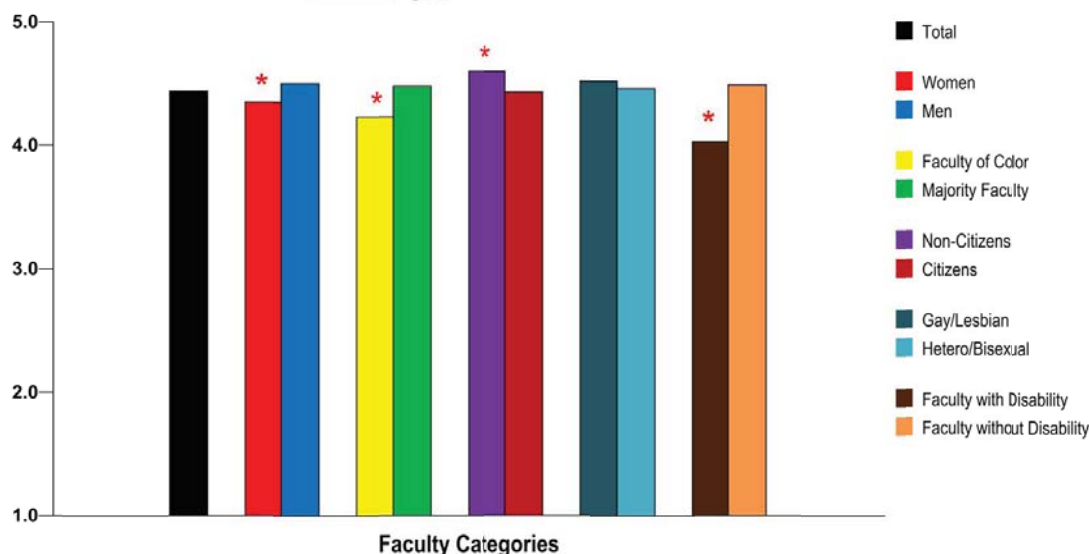


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by staff?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3d_1: Frequency of being treated with respect by your department chair by personal characteristic

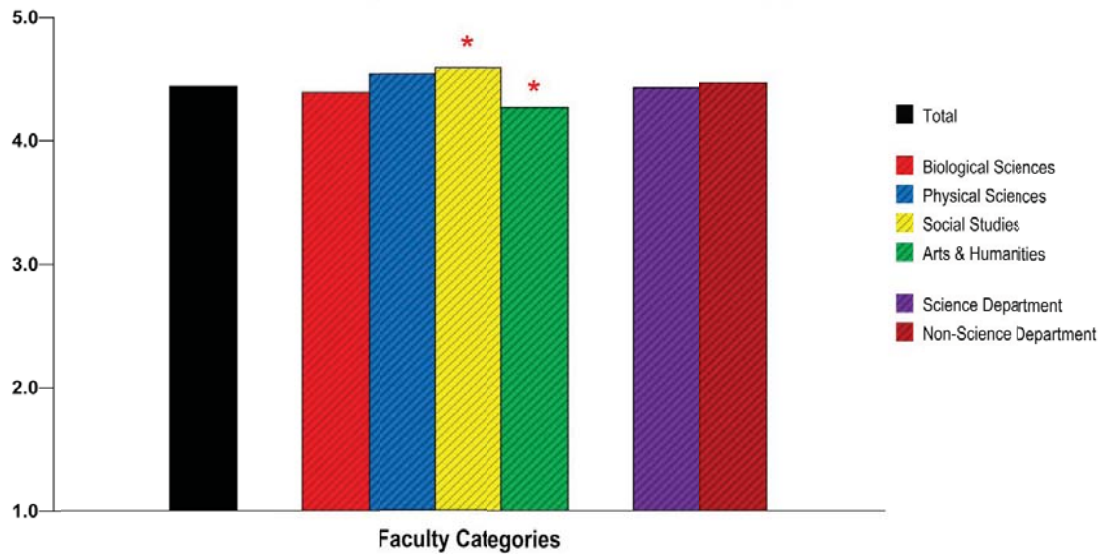


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by your department chair?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3d_2: Frequency of being treated with respect by your department chair by division and department type

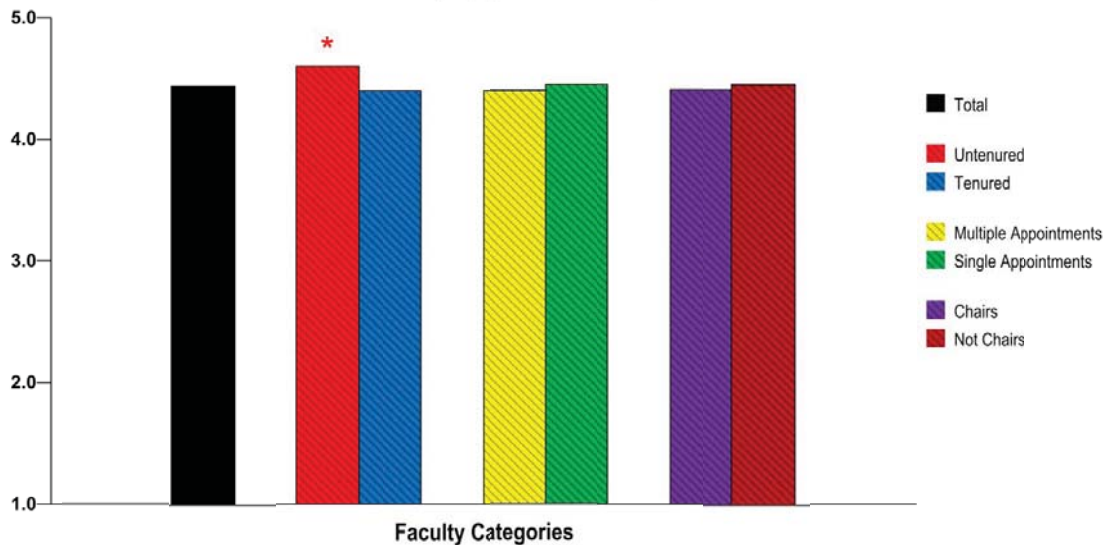


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by your department chair?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3d_3: Frequency of being treated with respect by your department chair by tenure status, appointments, and chair status

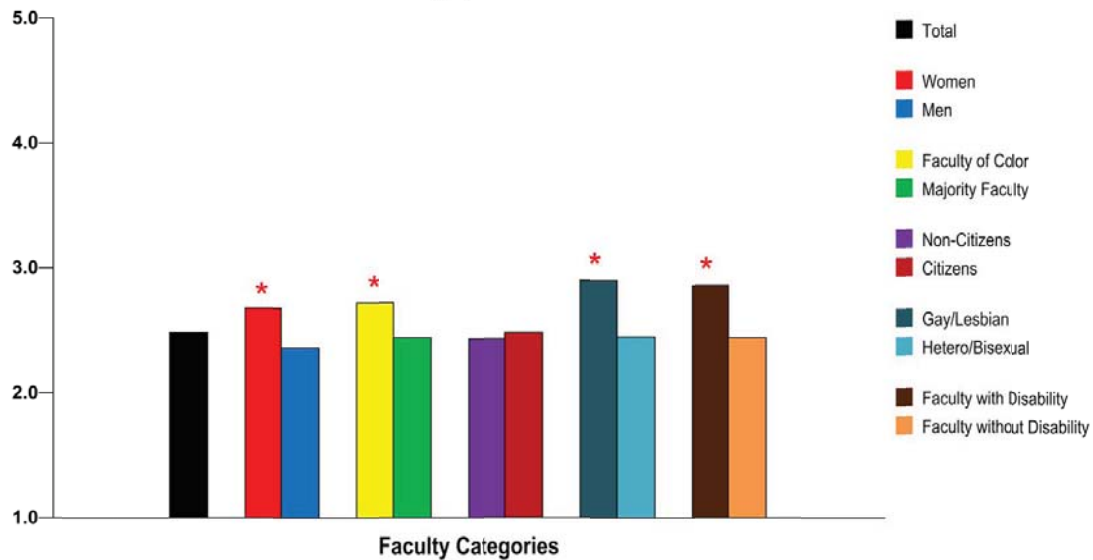


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often are you treated with respect by your department chair?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3e_1: Frequency of feeling excluded from informal departmental network by personal characteristic

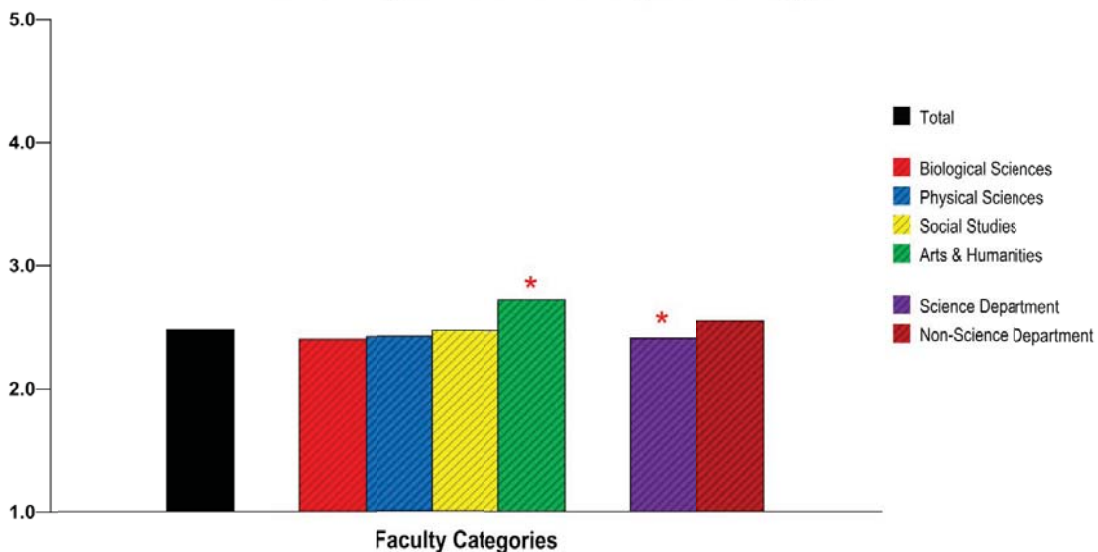


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel excluded from an informal network in your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3e_2: Frequency of feeling excluded from informal departmental network by division and department type

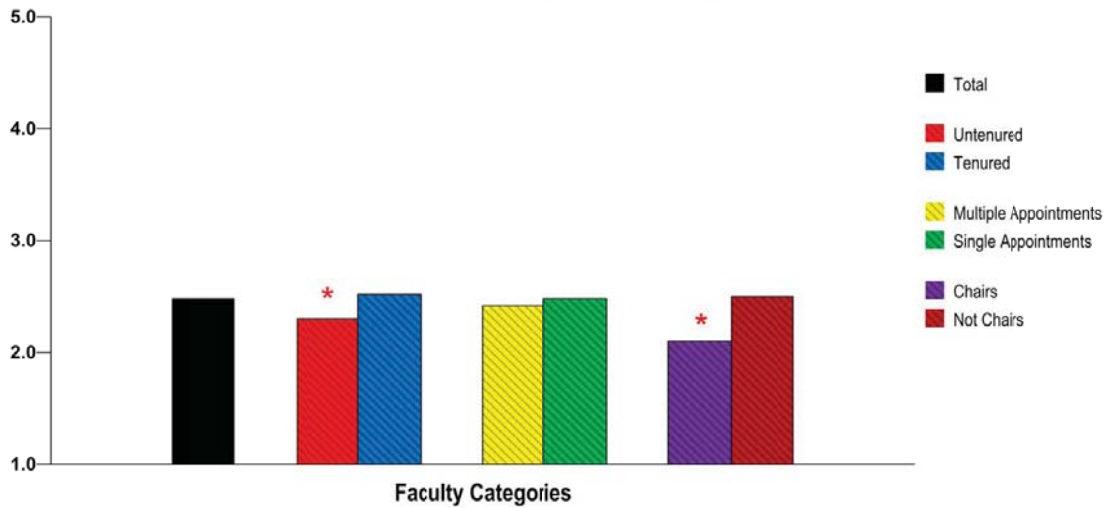


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel excluded from an informal network in your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3e_3: Frequency of feeling excluded from informal departmental network by tenure status, appointments, and chair status

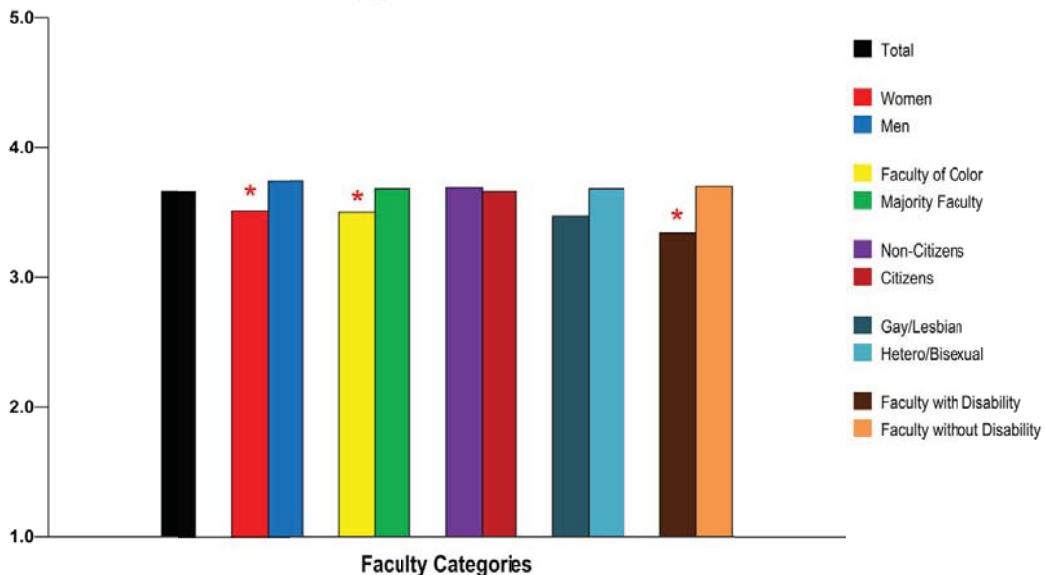


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel excluded from an informal network in your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3f_1: Frequency of departmental colleagues soliciting opinions by personal characteristic

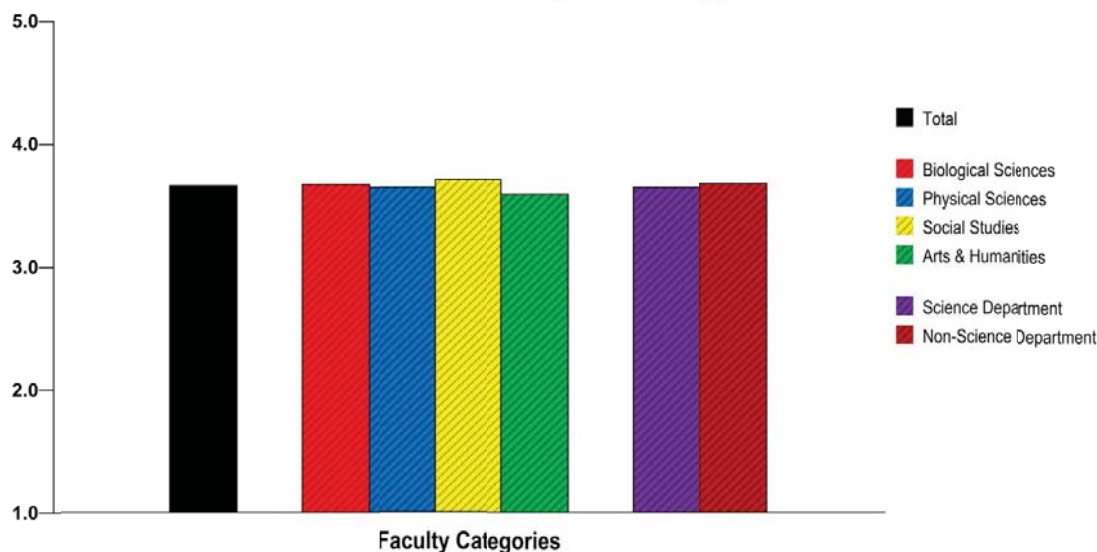


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do your colleagues solicit your opinions about work-related matters, such as teaching, research, and service?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3f_2: Frequency of departmental colleagues soliciting opinions by division and department type

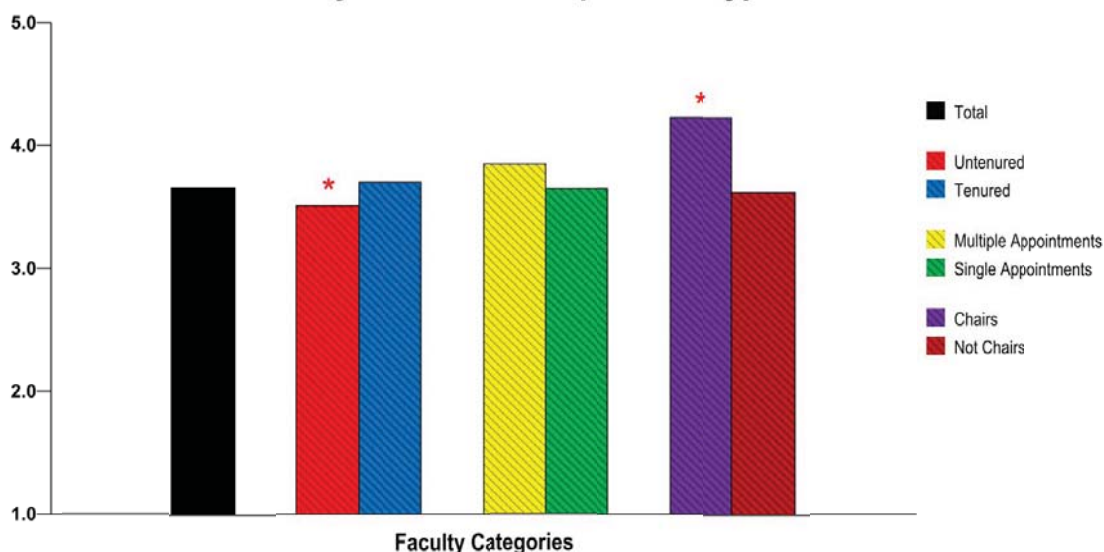


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do your colleagues solicit your opinions about work-related matters, such as teaching, research, and service?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3f_3: Frequency of departmental colleagues soliciting opinions by division and department type

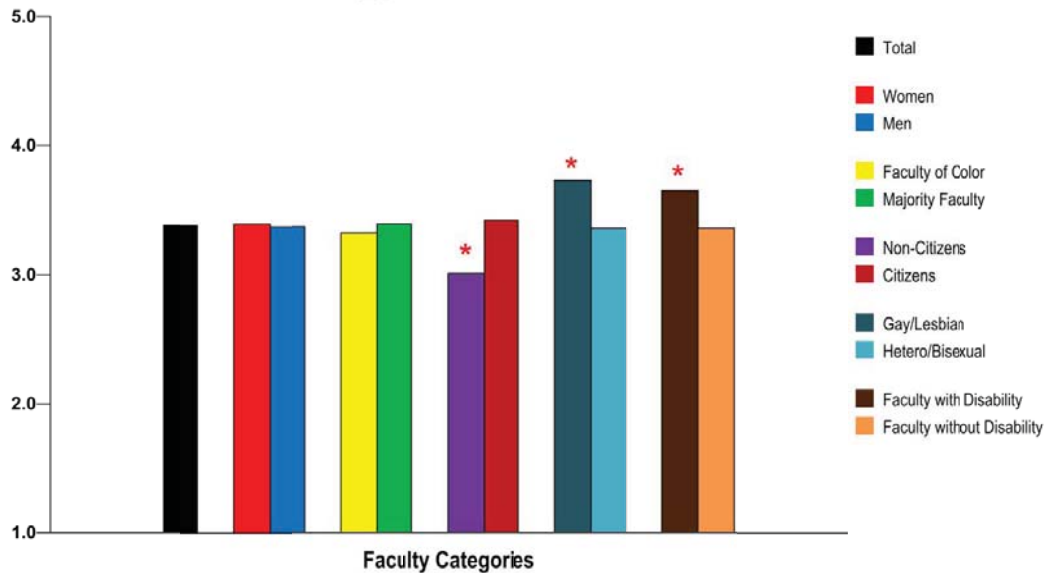


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do your colleagues solicit your opinions about work-related matters, such as teaching, research, and service?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3g_1: Frequency of doing unrecognized work by personal characteristic

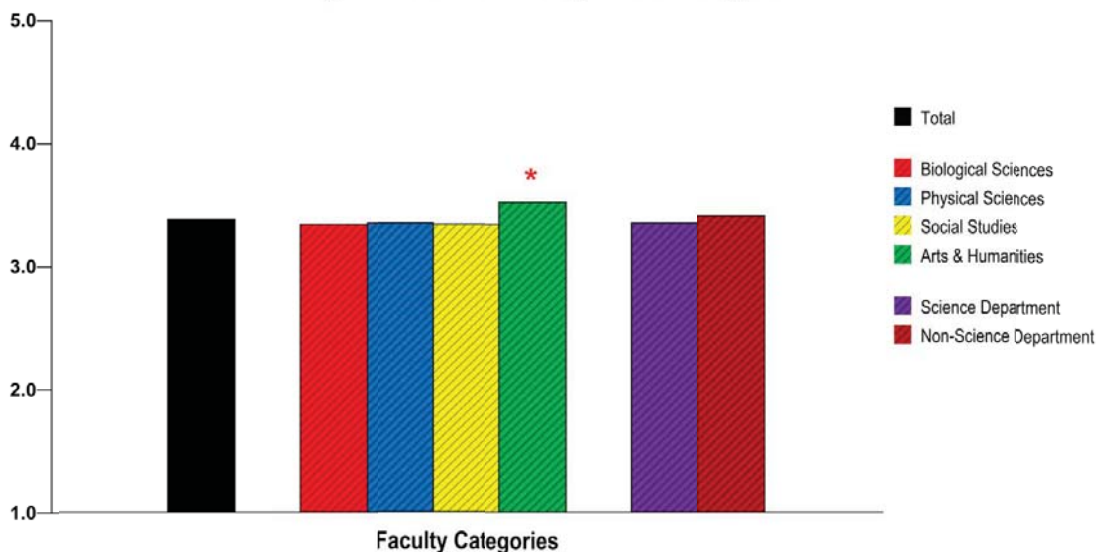


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you do work that is not formally recognized by your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3g_2: Frequency of doing unrecognized work by division and department type

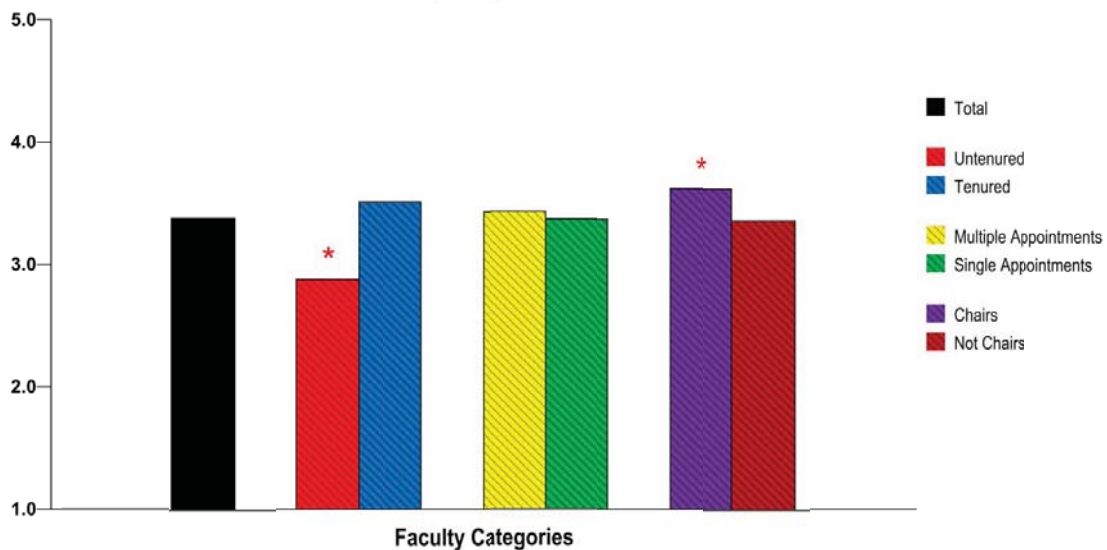


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you do work that is not formally recognized by your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3g_3: Frequency of doing unrecognized work by tenure status, appointments, and chair status

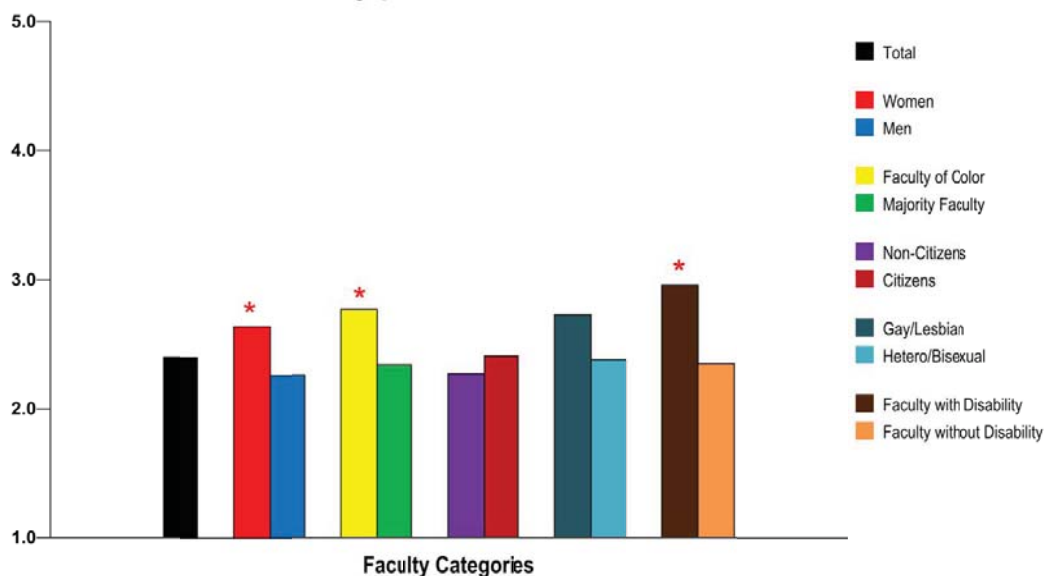


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you do work that is not formally recognized by your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3h_1: Frequency of feeling isolated in your department by personal characteristic

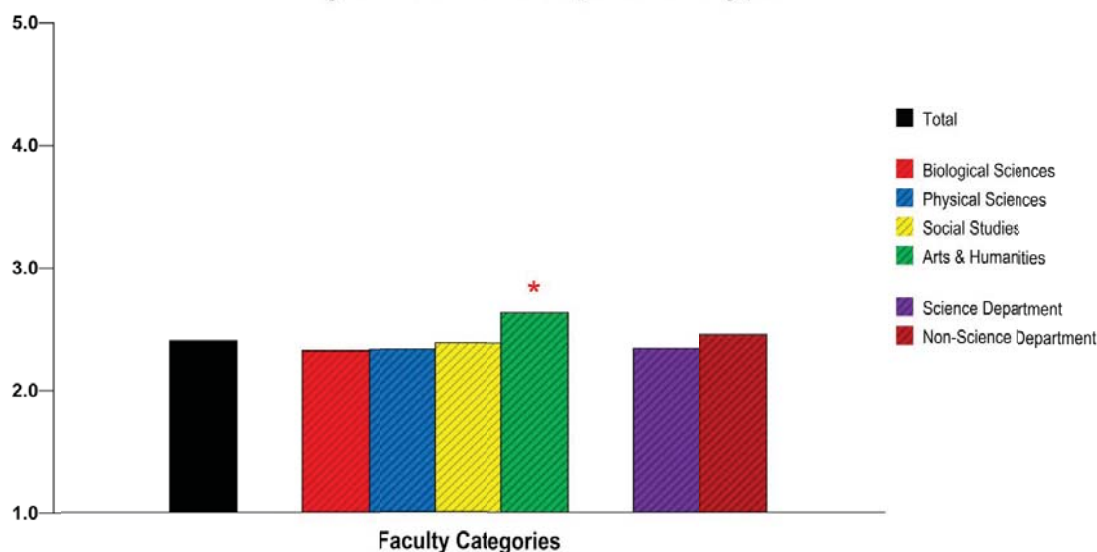


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel isolated in your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3h_2: Frequency of feeling isolated in your department by division and department type

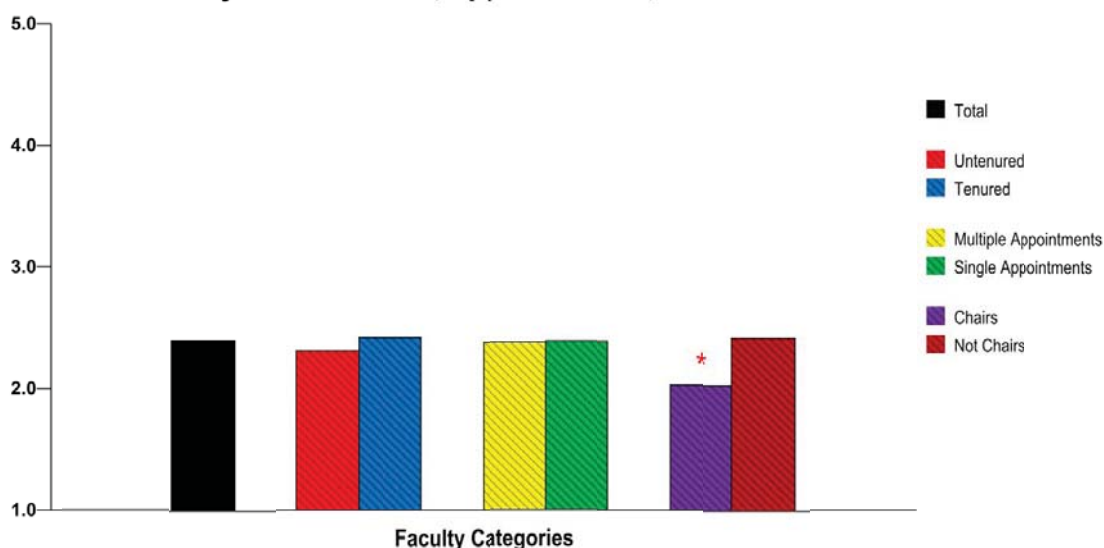


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel isolated in your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3h_3: Frequency of feeling isolated in your department by tenure status, appointments, and chair status

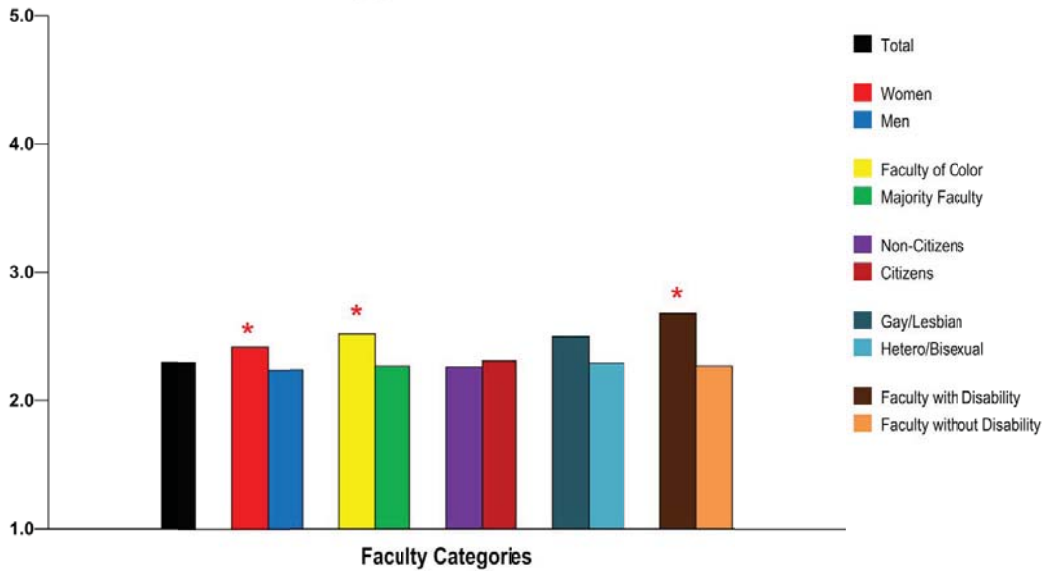


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel isolated in your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3i_1: Frequency of feeling isolated on the UW campus by personal characteristic

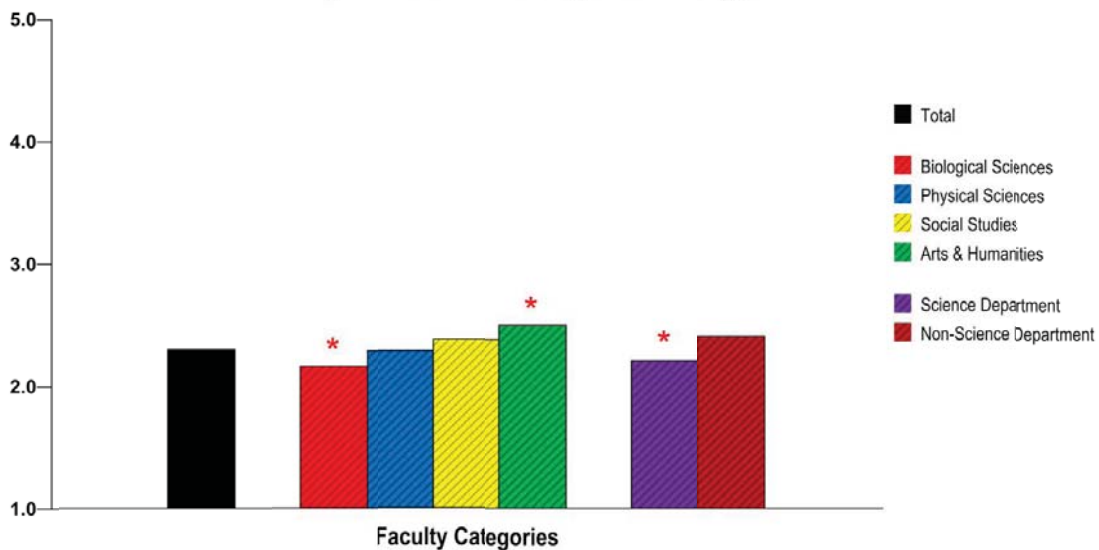


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel isolated on the UW campus overall?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3i_2: Frequency of feeling isolated on the UW campus by division and department type

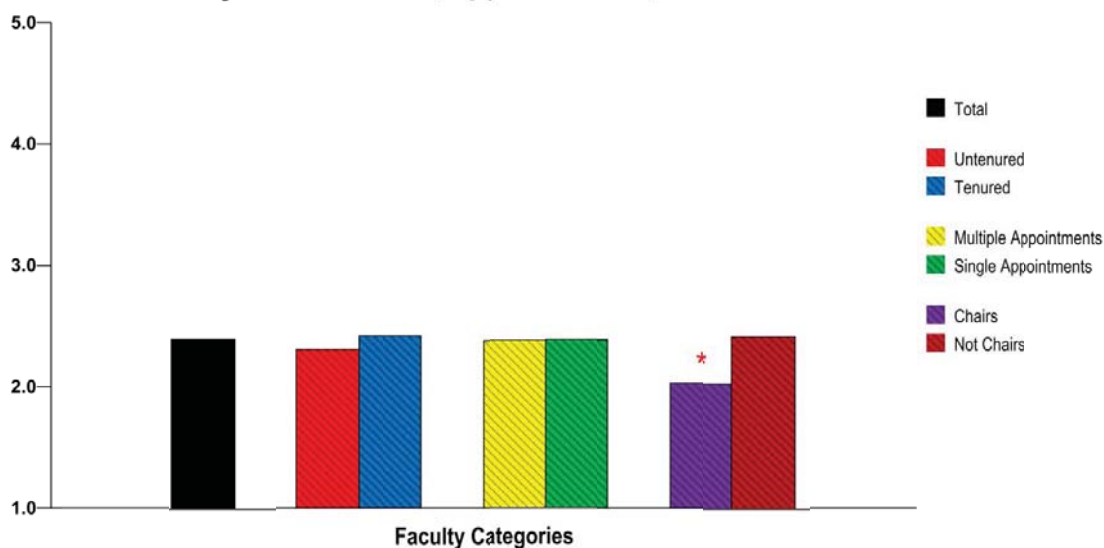


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel isolated on the UW campus overall?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3h_3: Frequency of feeling isolated on the UW campus by tenure status, appointments, and chair status

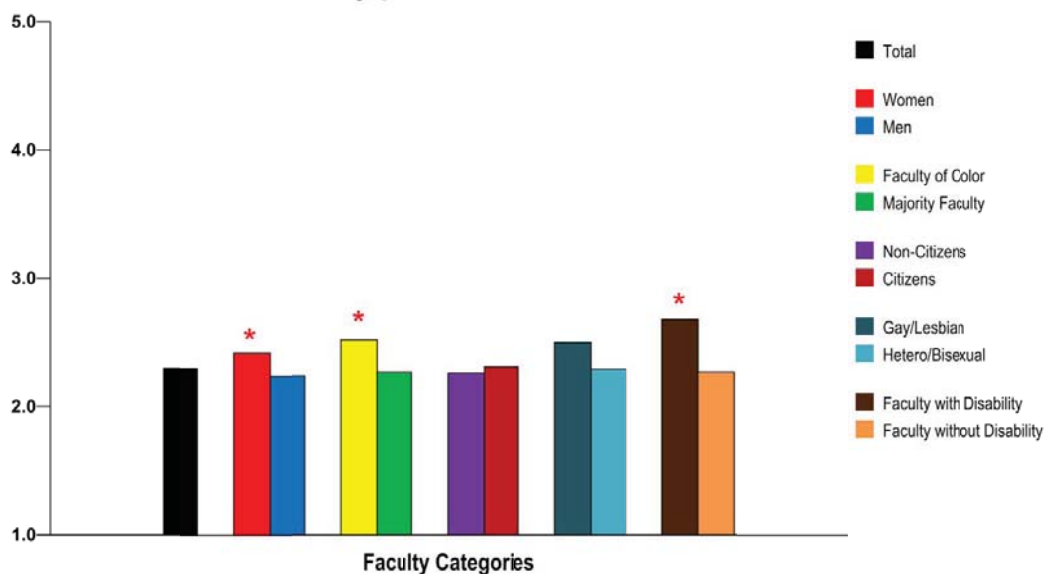


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel isolated on the UW campus overall?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3i_1: Frequency of feeling isolated on the UW campus by personal characteristic

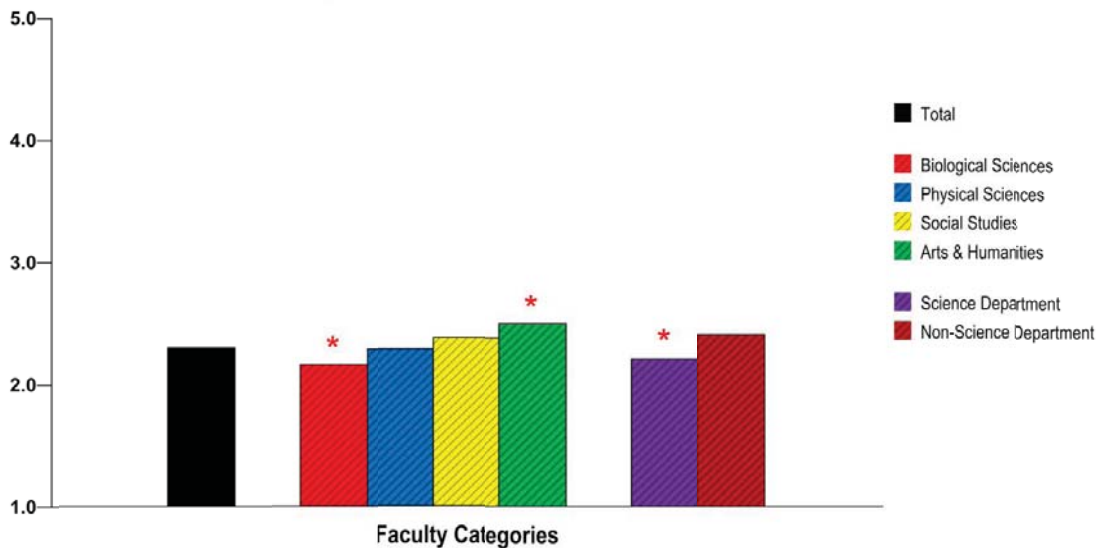


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel isolated on the UW campus overall?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3i_2: Frequency of feeling isolated on the UW campus by division and department type

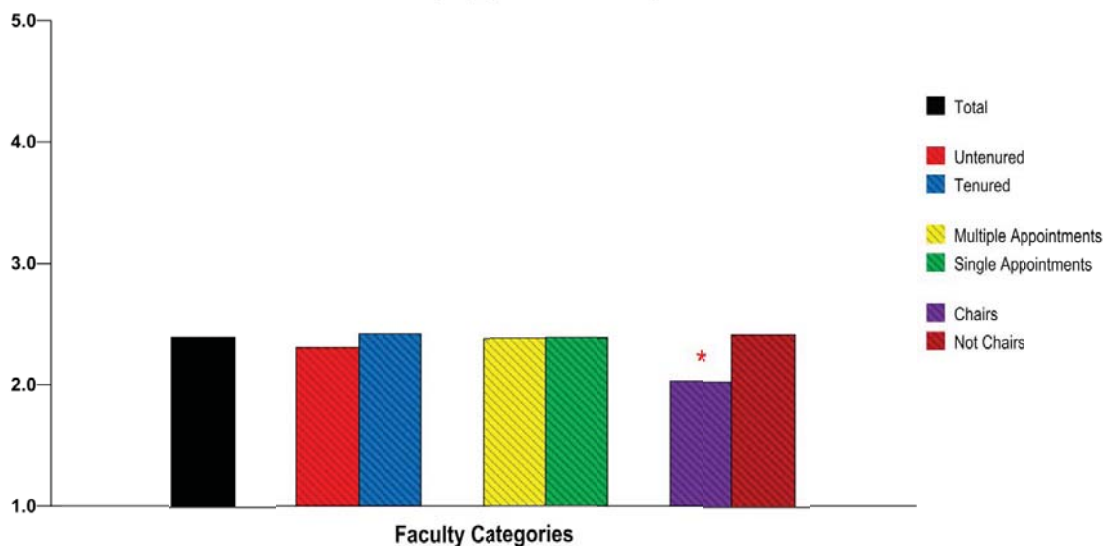


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel isolated on the UW campus overall?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC3h_3: Frequency of feeling isolated on the UW campus by tenure status, appointments, and chair status

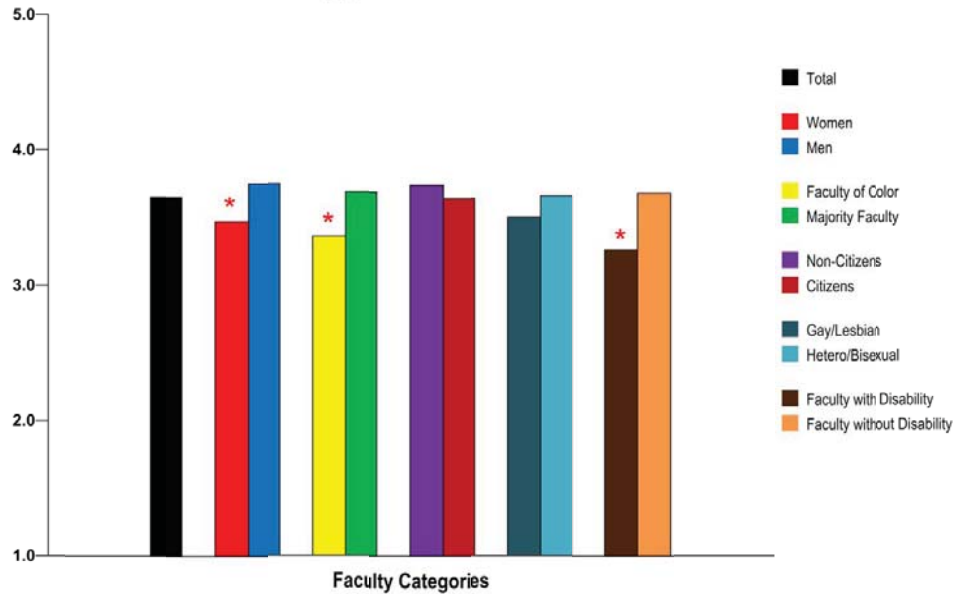


The full question text reads: "Thinking about interactions with colleagues and others in your department, how often do you feel isolated on the UW campus overall?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Very often" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4a_1: Satisfaction with chair's efforts to create a collegial environment by personal characteristic

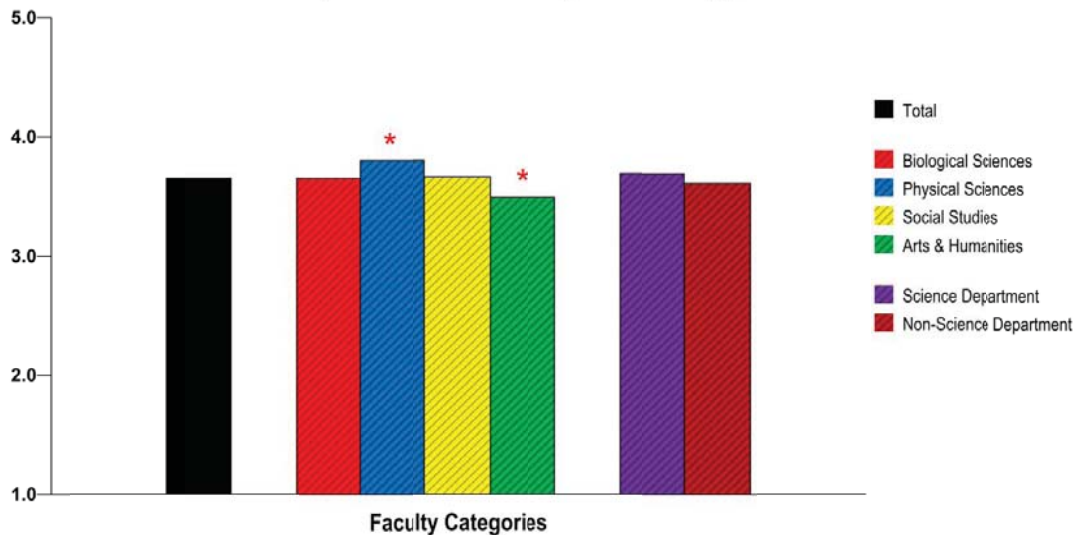


The full question text reads: "Thinking about interactions with colleagues and others in your department, how satisfied are you with the effort your department chair makes to create a collegial and supportive environment?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4a_2: Satisfaction with chair's efforts to create a collegial environment by division and department type

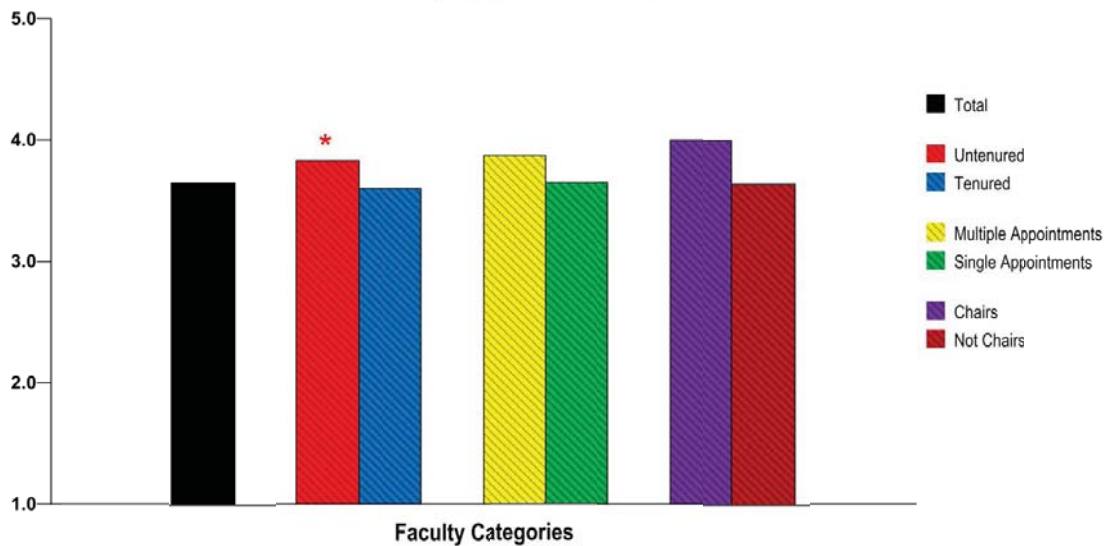


The full question text reads: "Thinking about interactions with colleagues and others in your department, how satisfied are you with the effort your department chair makes to create a collegial and supportive environment?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4a_3: Satisfaction with chair's efforts to create a collegial environment by tenure status, appointments, and chair status

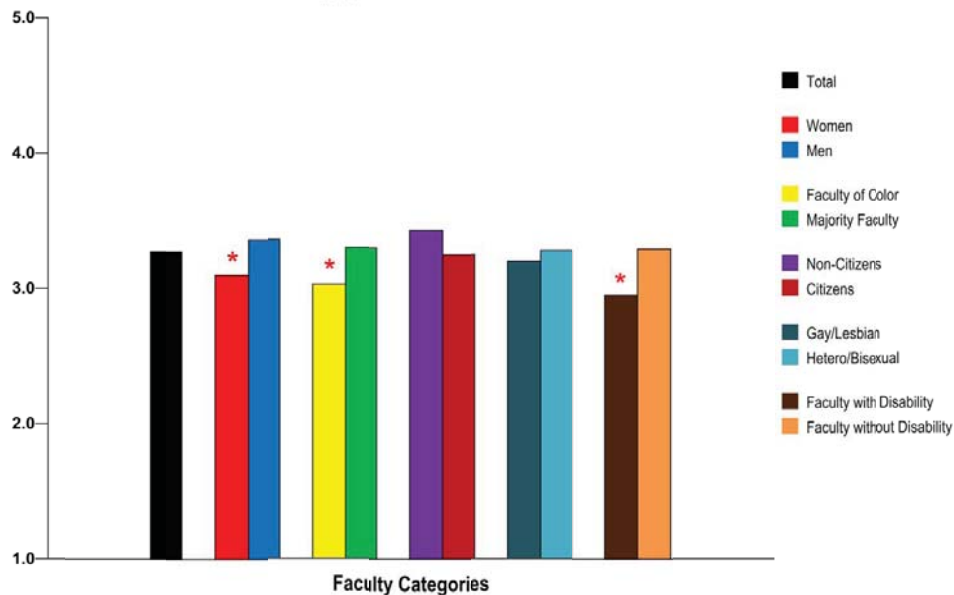


The full question text reads: "Thinking about interactions with colleagues and others in your department, how satisfied are you with the effort your department chair makes to create a collegial and supportive environment?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4b_1: Satisfaction with leaders' efforts to to obtain resources by personal characteristic

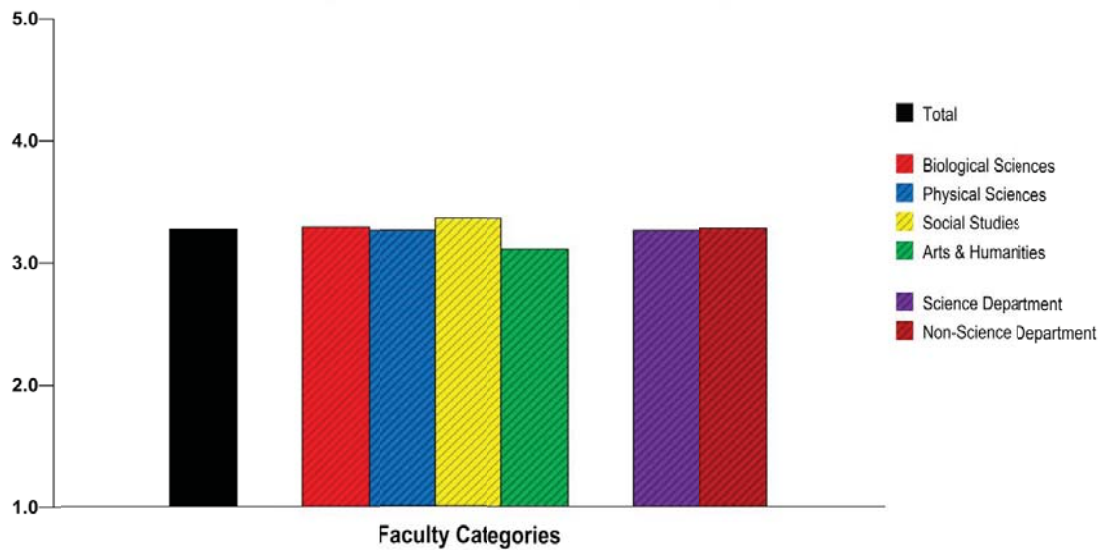


The full question text reads: "Thinking about interactions with colleagues and others in your department, how satisfied are you with the effort your chair, director or dean makes to obtain resources for you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4b_2: Satisfaction with leaders' efforts to to obtain resources by division and department type

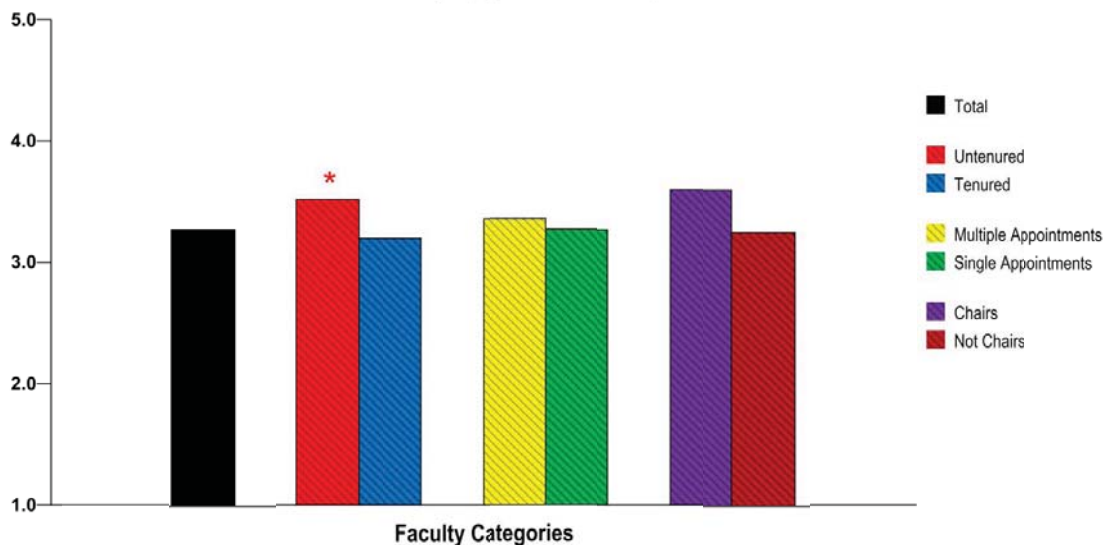


The full question text reads: "Thinking about interactions with colleagues and others in your department, how satisfied are you with the effort your chair, director or dean makes to obtain resources for you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4b_3: Satisfaction with leaders' efforts to to obtain resources by tenure status, appointments, and chair status

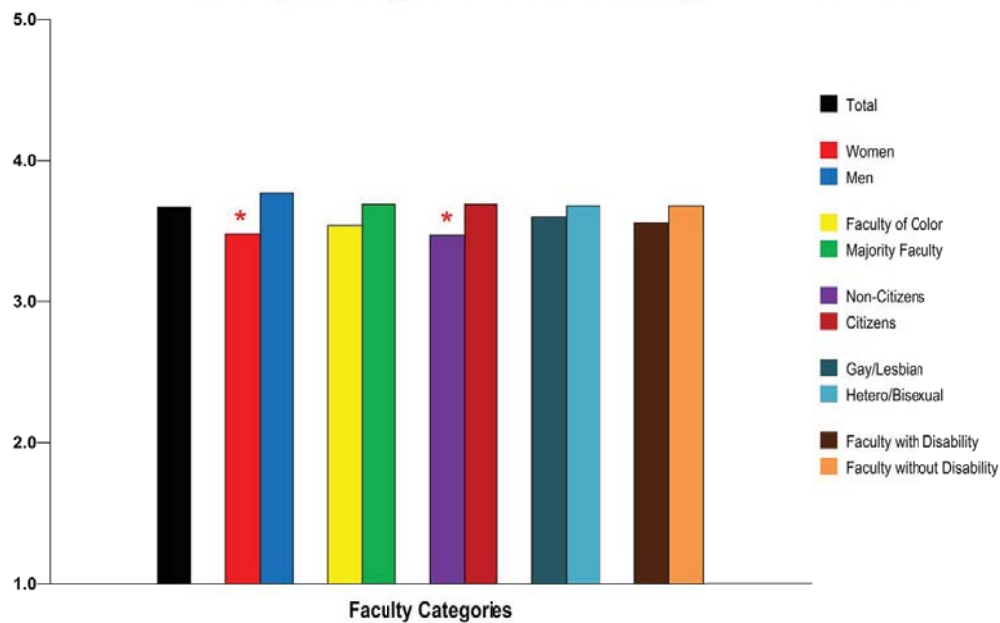


The full question text reads: "Thinking about interactions with colleagues and others in your department, how satisfied are you with the effort your chair, director or dean makes to obtain resources for you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4c_1: Ability to navigate unwritten rules by personal characteristic

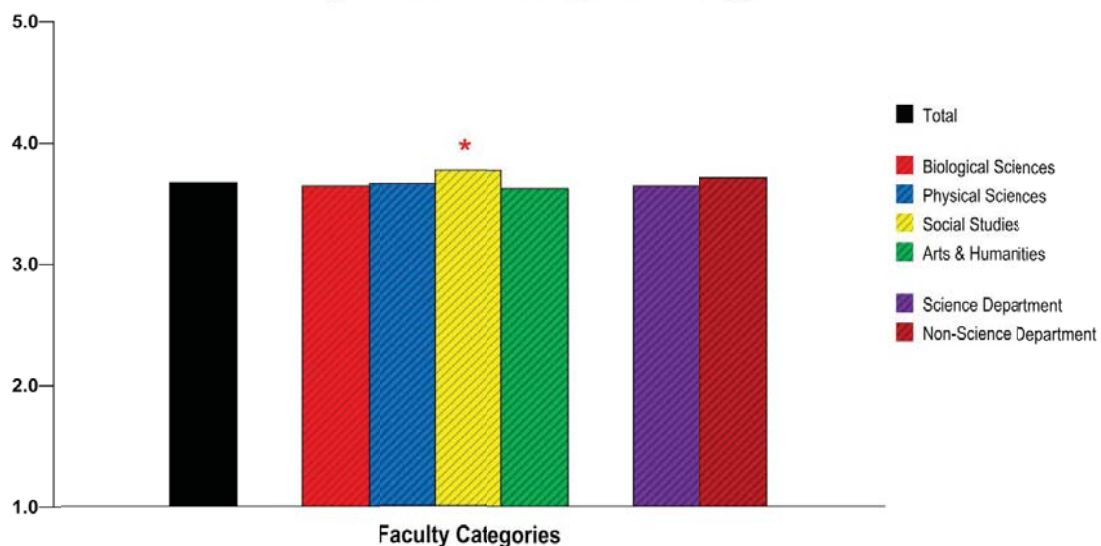


The full question text reads: "Thinking about interactions with colleagues and others in your department, how well are you able to navigate unwritten rules concerning how one is to conduct oneself as a faculty member?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4c_2: Ability to navigate unwritten rules by division and department type

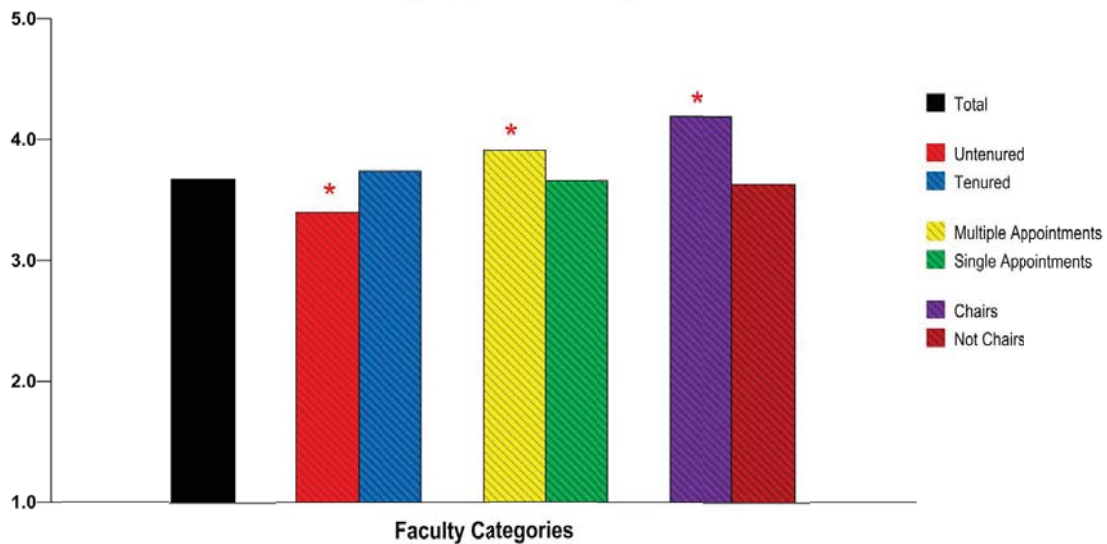


The full question text reads: "Thinking about interactions with colleagues and others in your department, how well are you able to navigate unwritten rules concerning how one is to conduct oneself as a faculty member?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4c_3: Ability to navigate unwritten rules by tenure status, appointments, and chair status

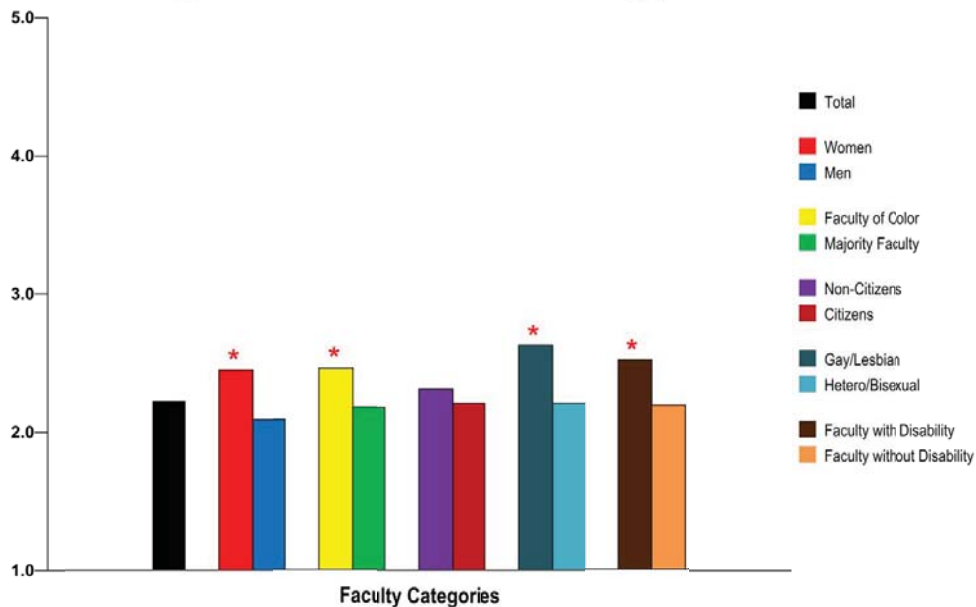


The full question text reads: "Thinking about interactions with colleagues and others in your department, how well are you able to navigate unwritten rules concerning how one is to conduct oneself as a faculty member?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4d_1: Reluctance to voice concerns by personal characteristic

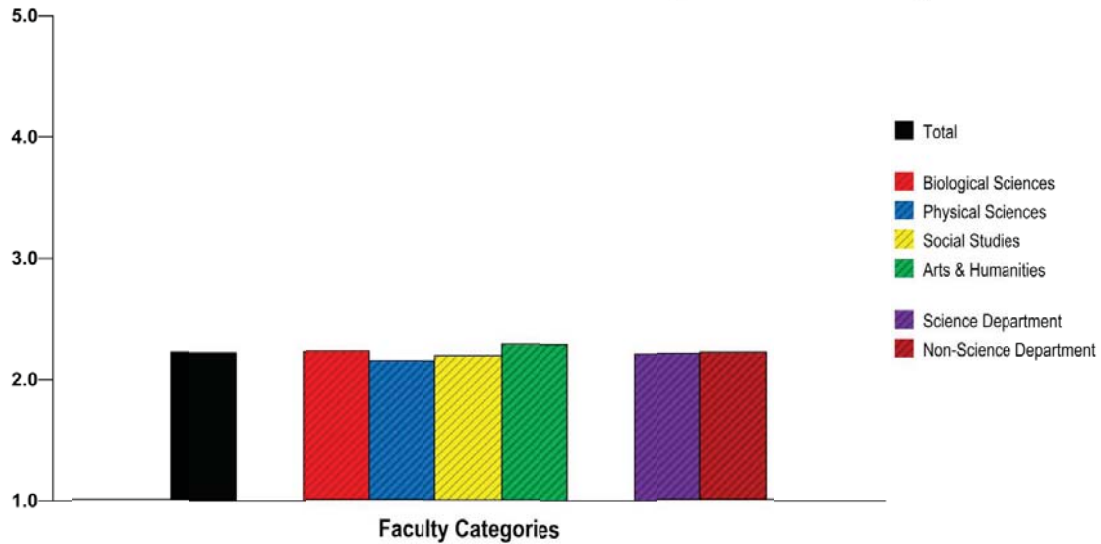


The full question text reads: "Thinking about interactions with colleagues and others in your department, how reluctant are you to voice concerns about the behavior of your departmental colleagues for fear it might affect your reputation or advancement?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4d_2: Reluctance to voice concerns by division and department type

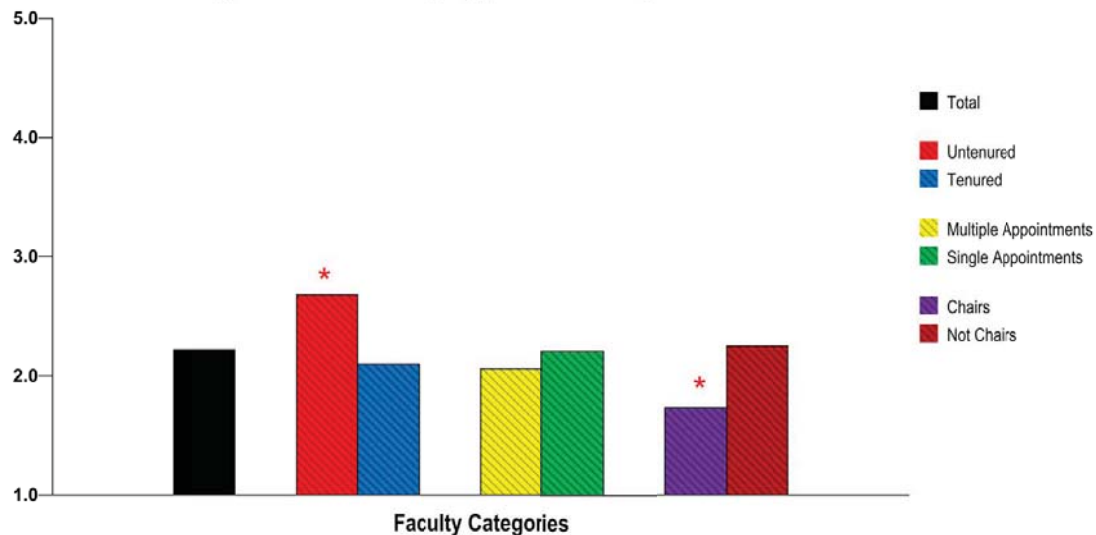


The full question text reads: "Thinking about interactions with colleagues and others in your department, how reluctant are you to voice concerns about the behavior of your departmental colleagues for fear it might affect your reputation or advancement?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4d_3: Reluctance to voice concerns by tenure status, appointments, and chair status

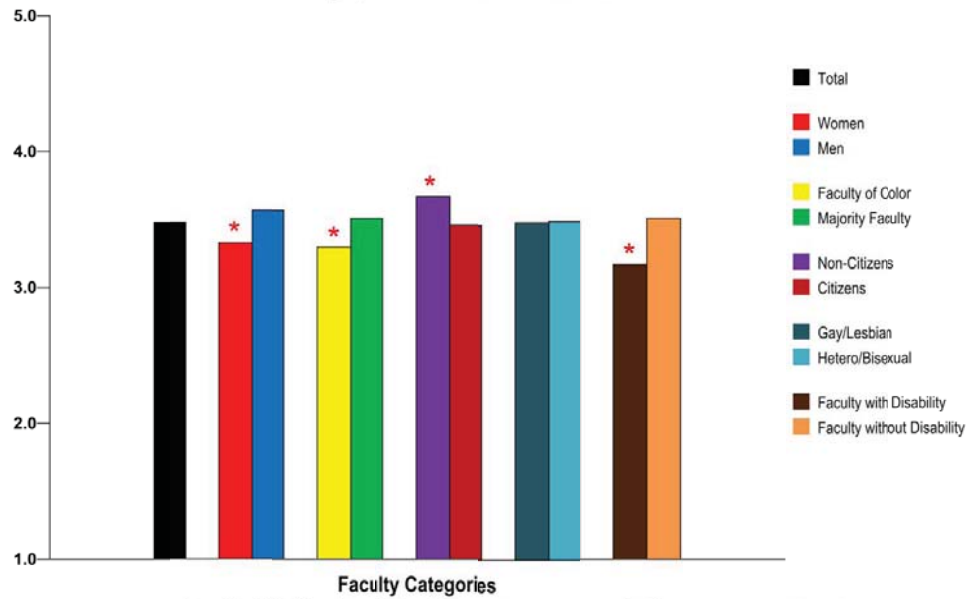


The full question text reads: "Thinking about interactions with colleagues and others in your department, how reluctant are you to voice concerns about the behavior of your departmental colleagues for fear it might affect your reputation or advancement?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4e_1: Colleagues valuing of research and scholarship by personal characteristic

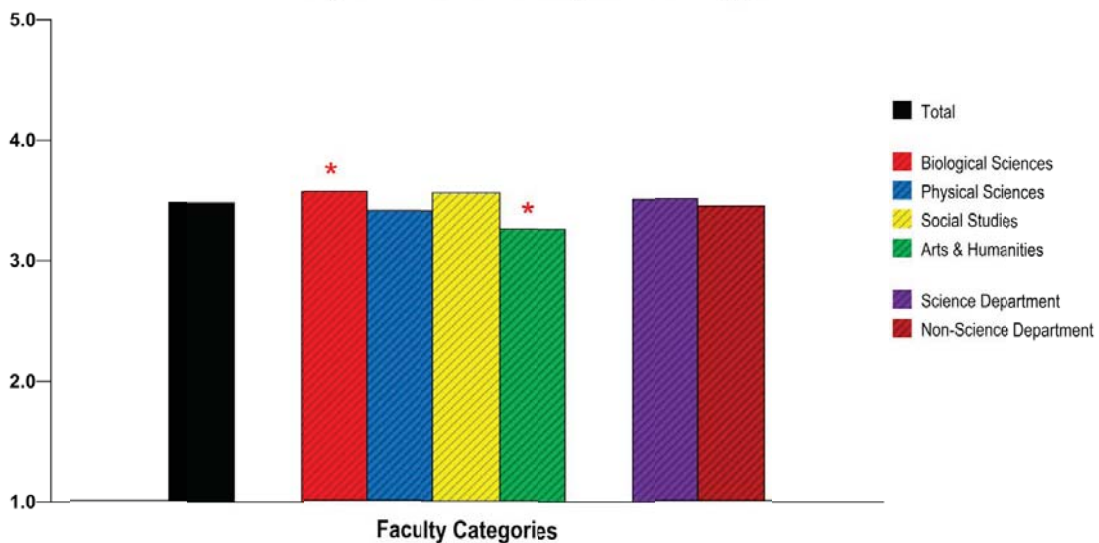


The full question text reads: "Thinking about interactions with colleagues and others in your department, how valued by your colleagues is your research and scholarship?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4e_2: Colleagues valuing of research and scholarship by division and department type

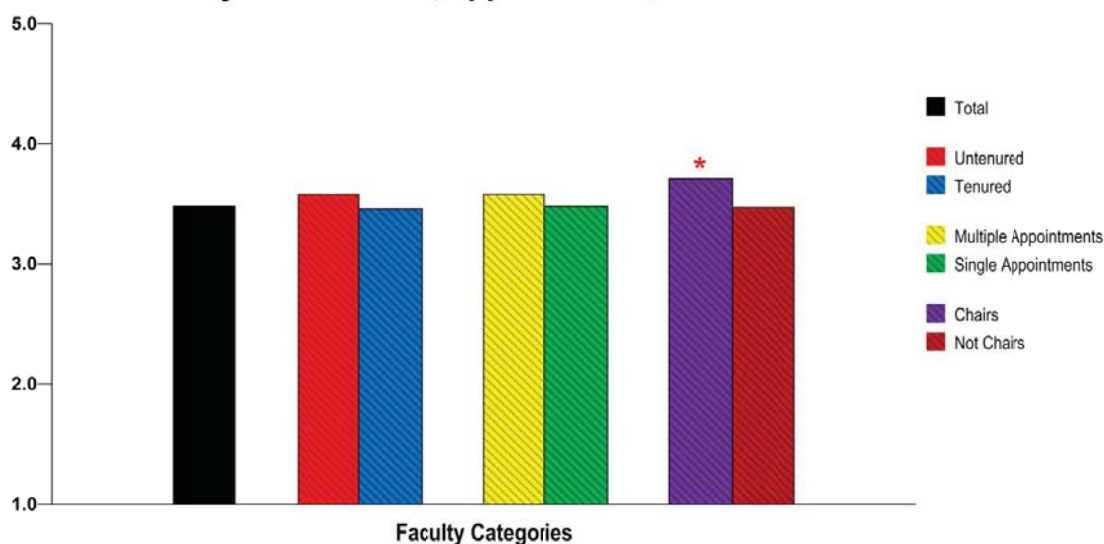


The full question text reads: "Thinking about interactions with colleagues and others in your department, how valued by your colleagues is your research and scholarship?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4e_3: Colleagues valuing of research and scholarship by tenure status, appointments, and chair status

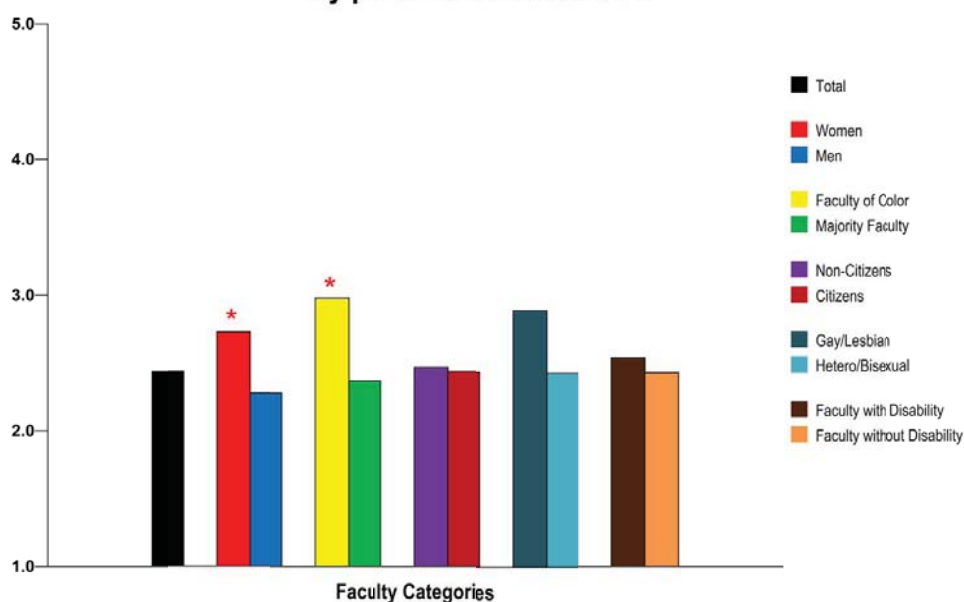


The full question text reads: "Thinking about interactions with colleagues and others in your department, how valued by your colleagues is your research and scholarship?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4f_1: Working harder to be perceived as a legitimate scholar by personal characteristic

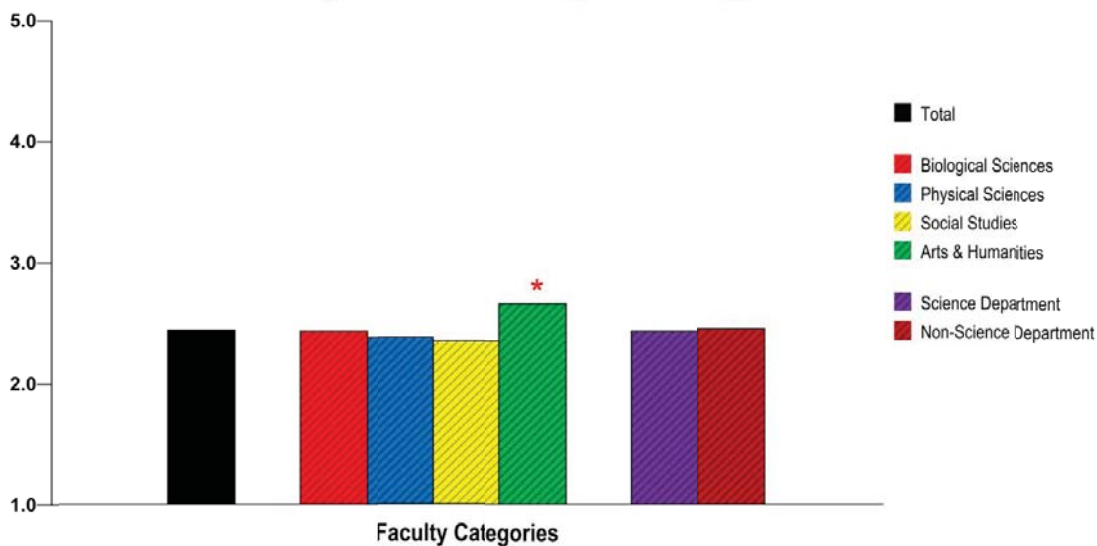


The full question text reads: "Thinking about interactions with colleagues and others in your department, how much harder do you have to work than some of your colleagues, in order to be perceived as a legitimate scholar?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4f_2: Working harder to be perceived as a legitimate scholar by division and department type

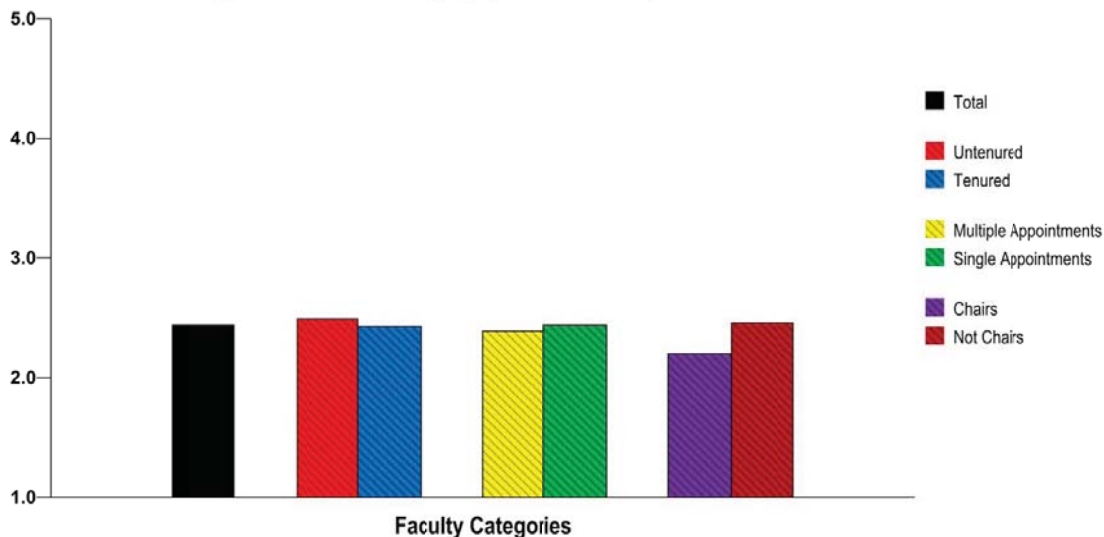


The full question text reads: "Thinking about interactions with colleagues and others in your department, how much harder do you have to work than some of your colleagues, in order to be perceived as a legitimate scholar?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4f_3: Working harder to be perceived as a legitimate scholar by tenure status, appointments, and chair status

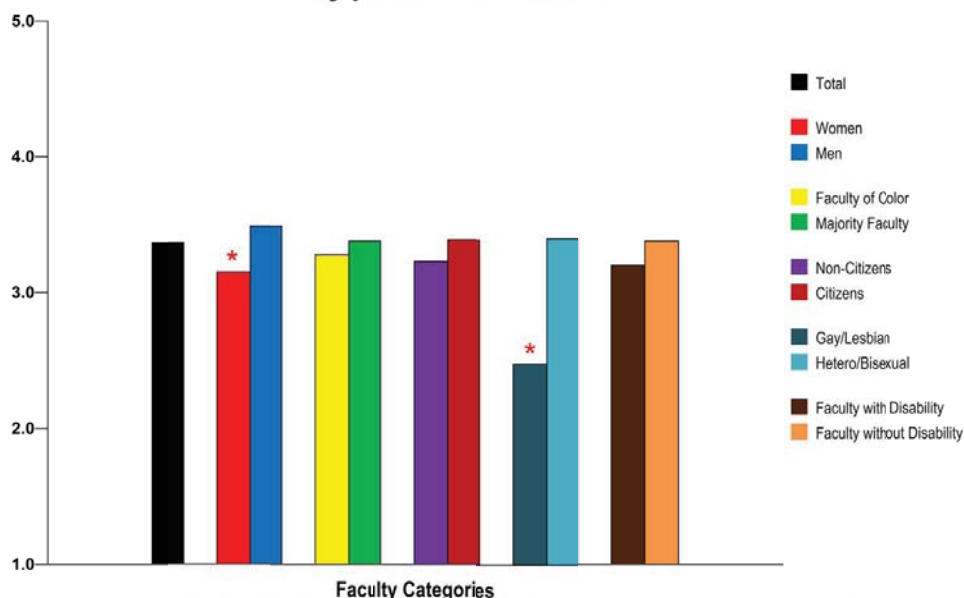


The full question text reads: "Thinking about interactions with colleagues and others in your department, how much harder do you have to work than some of your colleagues, in order to be perceived as a legitimate scholar?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4g_1: Comfort in raising personal and family responsibilities by personal characteristic

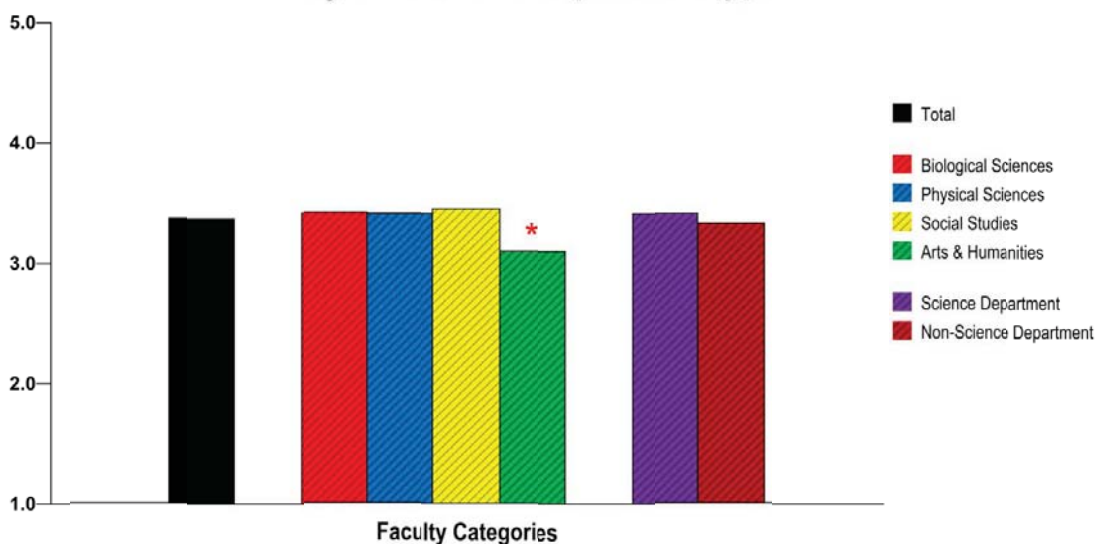


The full question text reads: "Thinking about interactions with colleagues and others in your department, how comfortable are you in raising personal and family responsibilities when scheduling departmental obligations?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4g_2: Comfort in raising personal and family responsibilities by division and department type

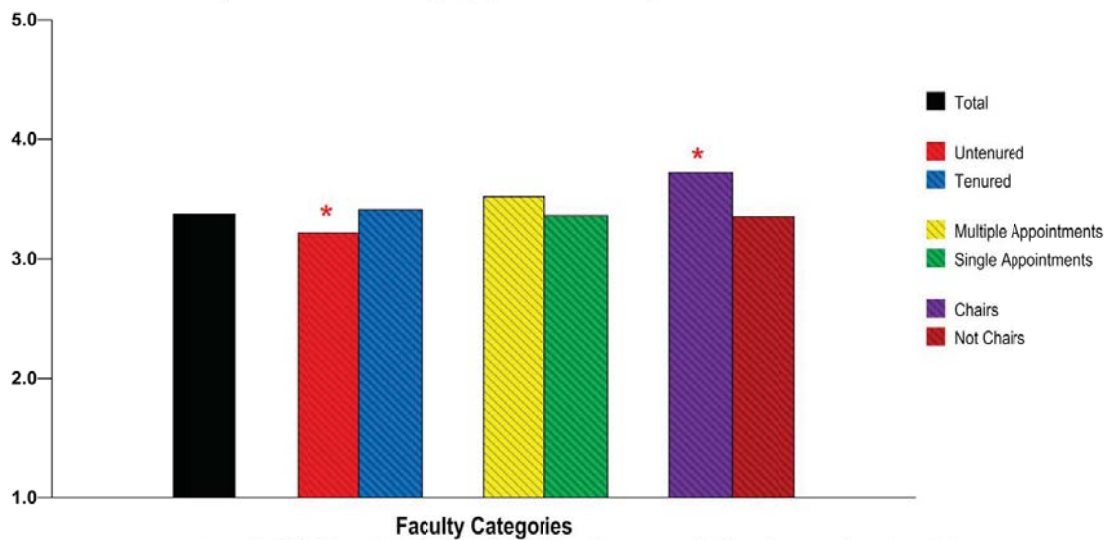


The full question text reads: "Thinking about interactions with colleagues and others in your department, how comfortable are you in raising personal and family responsibilities when scheduling departmental obligations?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4g_3: Comfort in raising personal and family responsibilities by tenure status, appointments, and chair status

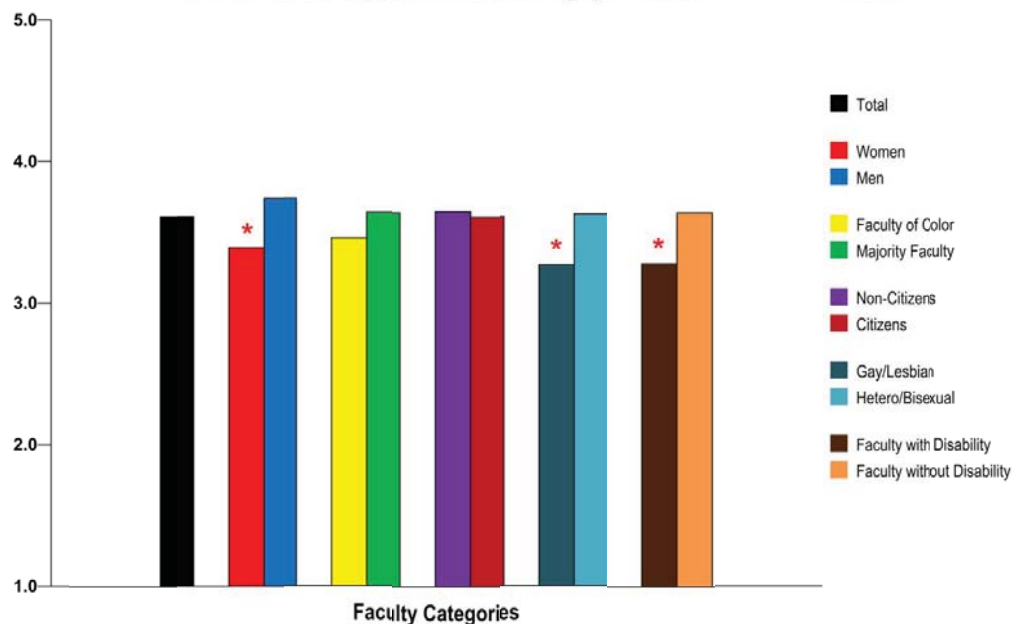


The full question text reads: "Thinking about interactions with colleagues and others in your department, how comfortable are you in raising personal and family responsibilities when scheduling departmental obligations?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4h_1: Departmental fit by personal characteristic

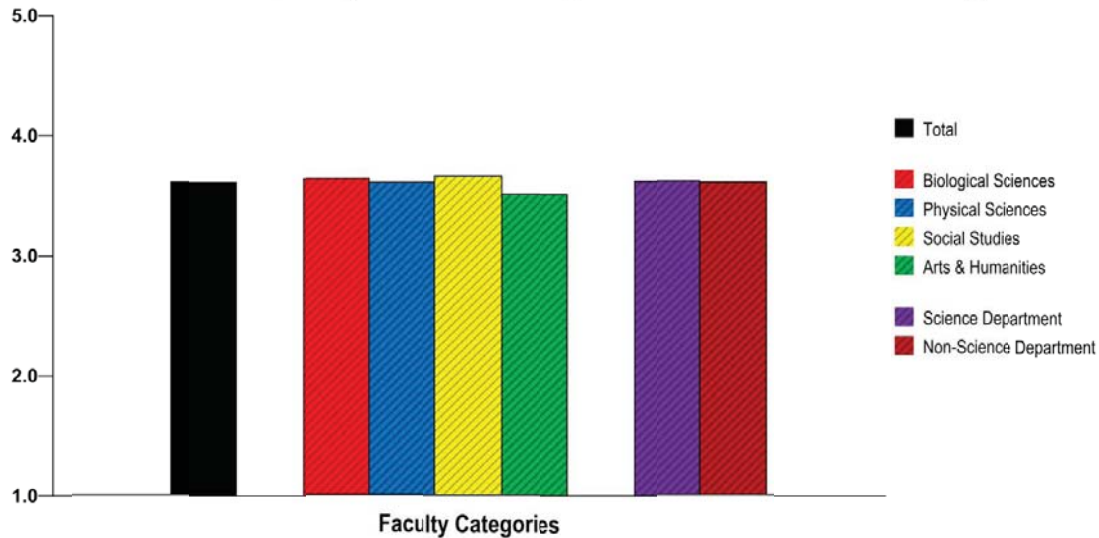


The full question text reads: "Thinking about interactions with colleagues and others in your department, how well do you fit into your department or unit?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4h_2: Departmental fit by division and department type

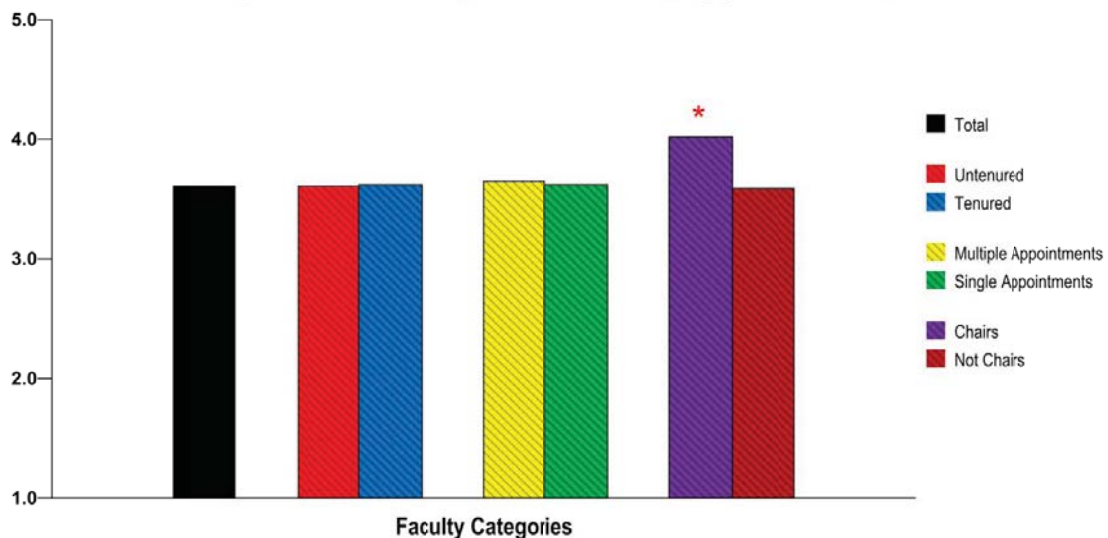


The full question text reads: "Thinking about interactions with colleagues and others in your department, how well do you fit into your department or unit?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4h_3: Departmental fit by tenure status, appointments, and chair status

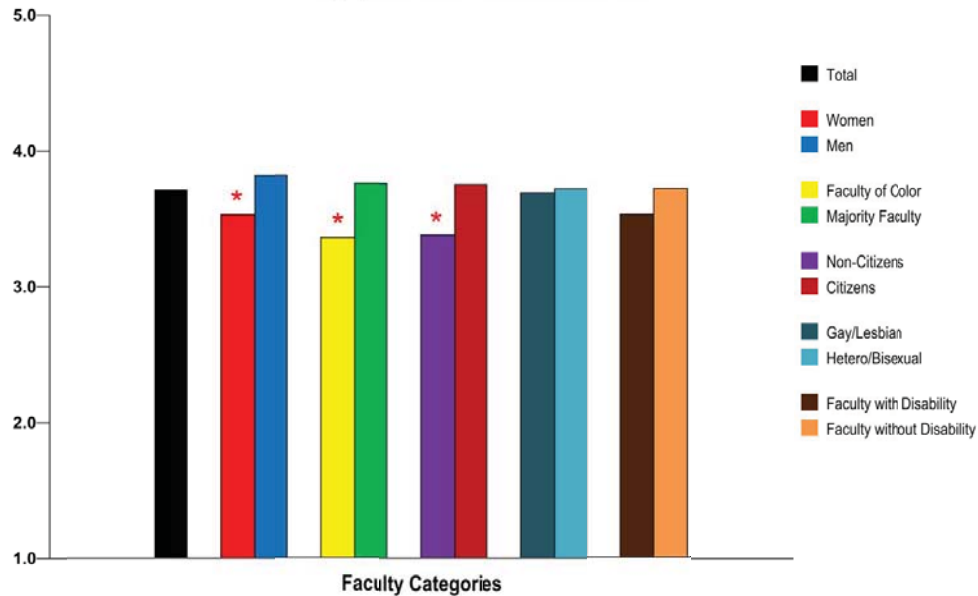


The full question text reads: "Thinking about interactions with colleagues and others in your department, how well do you fit into your department or unit?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5a_1: Having a voice in decisions that affect departmental direction by personal characteristic

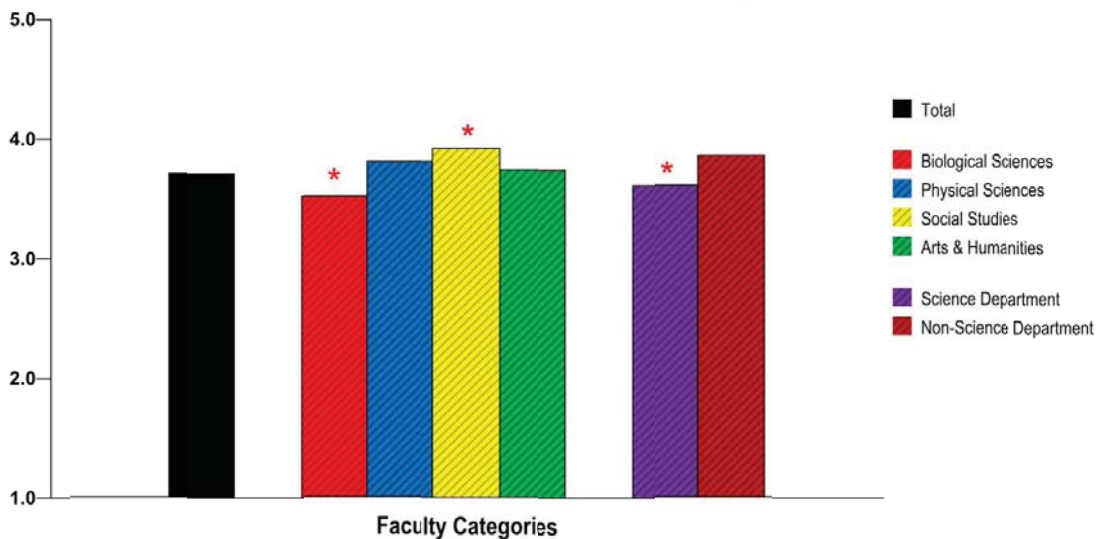


The full question text reads: "Thinking about your participation in the decision-making process in your department, how often do you have a voice in the decision-making that affects the direction of your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5a_2: Having a voice in decisions that affect departmental direction by division and department type

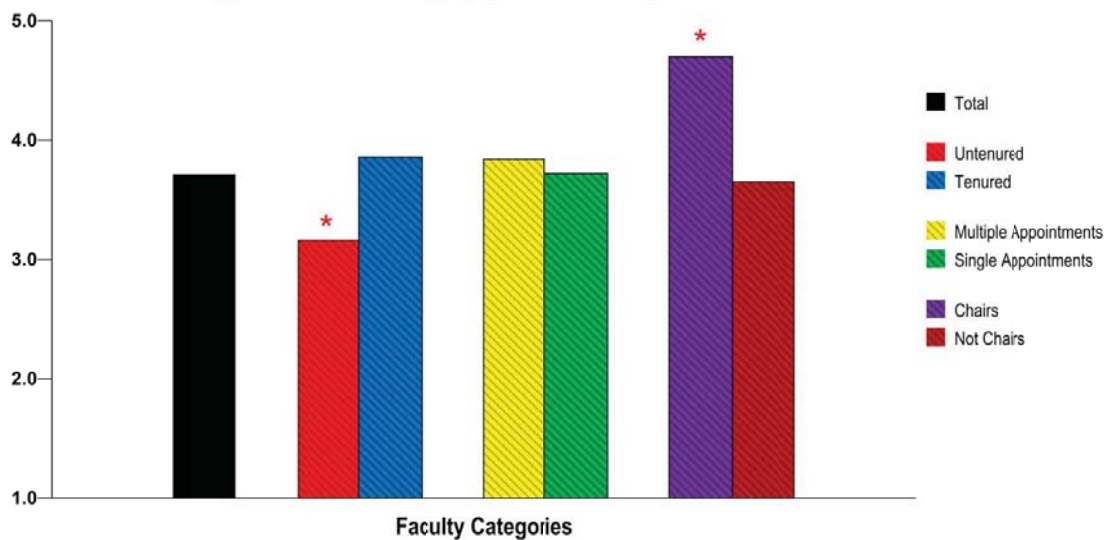


The full question text reads: "Thinking about your participation in the decision-making process in your department, how often do you have a voice in the decision-making that affects the direction of your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5a_3: Having a voice in decisions that affect departmental direction by tenure status, appointments, and chair status

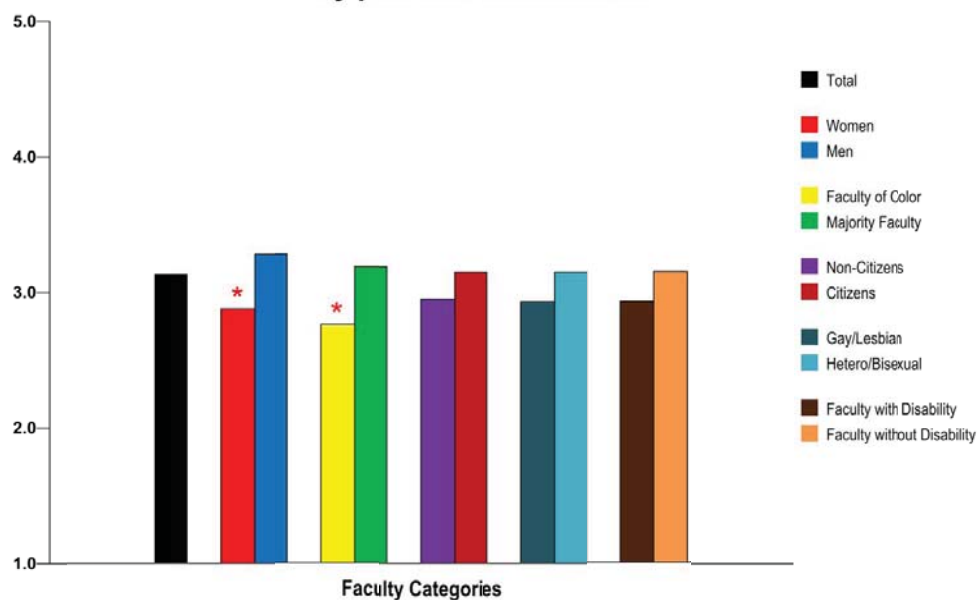


The full question text reads: "Thinking about your participation in the decision-making process in your department, how often do you have a voice in the decision-making that affects the direction of your department?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5b_1: Having a voice in resource allocation by personal characteristic

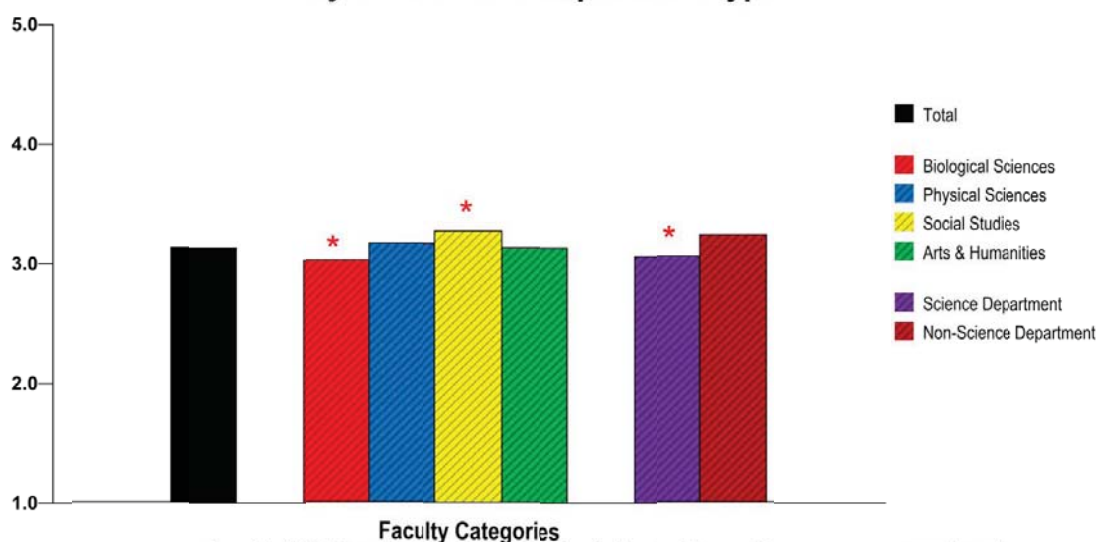


The full question text reads: "Thinking about your participation in the decision-making process in your department, do you have a voice in how resources are allocated?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure 5b_2: Having a voice in resource allocation by division and department type

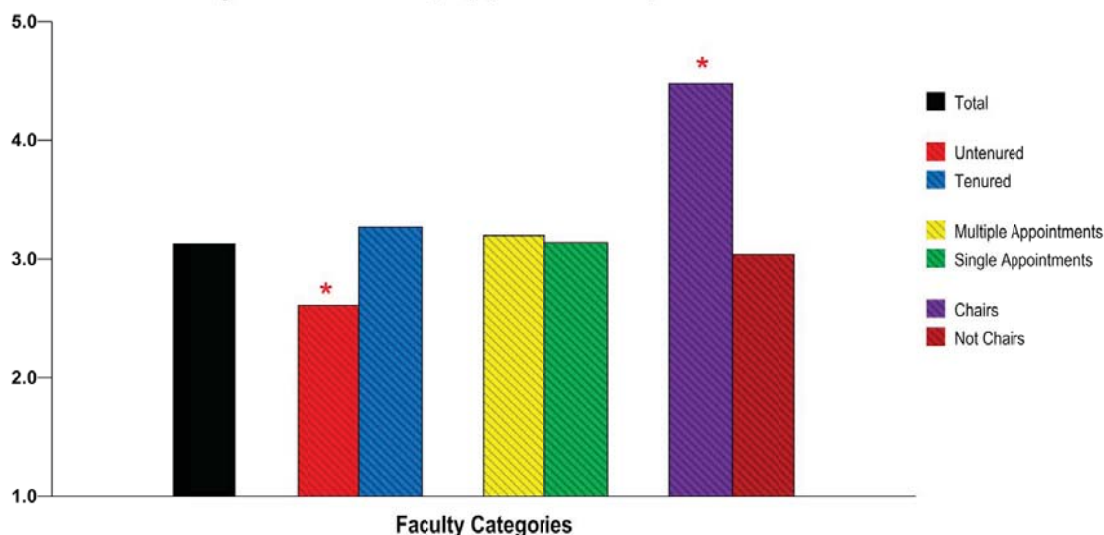


The full question text reads: "Thinking about your participation in the decision-making process in your department, do you have a voice in how resources are allocated?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure 5b_3: Having a voice in resource allocation by tenure status, appointments, and chair status

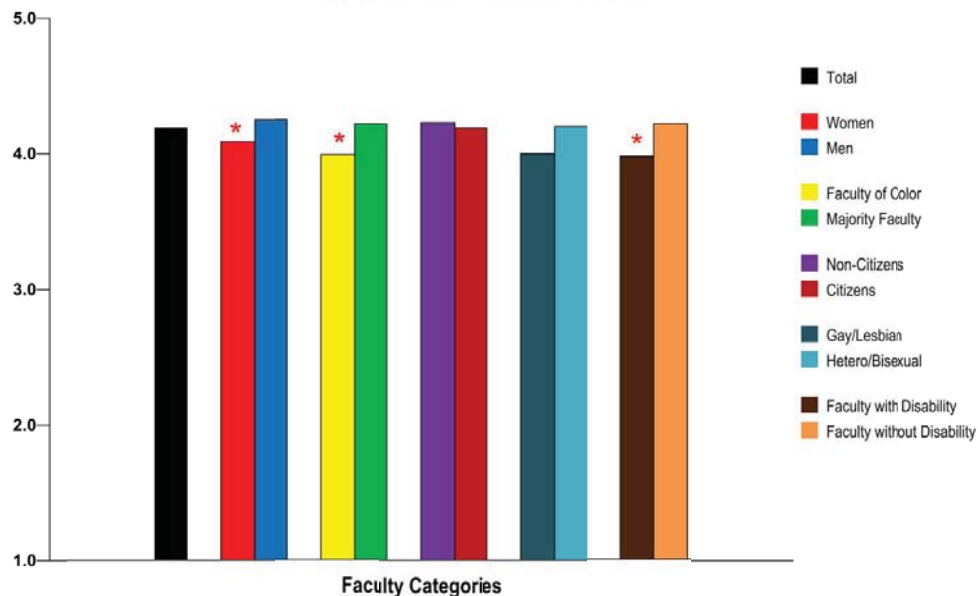


The full question text reads: "Thinking about your participation in the decision-making process in your department, do you have a voice in how resources are allocated?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5c_1: All meeting participants sharing their views by personal characteristic

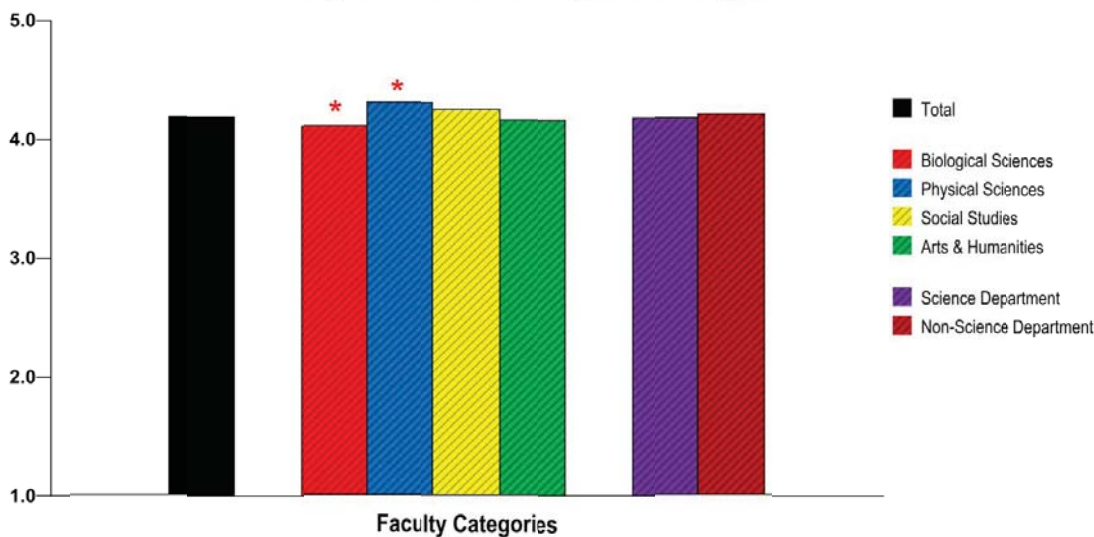


The full question text reads: "Thinking about your participation in the decision-making process in your department, do meetings allow all participants to share their views?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5c_2: All meeting participants sharing their views by division and department type

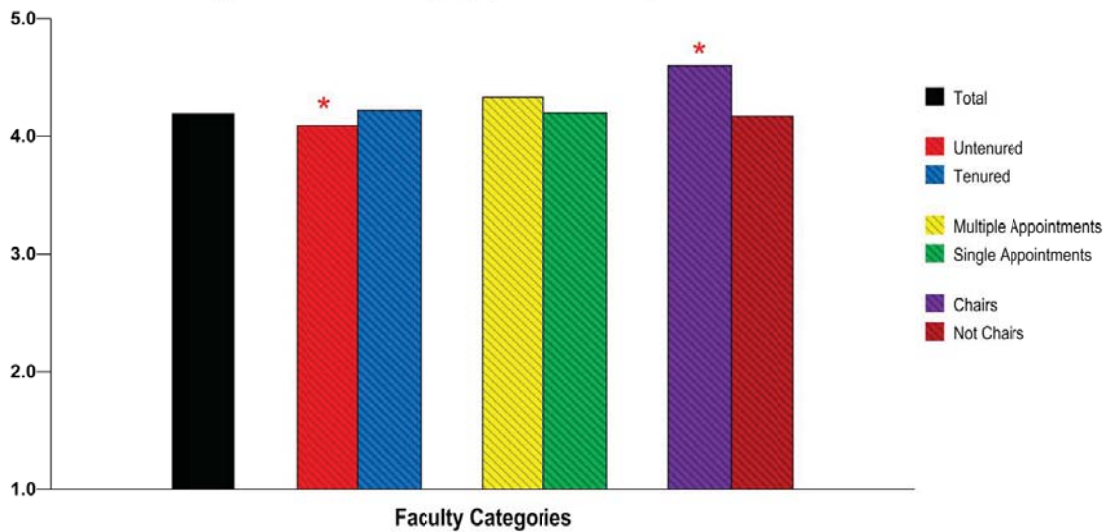


The full question text reads: "Thinking about your participation in the decision-making process in your department, do meetings allow all participants to share their views?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

**Figure DC5c_3: All meeting participants sharing their views
by tenure status, appointments, and chair status**

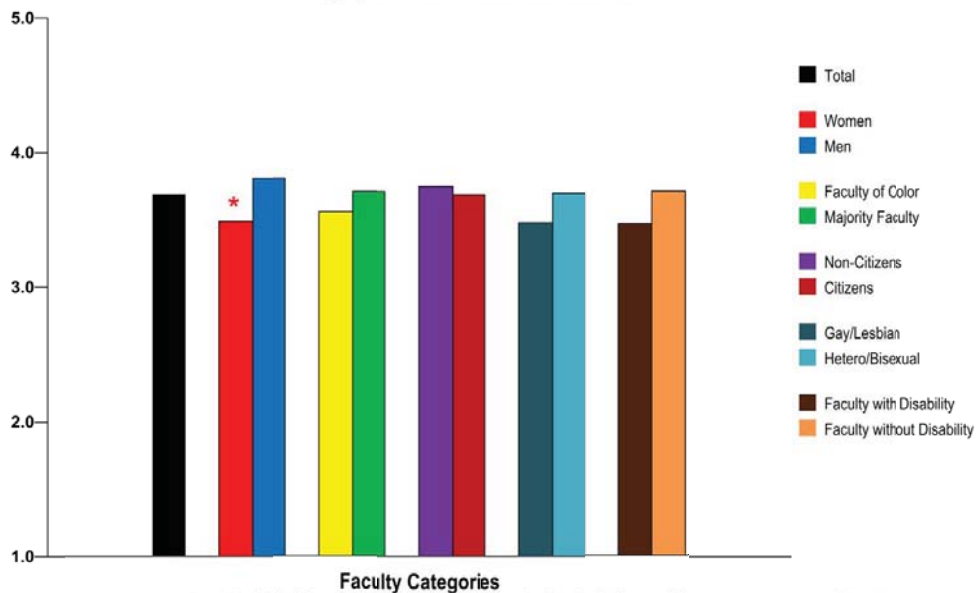


The full question text reads: "Thinking about your participation in the decision-making process in your department, do meetings allow all participants to share their views?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

**Figure DC5d_1: Committee assignments rotating fairly
by personal characteristic**

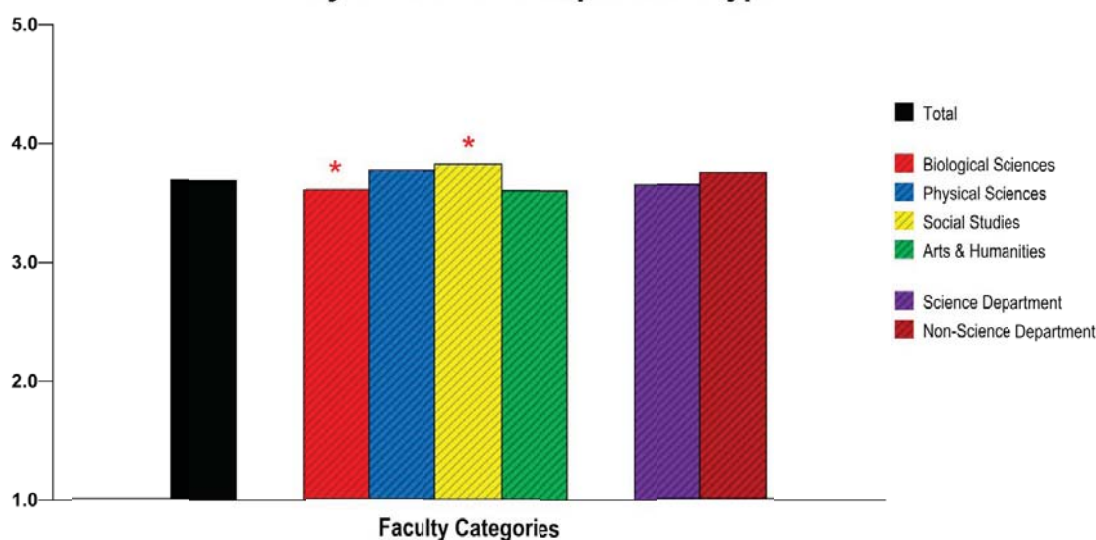


The full question text reads: "Thinking about your participation in the decision-making process in your department, do committee assignments rotate fairly?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5d_2: Committee assignments rotating fairly by division and department type

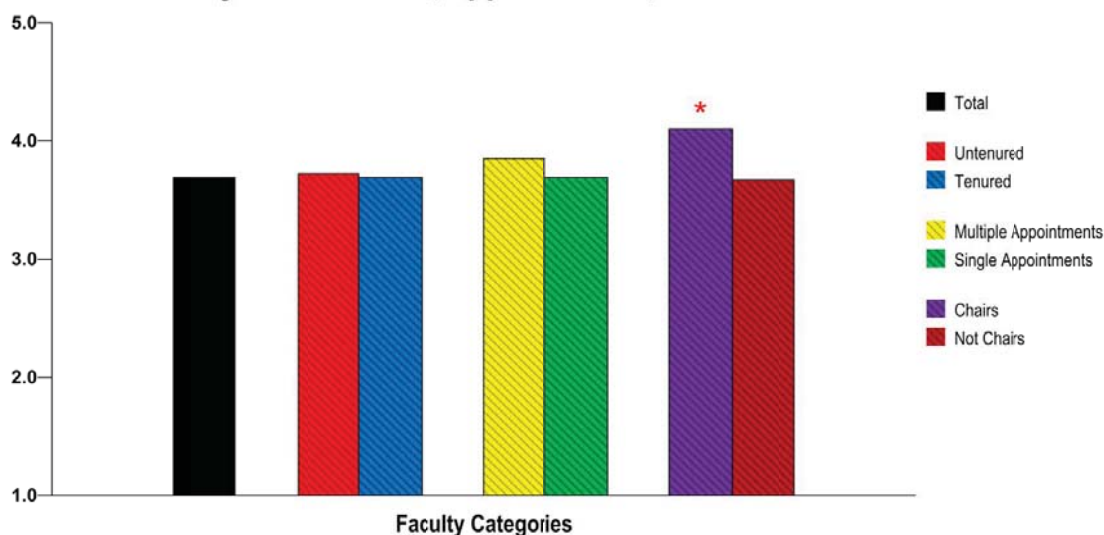


The full question text reads: "Thinking about your participation in the decision-making process in your department, do committee assignments rotate fairly?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5d_3: Committee assignments rotating fairly by tenure status, appointments, and chair status

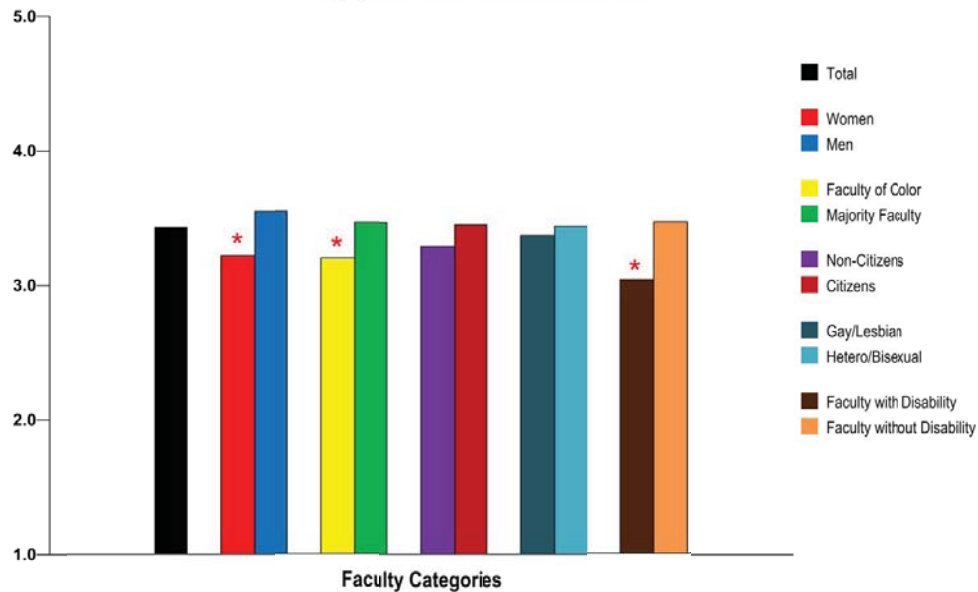


The full question text reads: "Thinking about your participation in the decision-making process in your department, do committee assignments rotate fairly?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5e_1: Department chair involving faculty in decision-making by personal characteristic

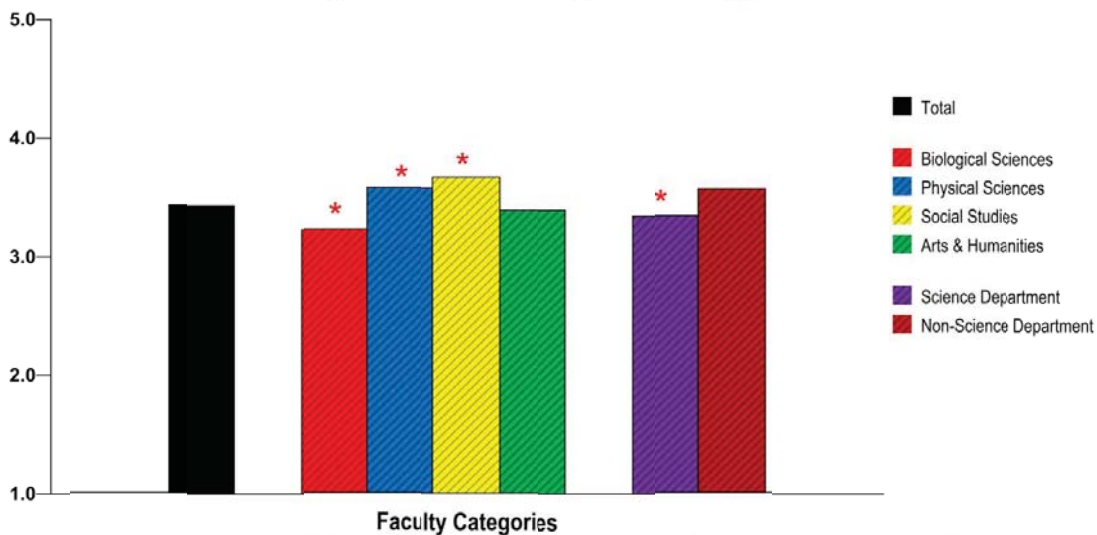


The full question text reads: "Thinking about your participation in the decision-making process in your department, does your department chair involve you in decision-making?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5e_2: Department chair involving faculty in decision-making by division and department type

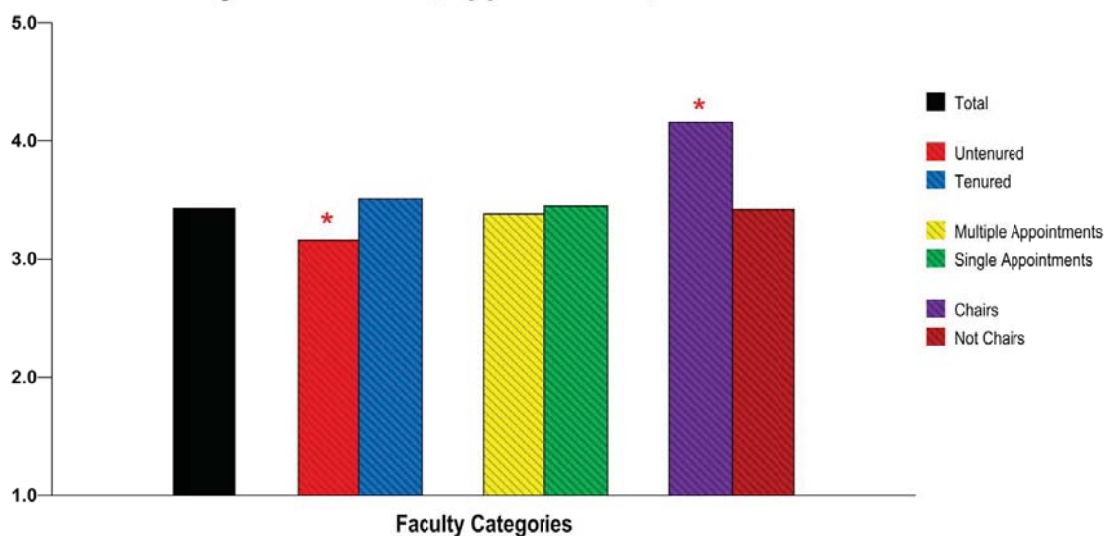


The full question text reads: "Thinking about your participation in the decision-making process in your department, does your department chair involve you in decision-making?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5e_3: Department chair involving faculty in decision-making by tenure status, appointments, and chair status

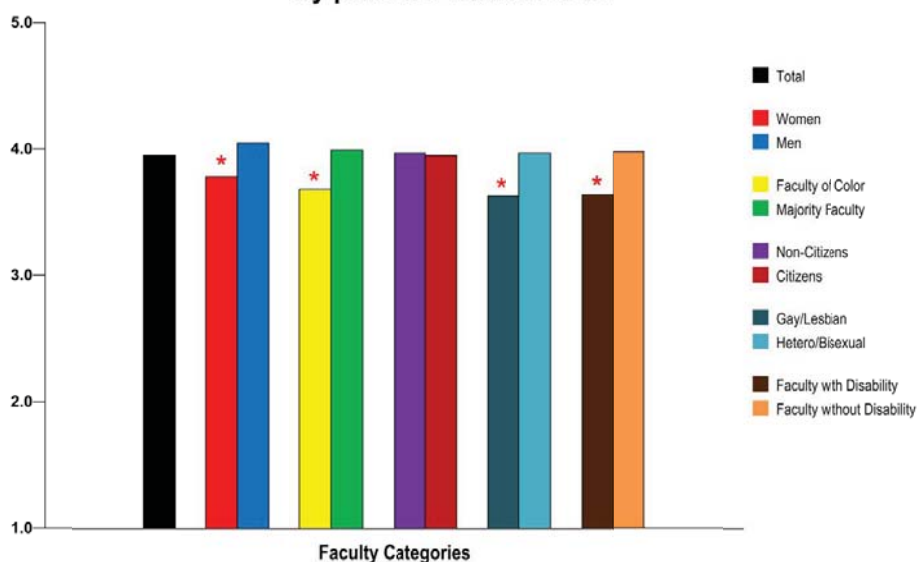


The full question text reads: "Thinking about your participation in the decision-making process in your department, does your department chair involve you in decision-making?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC6a_1: Rating of overall departmental climate by personal characteristic

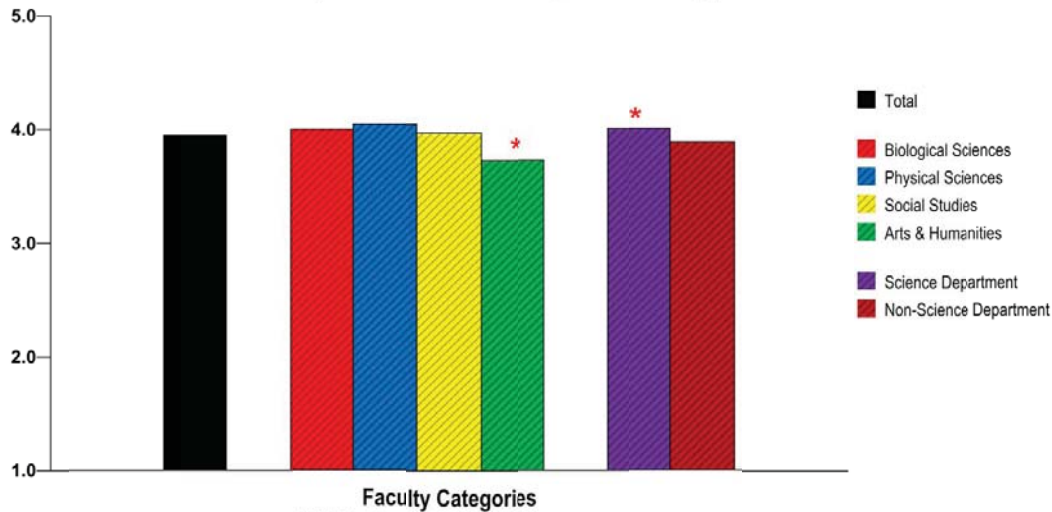


The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the overall climate is..."

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at $p < 0.05$.

Figure DC6a_2: Rating of overall departmental climate by division and department type

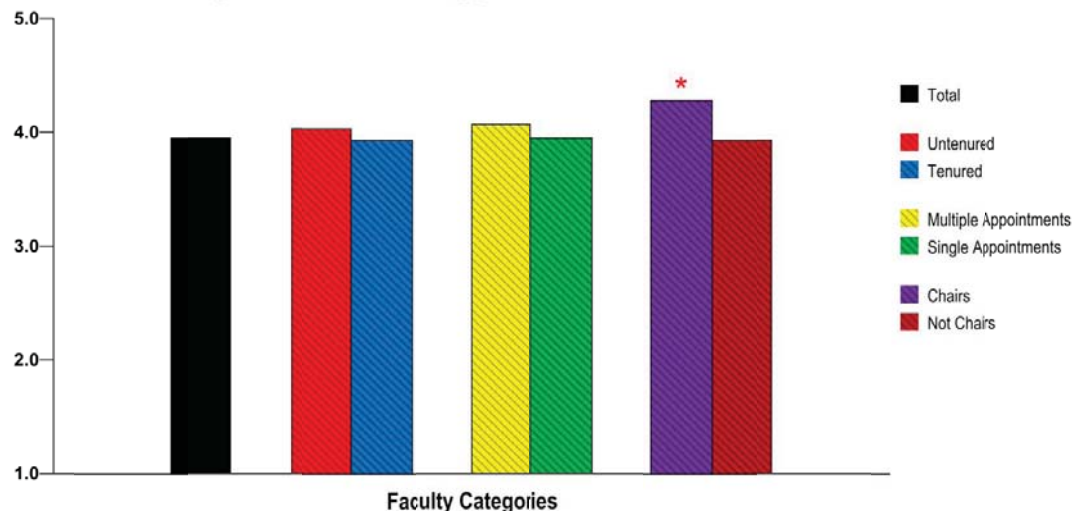


The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the overall climate is..."

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at $p < 0.05$.

Figure DC6a_3: Rating of overall departmental climate by tenure status, appointments, and chair status

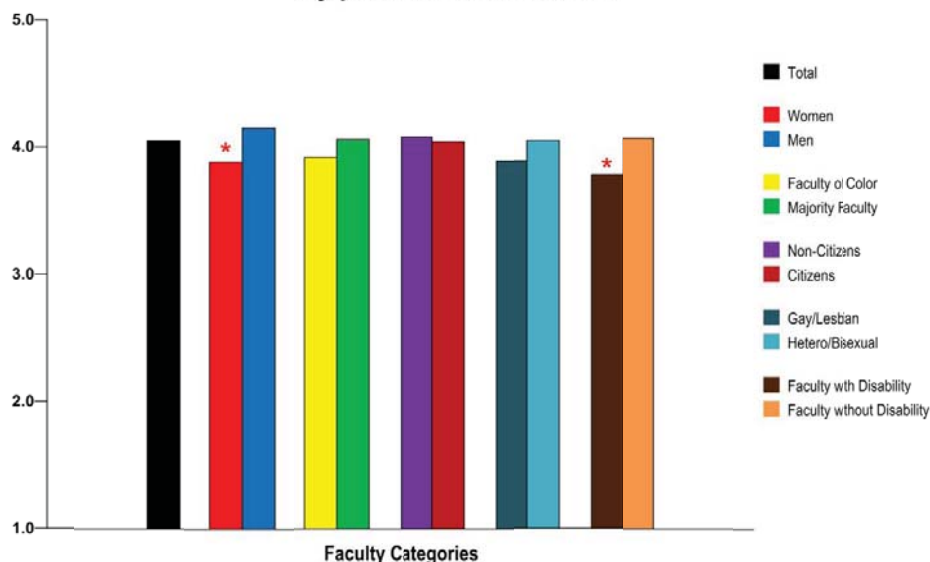


The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the overall climate is..."

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at $p < 0.05$.

Figure DC6b_1: Rating of departmental climate for women by personal characteristic

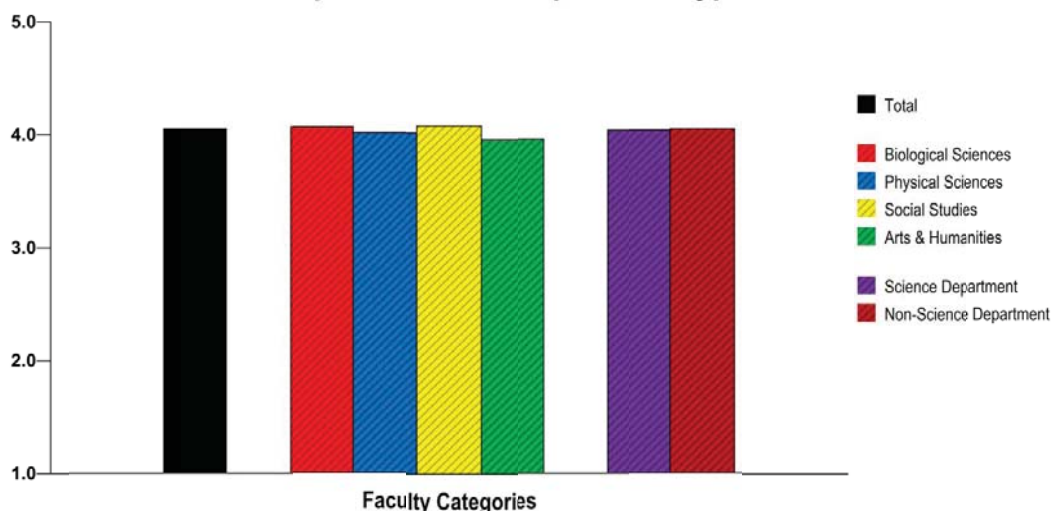


The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the climate for women is..."

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at $p < 0.05$.

Figure DC6b_2: Rating of departmental climate for women by division and department type

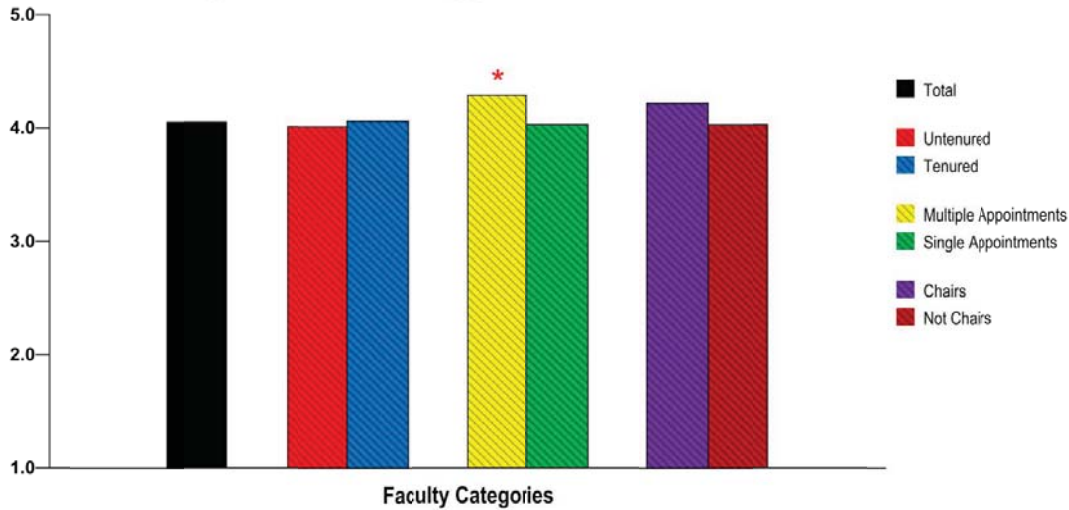


The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the climate for women is..."

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at $p < 0.05$.

Figure DC6b_3: Rating of departmental climate for women by tenure status, appointments, and chair status

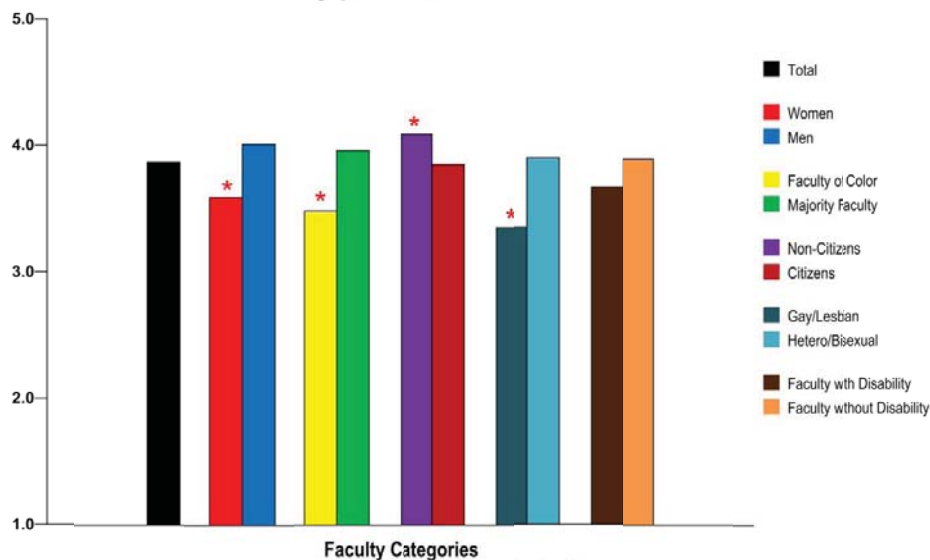


The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the climate for women is..."

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at $p < 0.05$.

Figure DC6c_1: Rating of departmental climate for faculty of color by personal characteristic

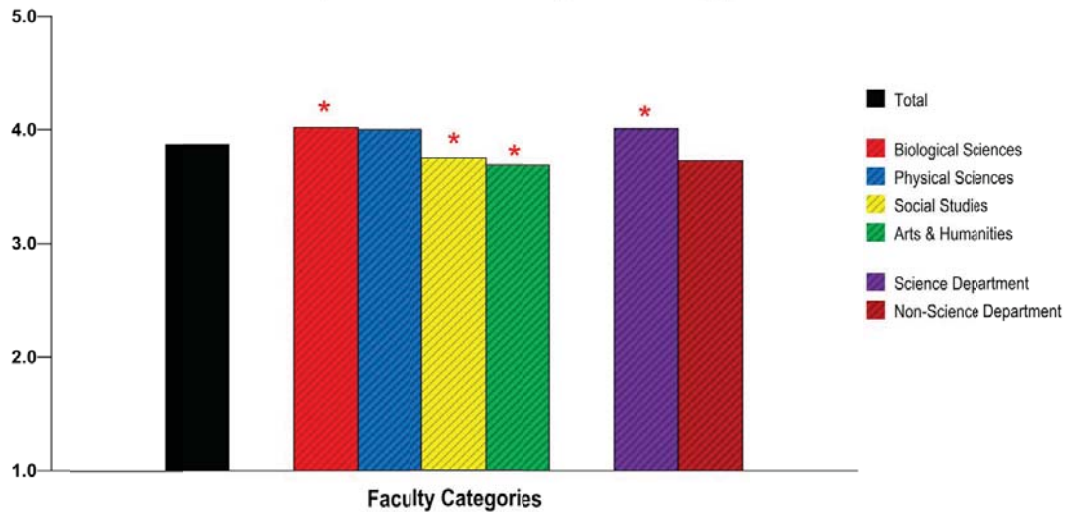


The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the climate for faculty of color is..."

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at $p < 0.05$.

Figure DC6c_2: Rating of departmental climate for faculty of color by division and department type



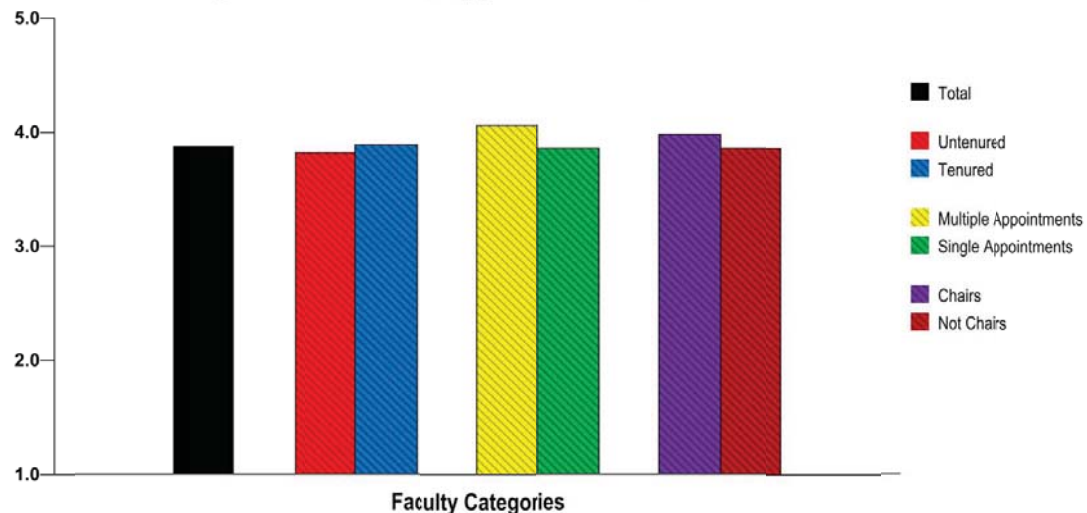
The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the climate for faculty of color is..."

Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at $p < 0.05$.

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Figure DC6c_3: Rating of departmental climate for faculty of color by tenure status, appointments, and chair status



The full question text reads: "At UW-Madison, climate is defined by the Campus Climate Network (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels safe, listened to, valued, and treated fairly and with respect. These questions are about climate at UW-Madison. In my department, the climate for faculty of color is..."

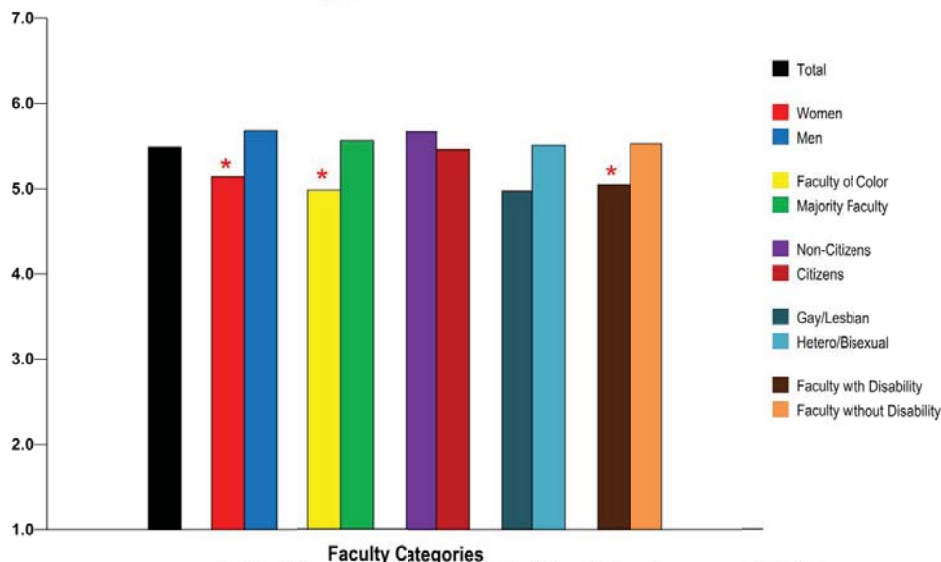
Response choices included "Very negative" (1), "Negative" (2), "Mediocre" (3), "Positive" (4), and "Very positive" (5). Respondents could also choose "Don't know."

* indicates significant difference at $p < 0.05$.

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2012 Diversity:
Figures D7a_1 through D10c

Figure D7a_1: Demonstrated departmental commitment to diversity by personal characteristic



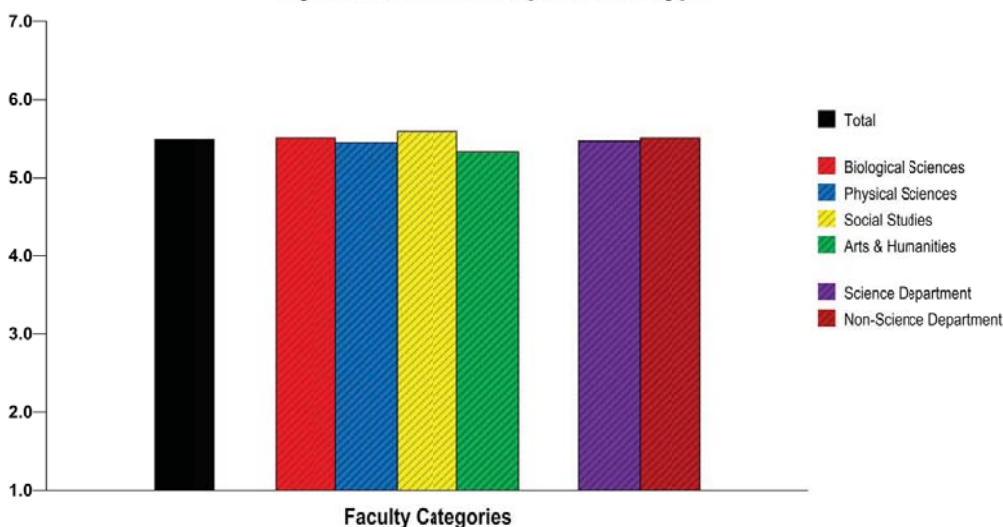
The full question text reads: "For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another. How much do you agree with the following statements about commitment to diversity at UW-Madison? Commitment to diversity is demonstrated in my department."

Response choices included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7).

* indicates significant difference at $p < 0.05$.

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Figure D7a_2: Demonstrated departmental commitment to diversity by division and department type



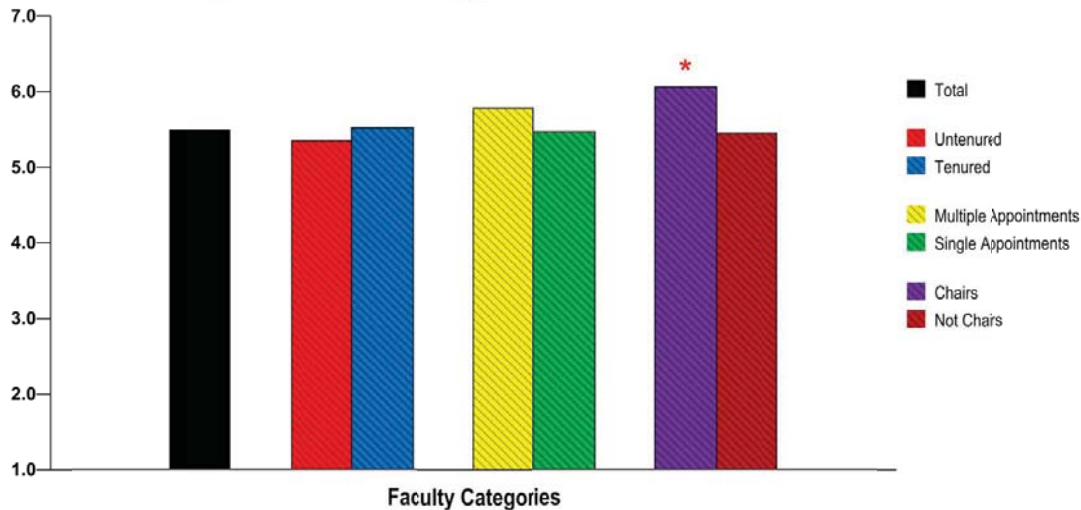
The full question text reads: "For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another. How much do you agree with the following statements about commitment to diversity at UW-Madison? Commitment to diversity is demonstrated in my department."

Response choices included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7).

* indicates significant difference at $p < 0.05$.

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Figure D7a_3: Demonstrated departmental commitment to diversity by tenure status, appointments, and chair status

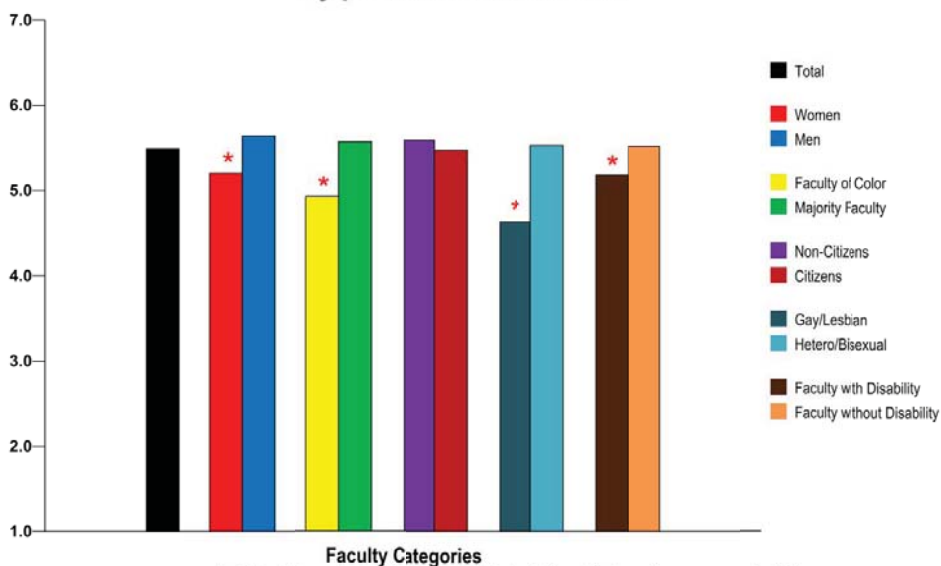


The full question text reads: "For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another. How much do you agree with the following statements about commitment to diversity at UW-Madison? Commitment to diversity is demonstrated in my department."

Response choices included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7).

* indicates significant difference at $p < 0.05$.

Figure D7b_1: Demonstrated campus commitment to diversity by personal characteristic

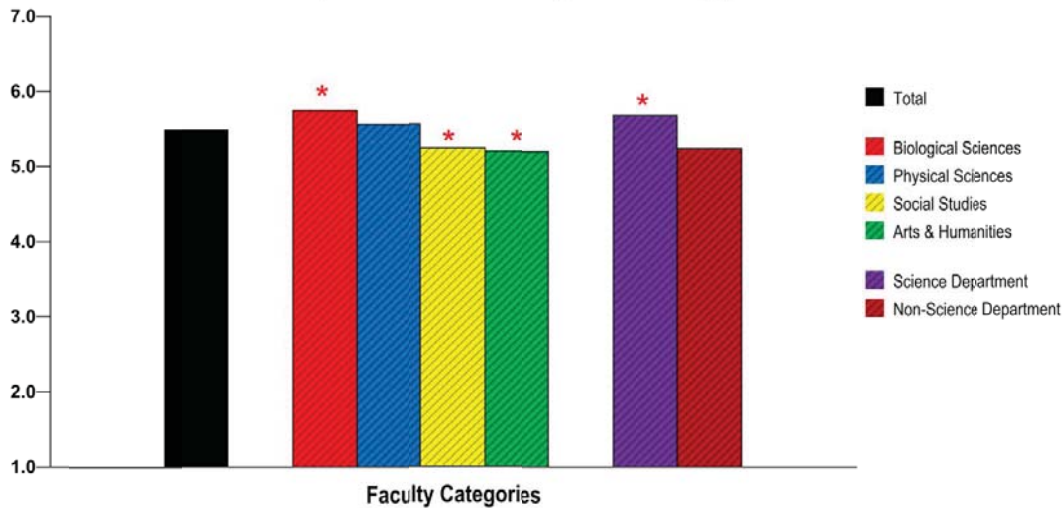


The full question text reads: "For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another. How much do you agree with the following statements about commitment to diversity at UW-Madison? Commitment to diversity is demonstrated at the UW-Madison."

Response choices included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7).

* indicates significant difference at $p < 0.05$.

Figure D7b_2: Demonstrated campus commitment to diversity by division and department type

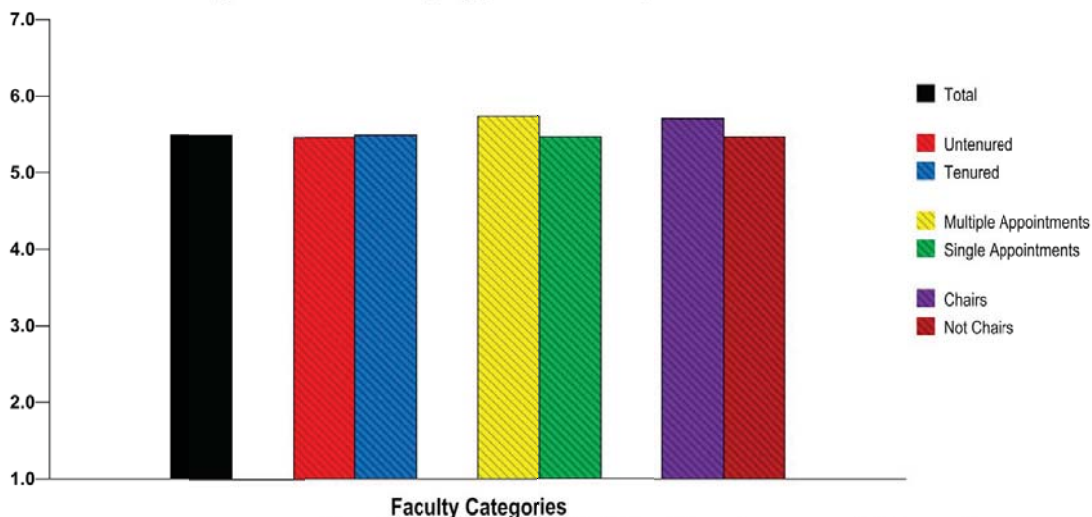


The full question text reads: "For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another. How much do you agree with the following statements about commitment to diversity at UW-Madison? Commitment to diversity is demonstrated at the UW-Madison."

Response choices included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7).

* indicates significant difference at $p < 0.05$.

Figure D7b_3: Demonstrated campus commitment to diversity by tenure status, appointments, and chair status

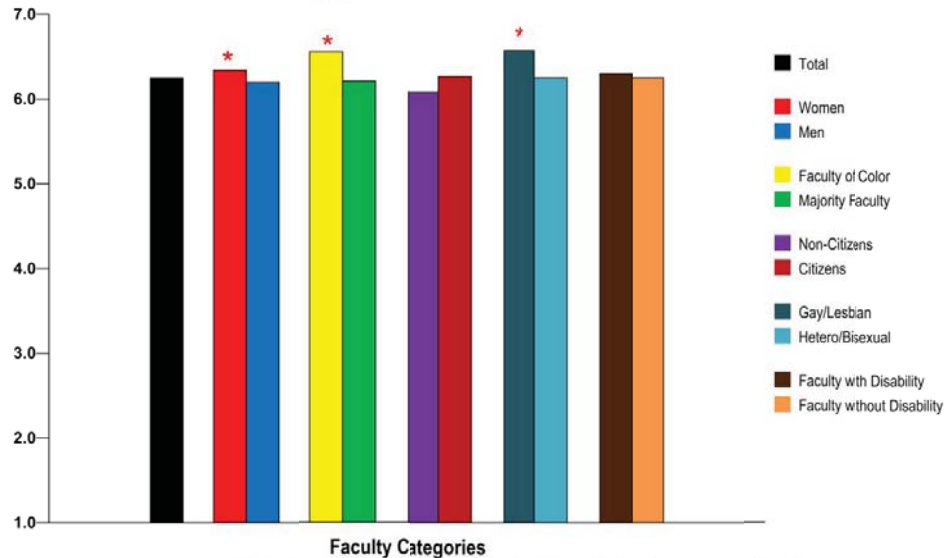


The full question text reads: "For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another. How much do you agree with the following statements about commitment to diversity at UW-Madison? Commitment to diversity is demonstrated at the UW-Madison."

Response choices included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7).

* indicates significant difference at $p < 0.05$.

Figure D7c_1: Personal commitment to increasing diversity by personal characteristic

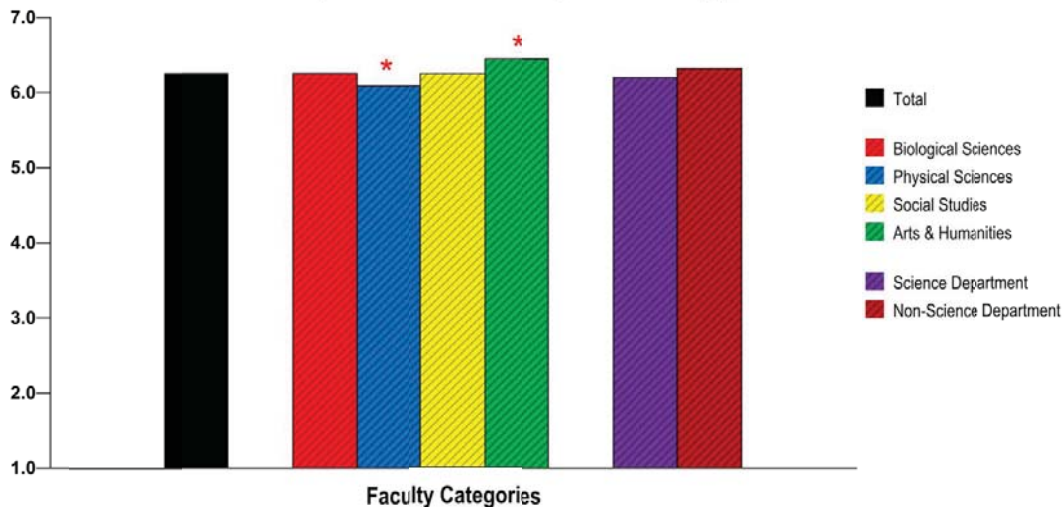


The full question text reads: "For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another. How much do you agree with the following statements about commitment to diversity at UW-Madison? I am committed to increasing the diversity of faculty, staff, and students at UW-Madison."

Response choices included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7).

* indicates significant difference at $p < 0.05$.

Figure D7c_2: Personal commitment to increasing diversity by division and department type

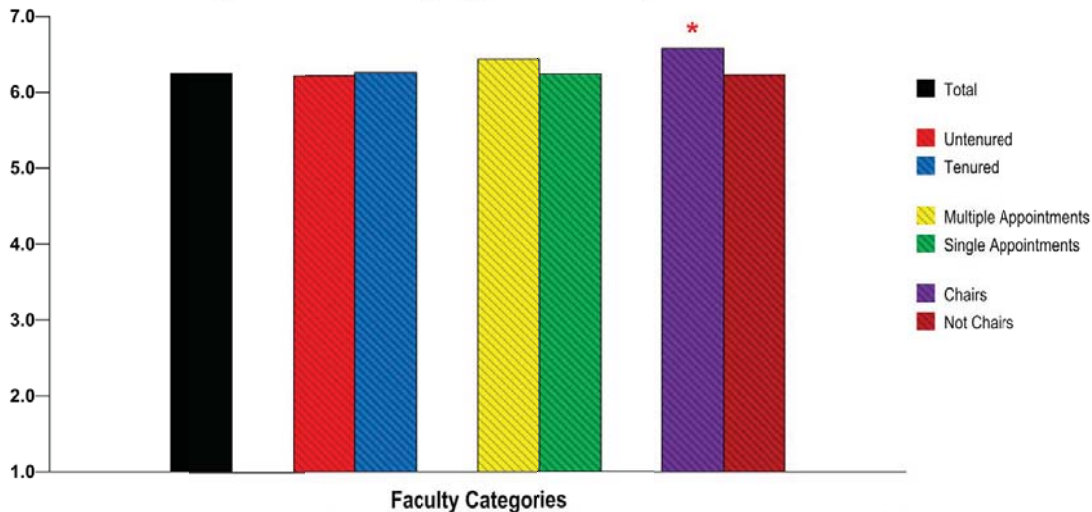


The full question text reads: "For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another. How much do you agree with the following statements about commitment to diversity at UW-Madison? I am committed to increasing the diversity of faculty, staff, and students at UW-Madison."

Response choices included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7).

* indicates significant difference at $p < 0.05$.

Figure D7c_3: Personal commitment to increasing diversity by tenure status, appointments, and chair status

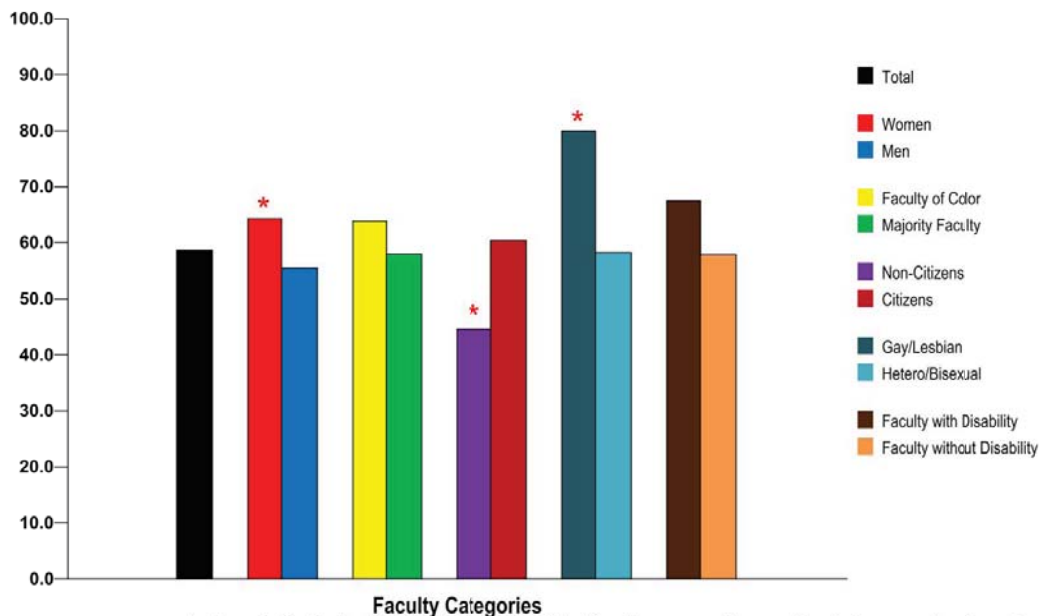


The full question text reads: "For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another. How much do you agree with the following statements about commitment to diversity at UW-Madison? I am committed to increasing the diversity of faculty, staff, and students at UW-Madison."

Response choices included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7).

* indicates significant difference at $p < 0.05$.

Figure D8_1: Engaging in actions to increase diversity by personal characteristic

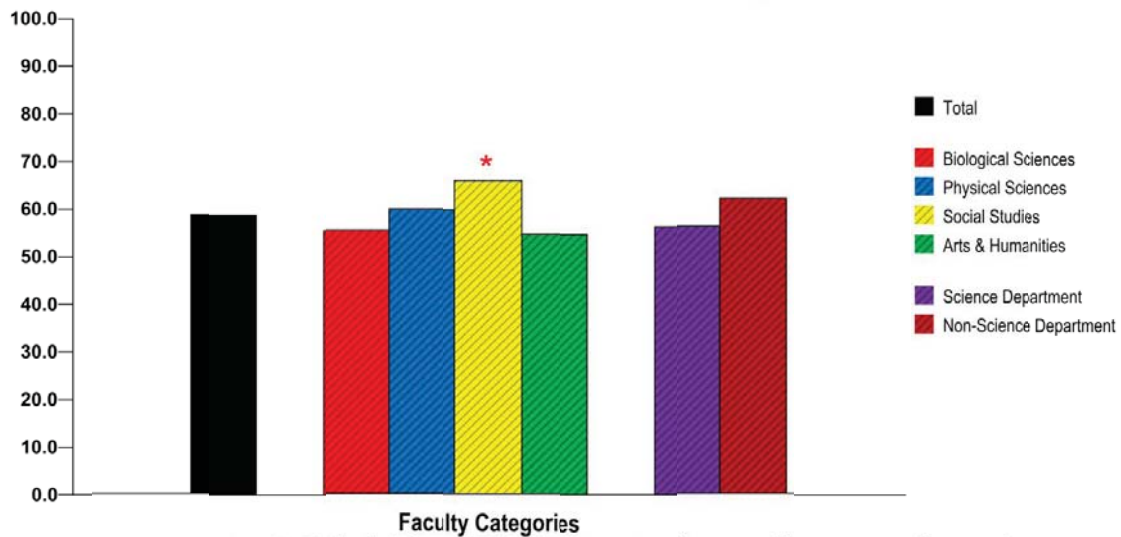


The full question text reads: "In the last 6 months, have you intentionally engaged in an action to increase the diversity of faculty, staff, and/or students at UW-Madison?"

Response choices included "Yes" and "No."

* indicates significant difference at $p < 0.05$.

Figure D8_2: Engaging in actions to increase diversity by division and department type

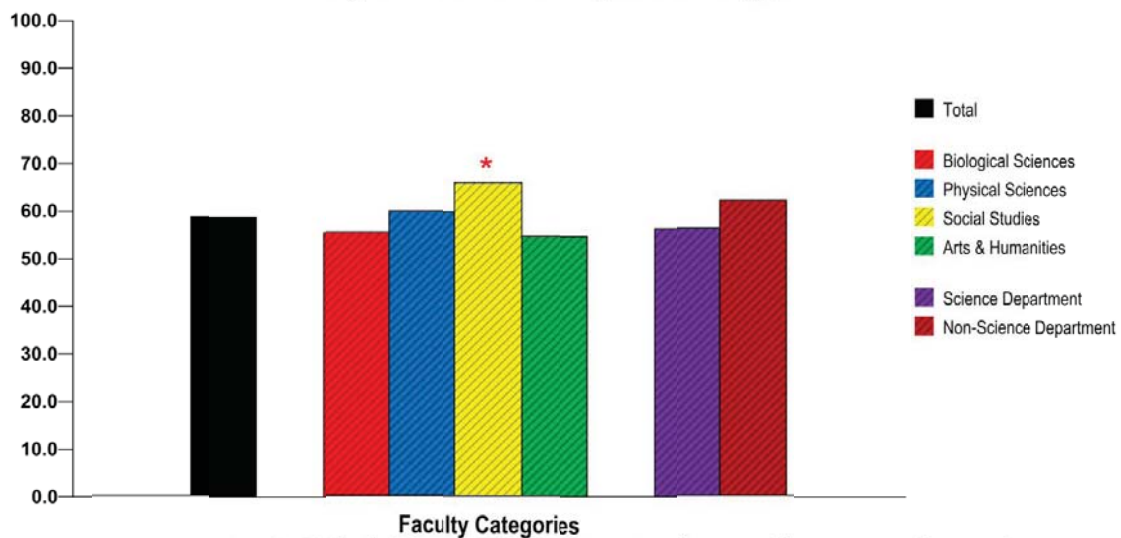


The full question text reads: "In the last 6 months, have you intentionally engaged in an action to increase the diversity of faculty, staff, and/or students at UW-Madison?"

Response choices included "Yes" and "No."

* indicates significant difference at $p < 0.05$.

Figure D8_2: Engaging in actions to increase diversity by division and department type

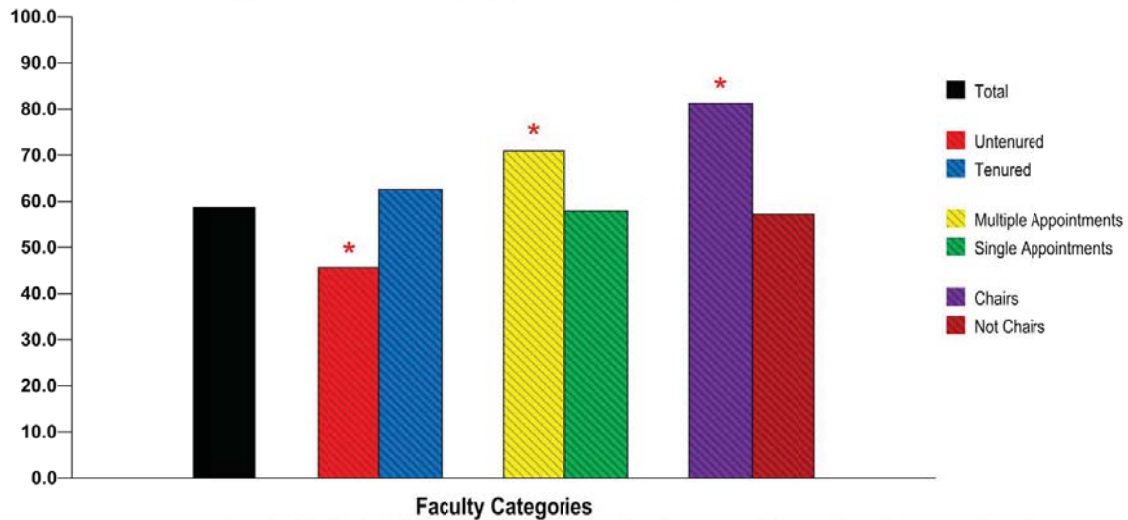


The full question text reads: "In the last 6 months, have you intentionally engaged in an action to increase the diversity of faculty, staff, and/or students at UW-Madison?"

Response choices included "Yes" and "No."

* indicates significant difference at $p < 0.05$.

Figure D8_3: Engaging in actions to increase diversity by tenure status, appointments, and chair status



The full question text reads: "In the last 6 months, have you intentionally engaged in an action to increase the diversity of faculty, staff, and/or students at UW-Madison?"

Response choices included "Yes" and "No."

* indicates significant difference at $p < 0.05$.

Figure D9: Faculty Actions to Increase Diversity

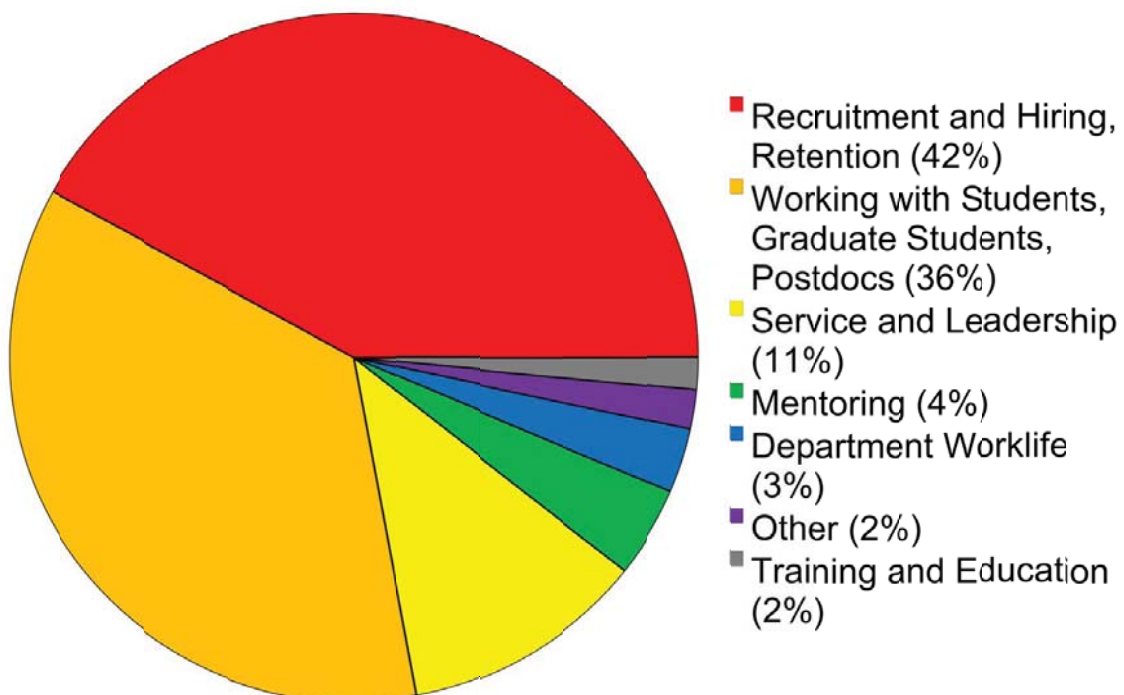
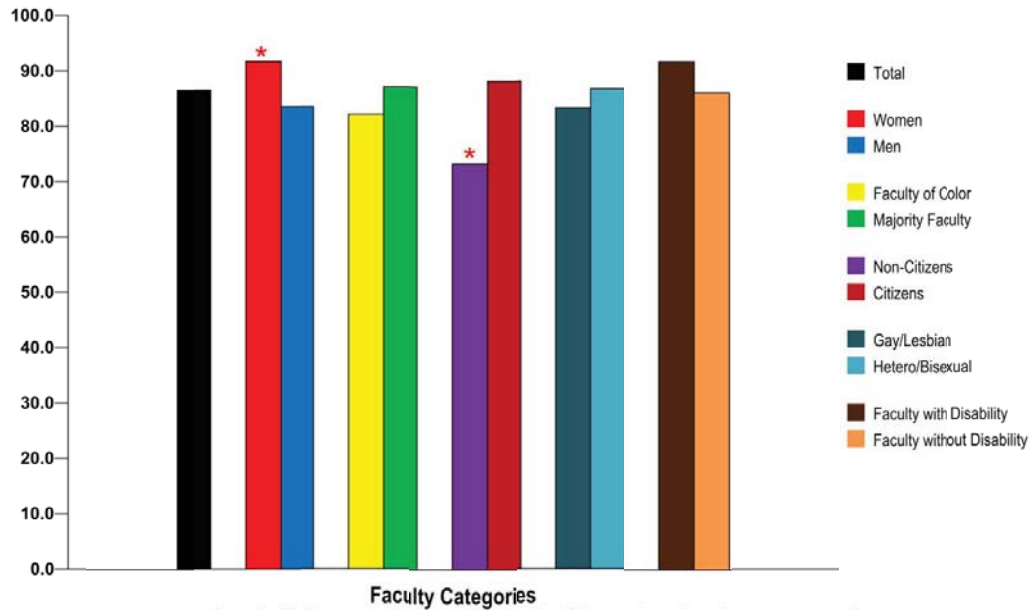


Figure D10a_1: Awareness of unconscious or implicit bias by personal characteristic

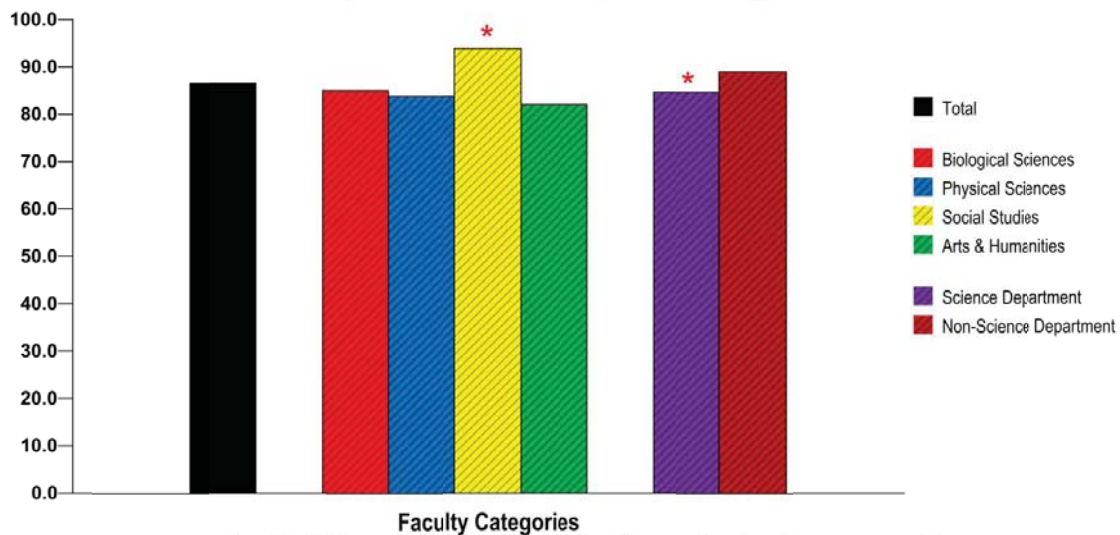


The full question text reads: "In the context of a professional setting, such as in a department or other campus unit, are you familiar with the concept of unconscious or implicit bias?"

Response choices included "Yes" and "No."

* indicates significant difference at $p < 0.05$.

Figure D10a_2: Awareness of unconscious or implicit bias by division and department type

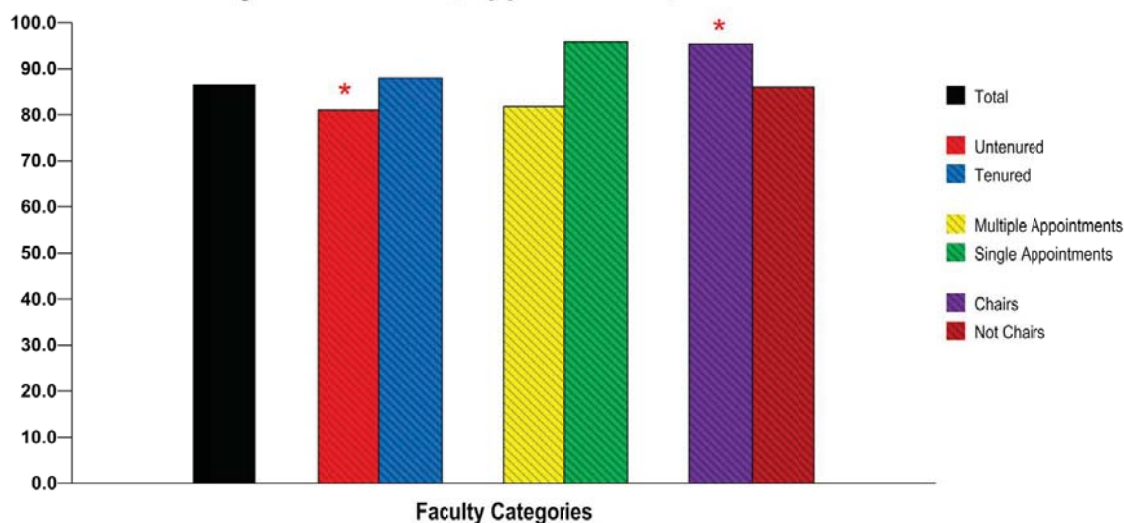


The full question text reads: "In the context of a professional setting, such as in a department or other campus unit, are you familiar with the concept of unconscious or implicit bias?"

Response choices included "Yes" and "No."

* indicates significant difference at $p < 0.05$.

Figure 10a_3: Awareness of unconscious or implicit bias by tenure status, appointments, and chair status

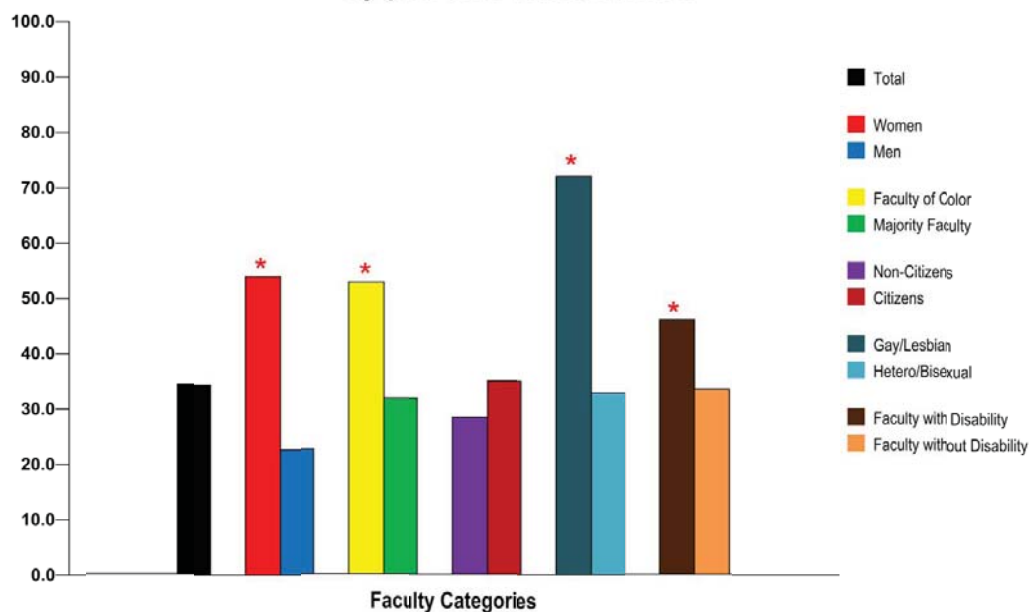


The full question text reads: "In the context of a professional setting, such as in a department or other campus unit, are you familiar with the concept of unconscious or implicit bias?"

Response choices included "Yes" and "No."

* indicates significant difference at $p < 0.05$.

Figure D10b_1: Experienced or observed unconscious or implicit bias by personal characteristic

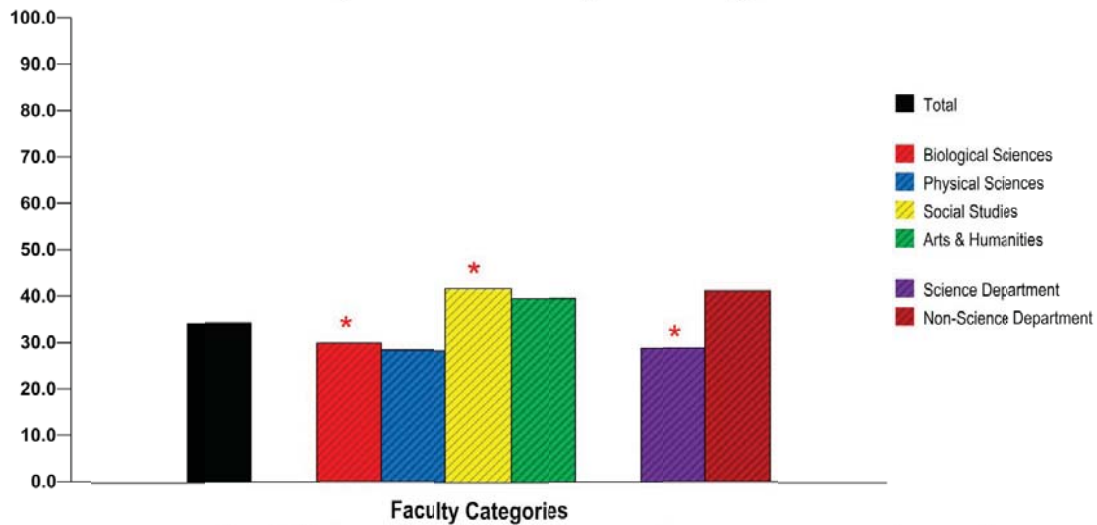


The full question text reads: "In the last 12 months, have you personally experienced or observed unconscious or implicit bias at UW-Madison?"

Response choices included "Yes" and "No."

* indicates significant difference at $p < 0.05$.

Figure 10b_2: Experienced or observed unconscious or implicit bias by division and department type

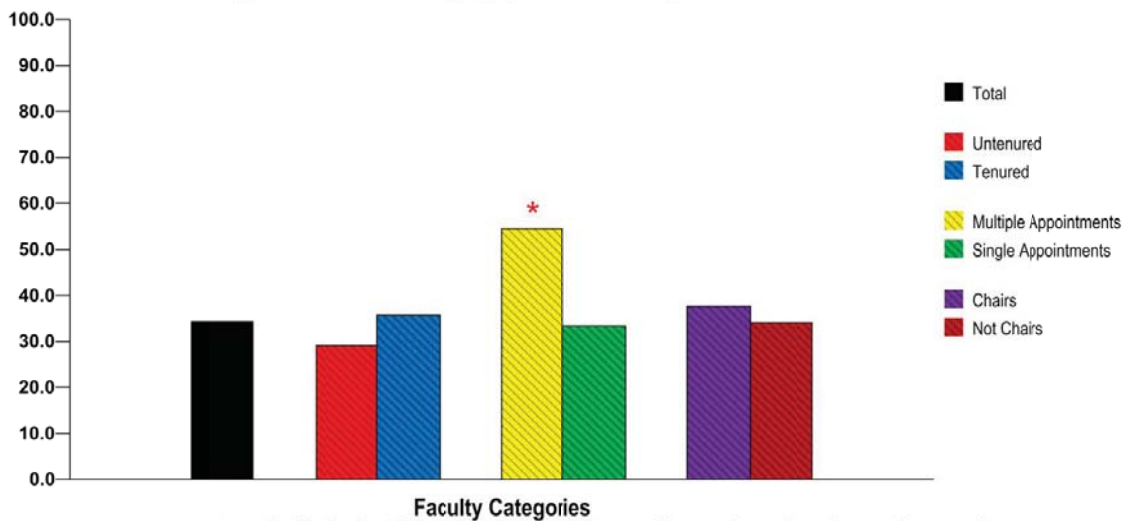


The full question text reads: "In the last 12 months, have you personally experienced or observed unconscious or implicit bias at UW-Madison?"

Response choices included "Yes" and "No."

* indicates significant difference at $p < 0.05$.

Figure D10b_3: Experienced or observed unconscious or implicit bias by tenure status, appointments, and chair status



The full question text reads: "In the last 12 months, have you personally experienced or observed unconscious or implicit bias at UW-Madison?"

Response choices included "Yes" and "No."

* indicates significant difference at $p < 0.05$.

Figure D10c: Personal characteristics identified in bias incidents

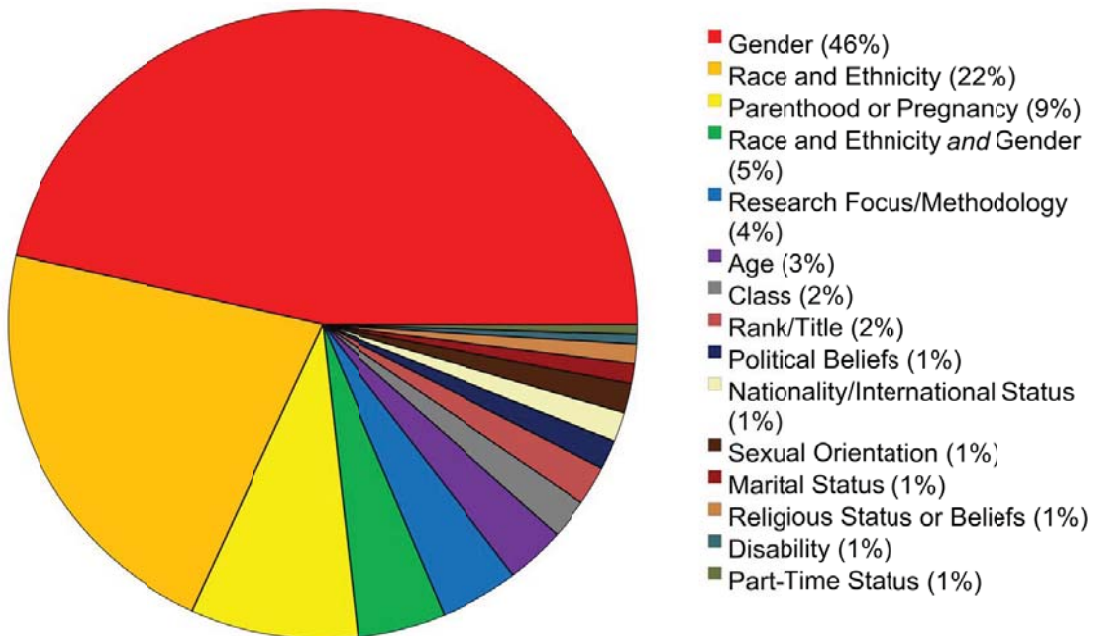
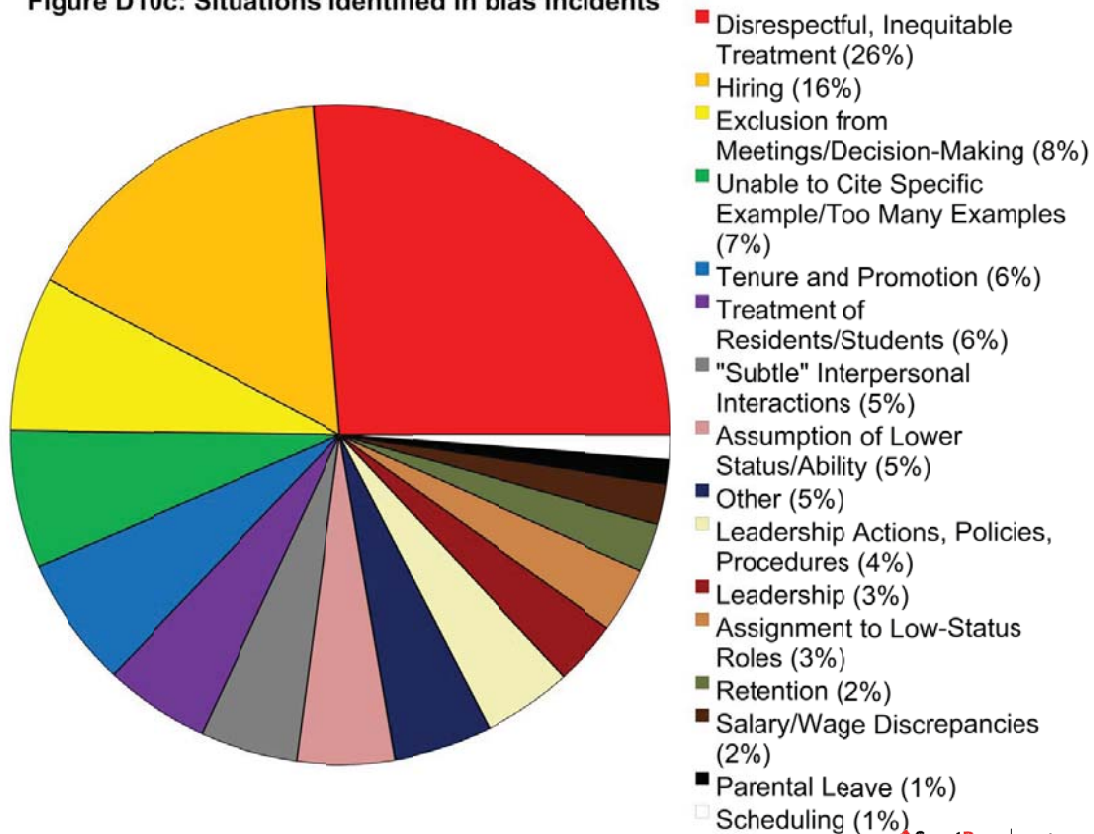
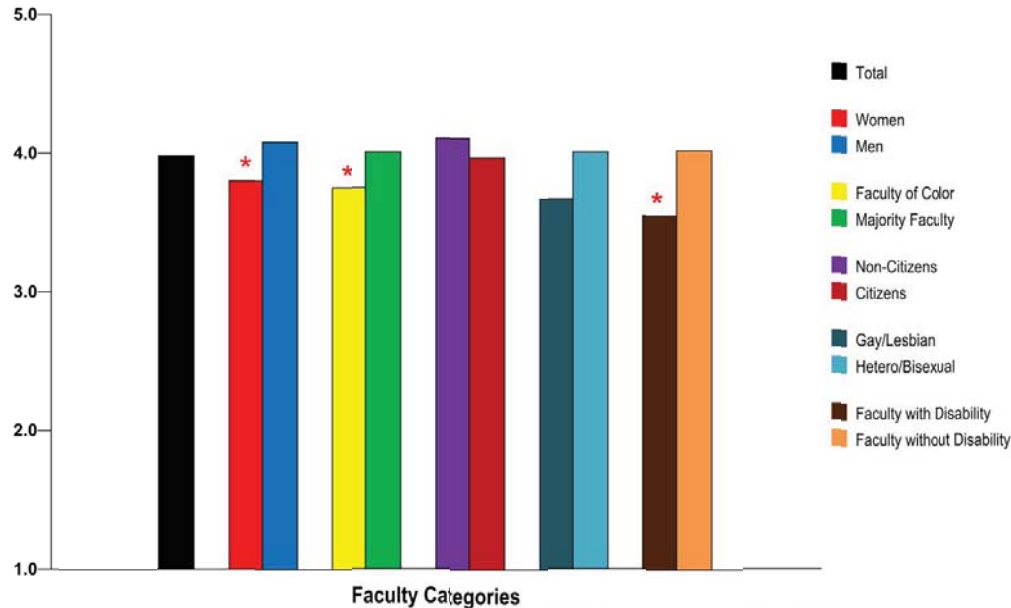


Figure D10c: Situations identified in bias incidents



2012 Satisfaction:
Figures S11a_1 through S16i_3

Figure S11a_1: Satisfaction with being a faculty member by personal characteristic

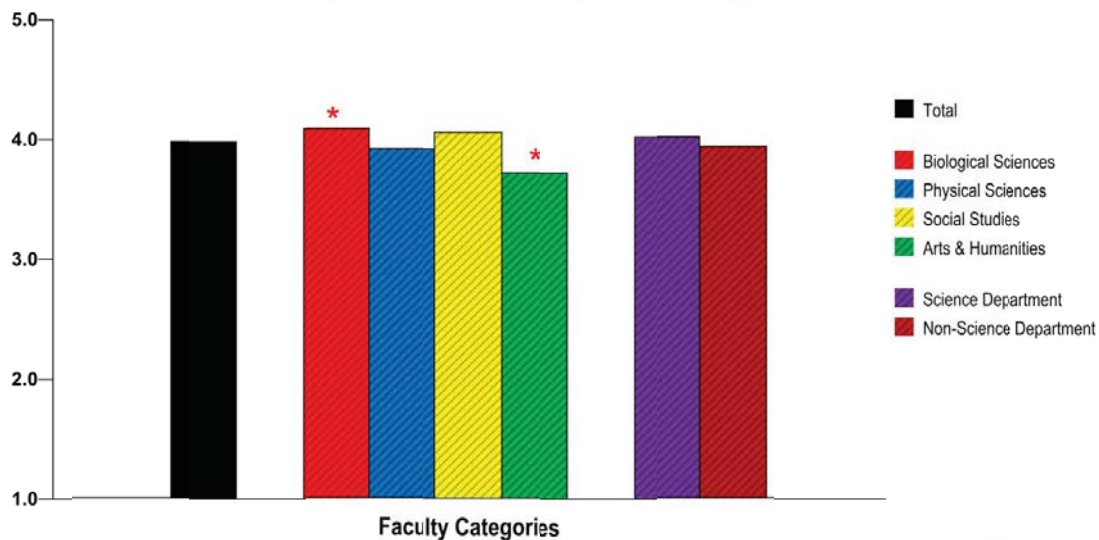


The full question text reads: "In general, how satisfied are you with being a faculty member at UW-Madison?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

* indicates significant difference at $p < 0.05$.

Figure S11a_2: Satisfaction with being a faculty member by division and department type

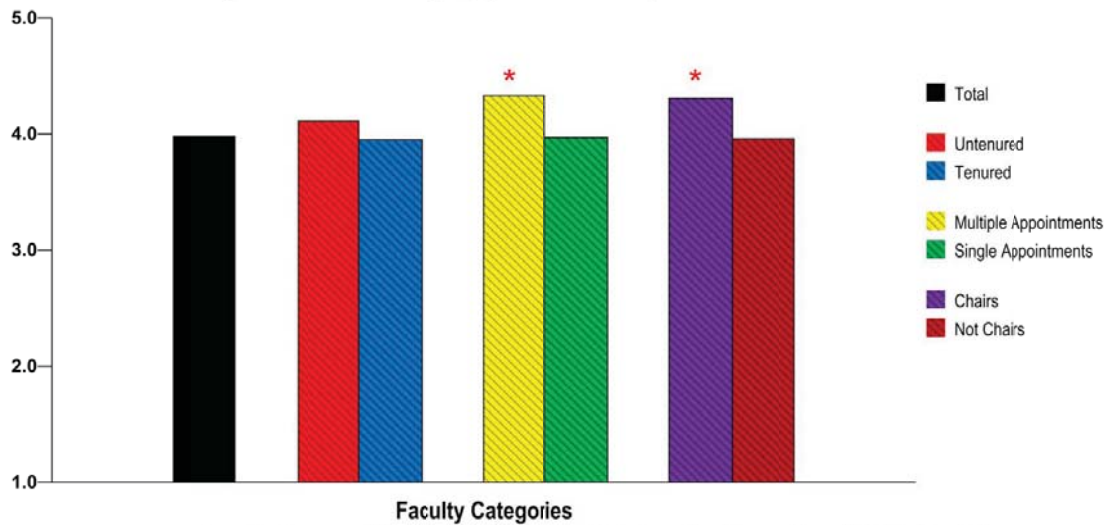


The full question text reads: "In general, how satisfied are you with being a faculty member at UW-Madison?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

* indicates significant difference at $p < 0.05$.

Figure S11a_3: Satisfaction with being a faculty member by tenure status, appointments, and chair status

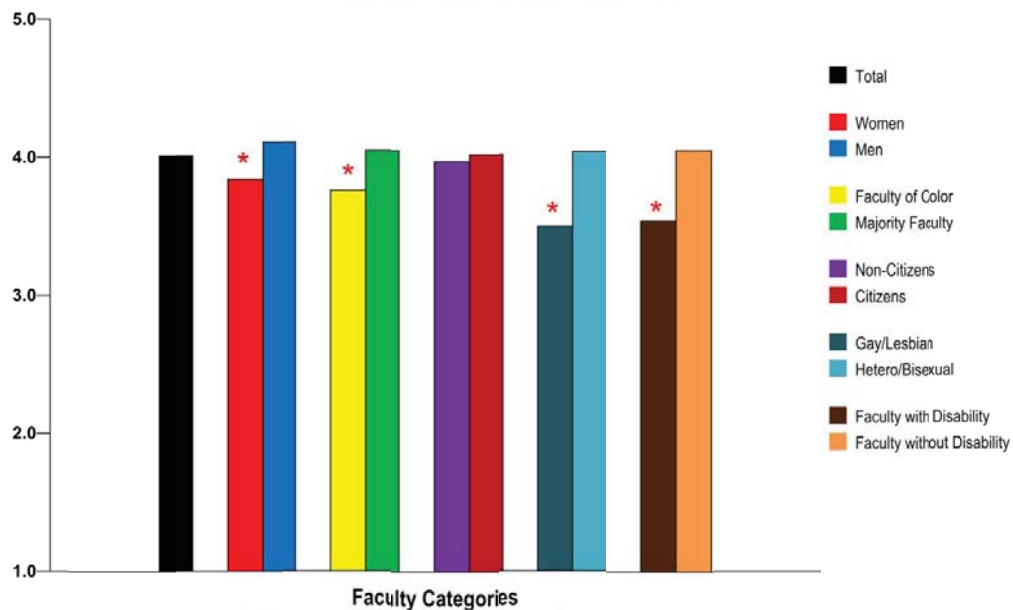


The full question text reads: "In general, how satisfied are you with being a faculty member at UW-Madison?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

* indicates significant difference at $p < 0.05$.

Figure S11b_1: Satisfaction with career progression by personal characteristic

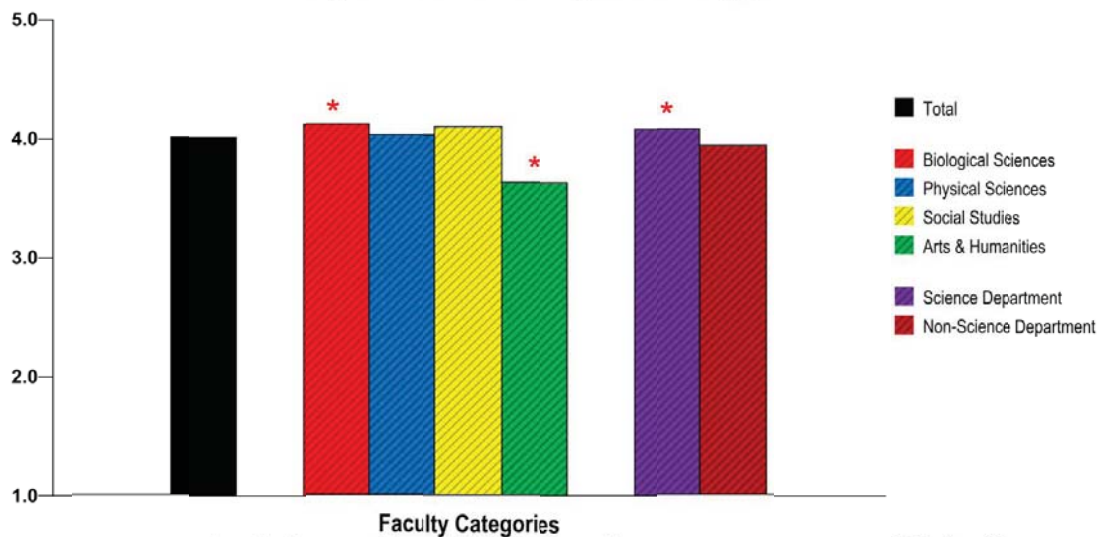


The full question text reads: "In general, how satisfied are you with your career progression at UW-Madison?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

* indicates significant difference at $p < 0.05$.

Figure S11b_2: Satisfaction with career progression by division and department type

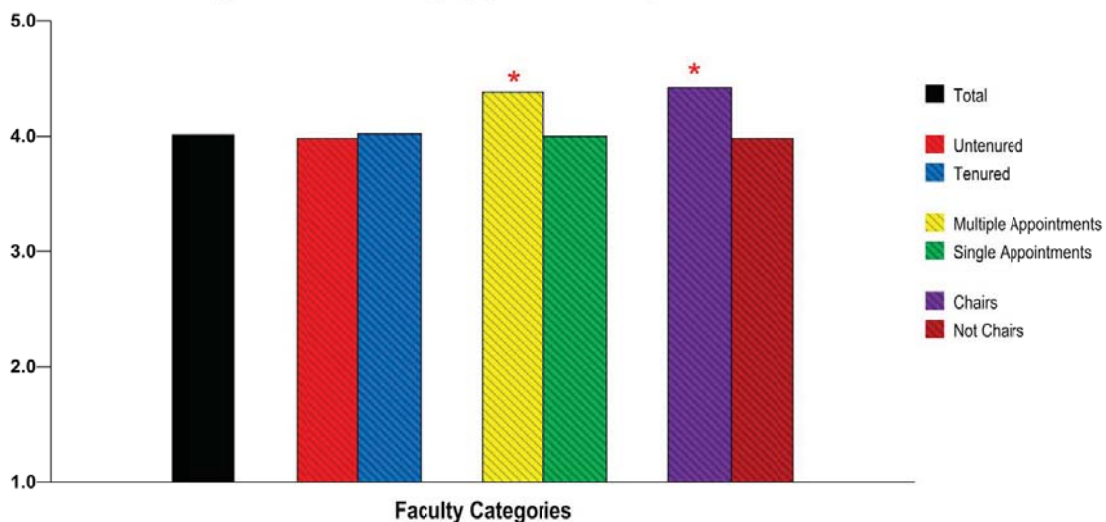


The full question text reads: "In general, how satisfied are you with your career progression at UW-Madison?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

* indicates significant difference at $p < 0.05$.

Figure S11b_3: Satisfaction with career progression by tenure status, appointments, and chair status

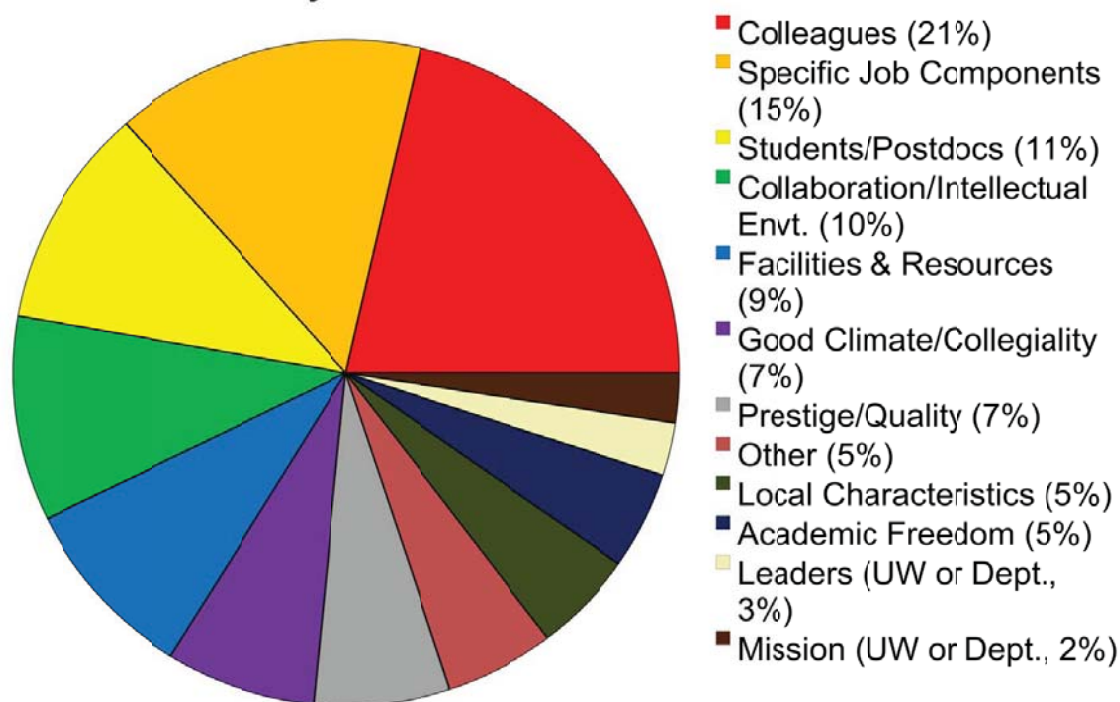


The full question text reads: "In general, how satisfied are you with your career progression at UW-Madison?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

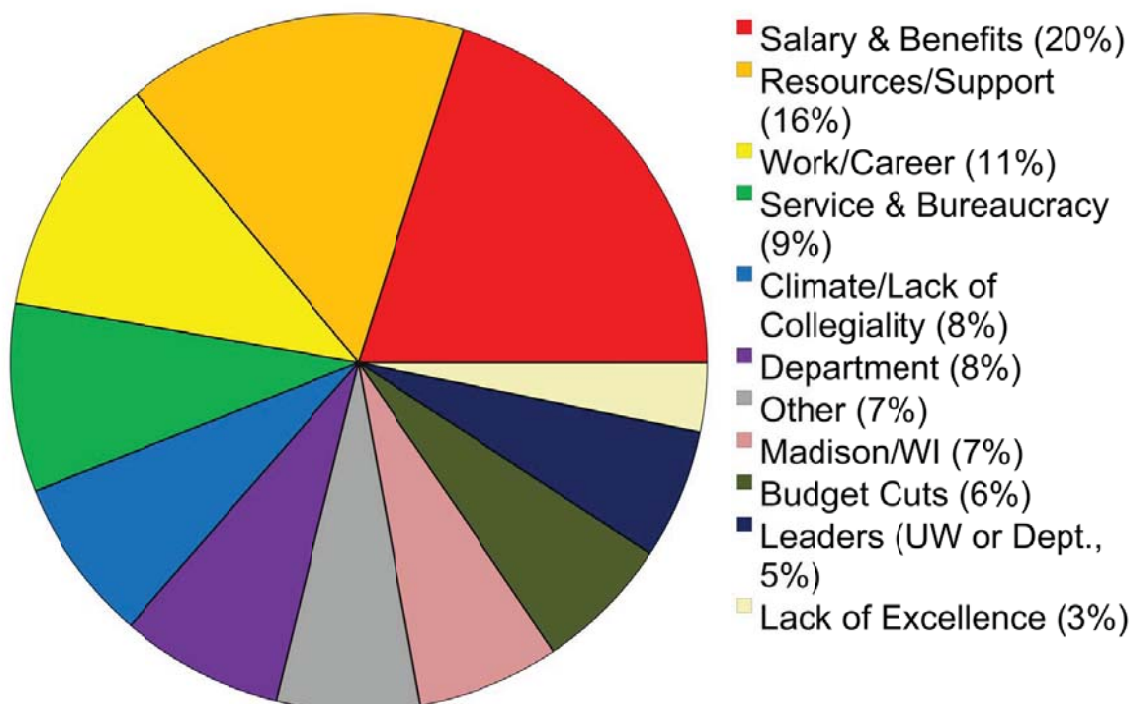
* indicates significant difference at $p < 0.05$.

Figure S12a: Factors Contributing Most to Faculty Satisfaction



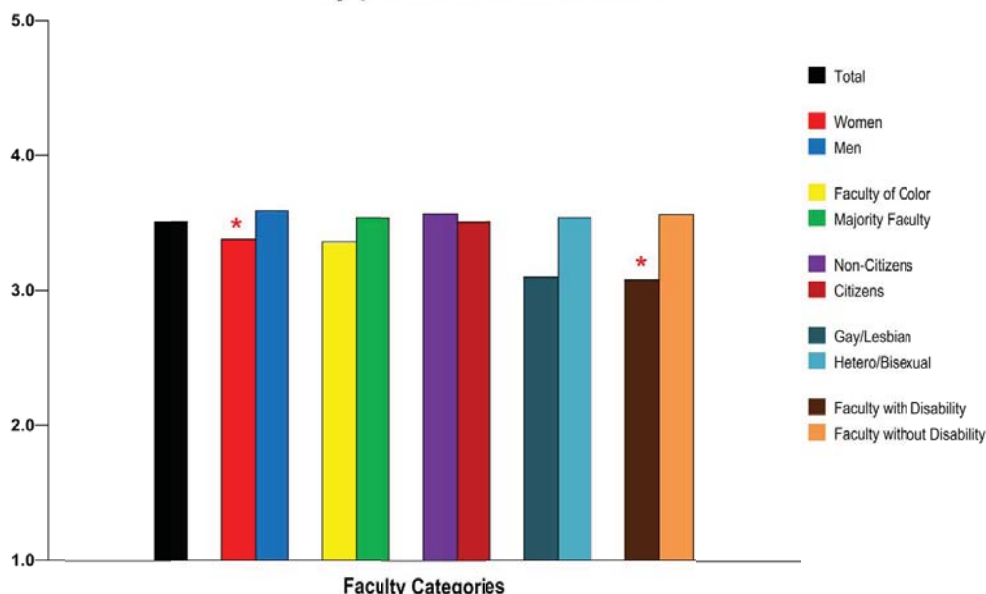
SmartDraw Academic Edition
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Figure S12b: Factors Detracting Most from Faculty Satisfaction



SmartDraw Academic Edition
Commercial Use Prohibited by License

Figure S13a_1: Satisfaction with research and scholarship resources by personal characteristic

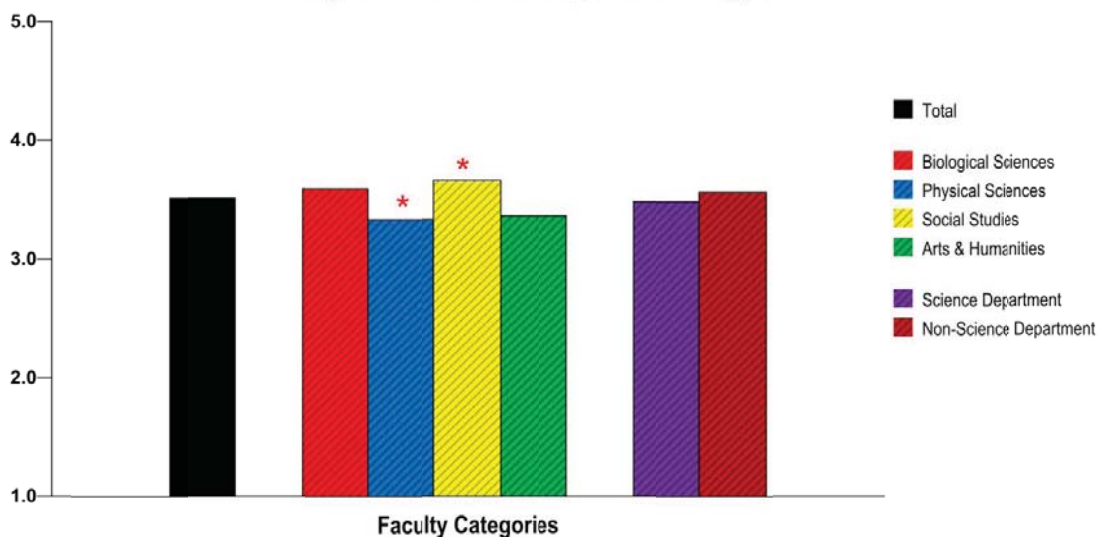


The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your research and scholarship?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S13a_2: Satisfaction with research and scholarship resources by division and department type

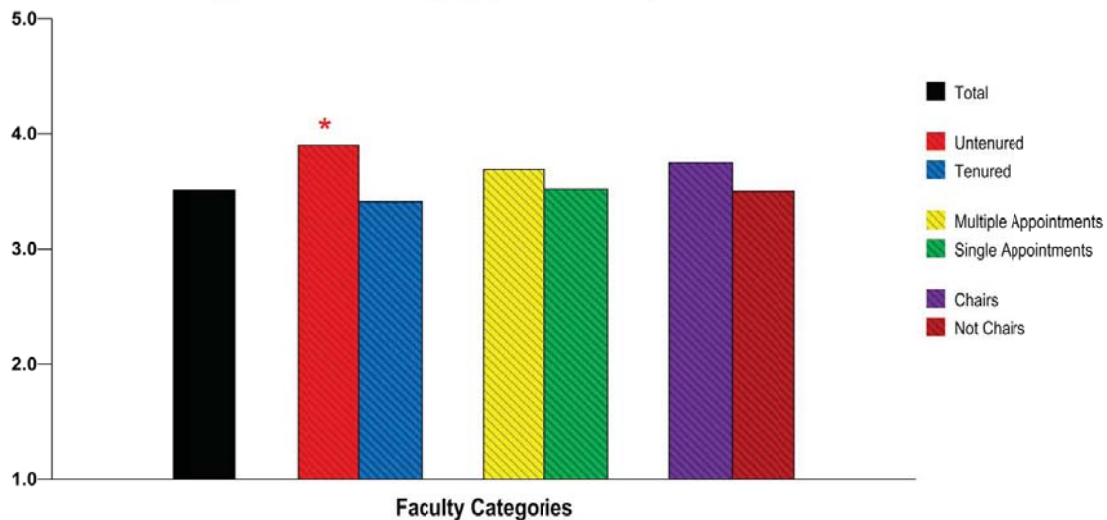


The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your research and scholarship?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S13a_3: Satisfaction with research and scholarship resources by tenure status, appointments, and chair status

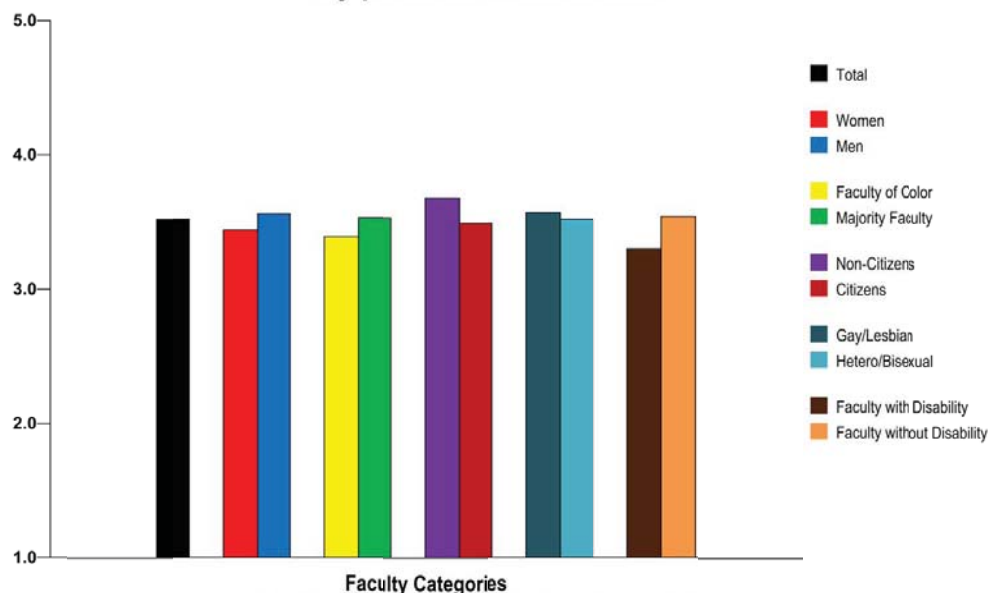


The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your research and scholarship?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S13b_1: Satisfaction with teaching resources by personal characteristic

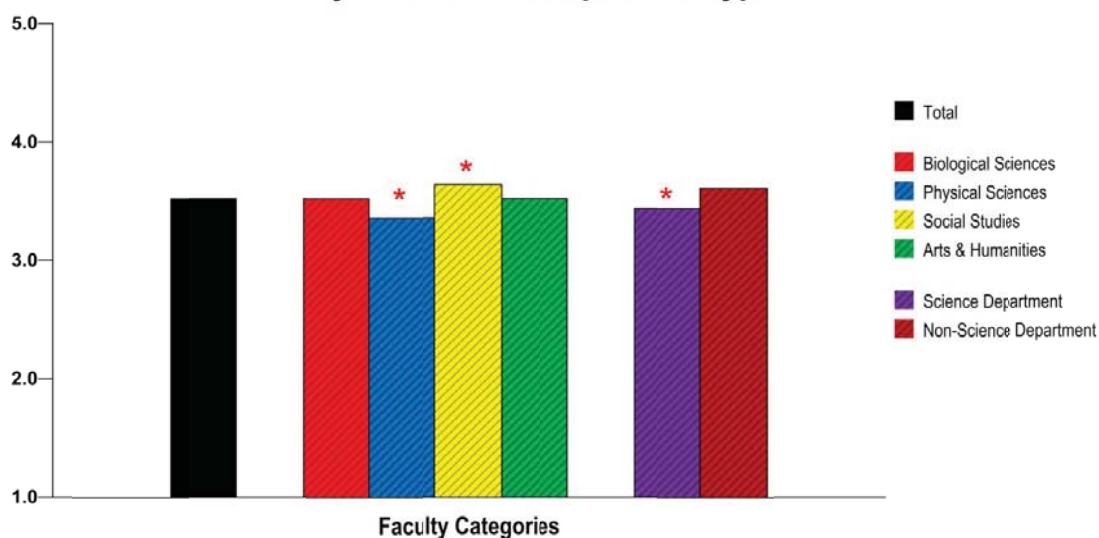


The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your teaching?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S13b_2: Satisfaction with teaching resources by division and department type

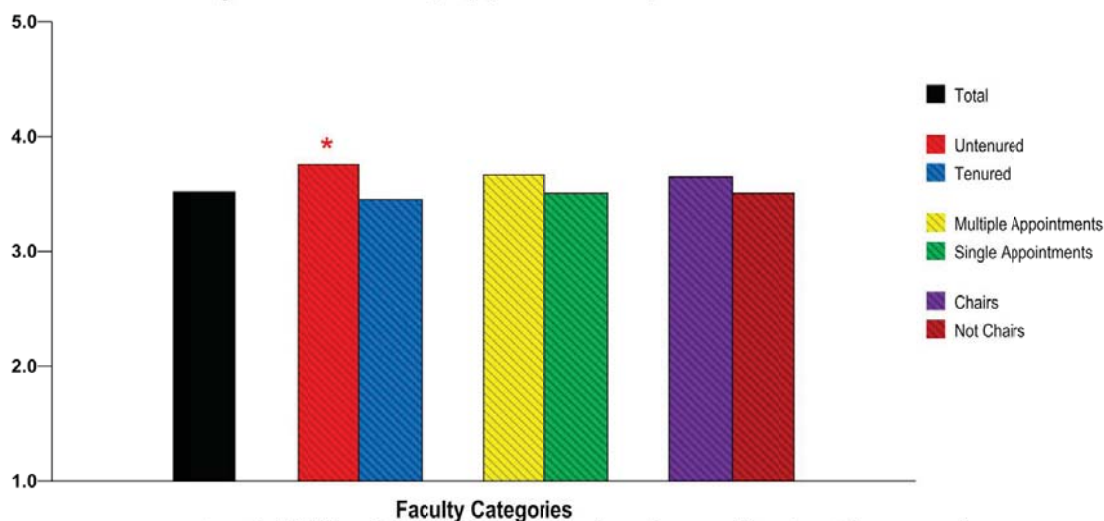


The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your teaching?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S13b_3: Satisfaction with teaching resources by tenure status, appointments, and chair status

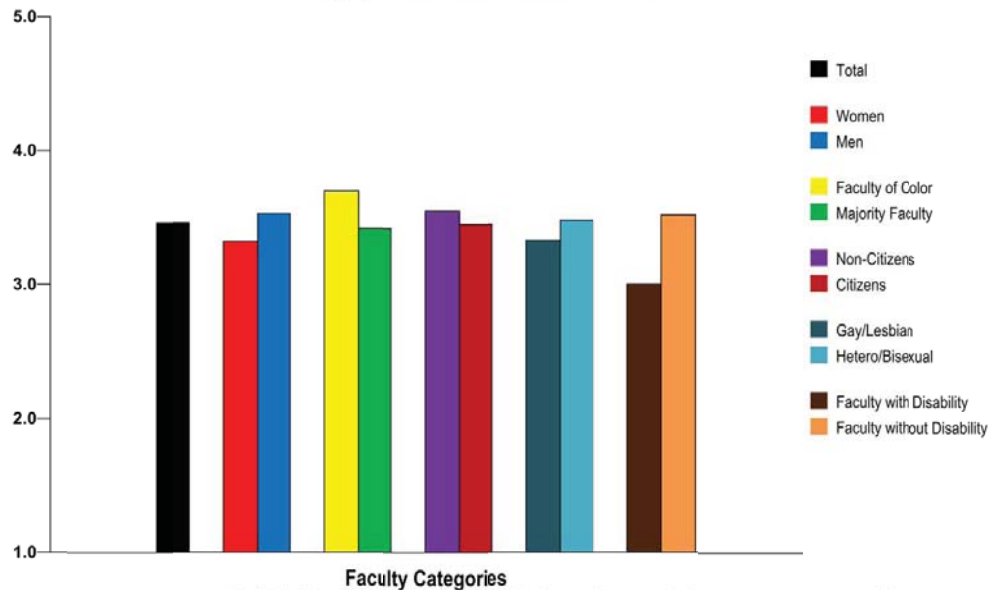


The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your teaching?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S13c_1: Satisfaction with clinical work resources by personal characteristic

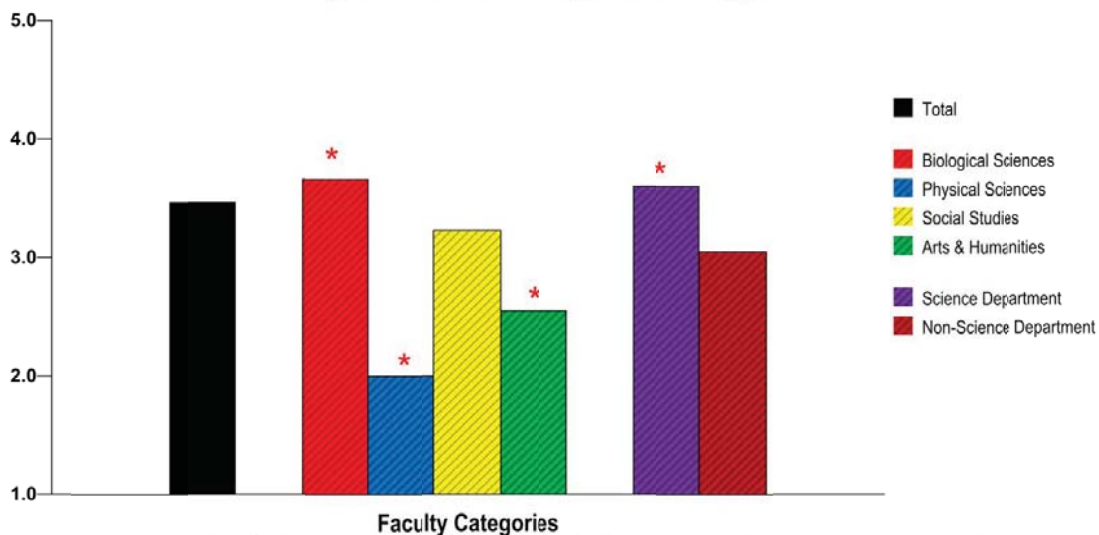


The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your clinical work?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S13c_2: Satisfaction with clinical work resources by division and department type

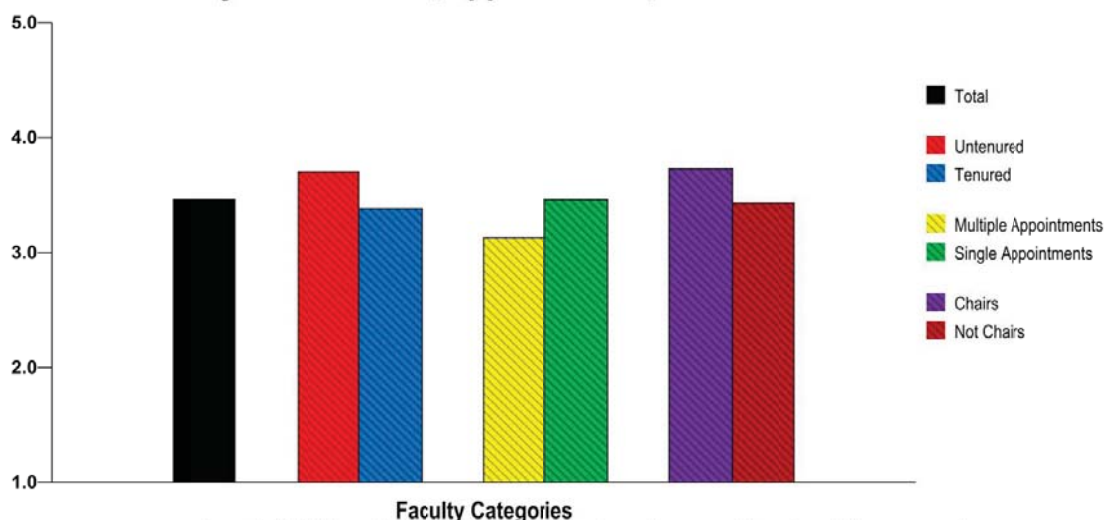


The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your clinical work?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S13c_3: Satisfaction with clinical work resources by tenure status, appointments, and chair status

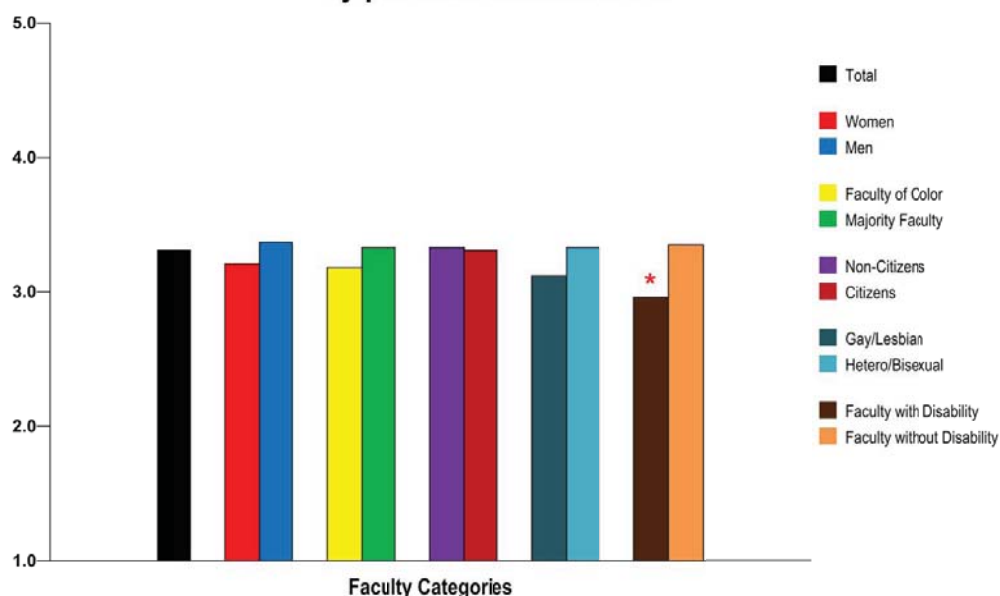


The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your clinical work?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S13d_1: Satisfaction with extension and outreach resources by personal characteristic

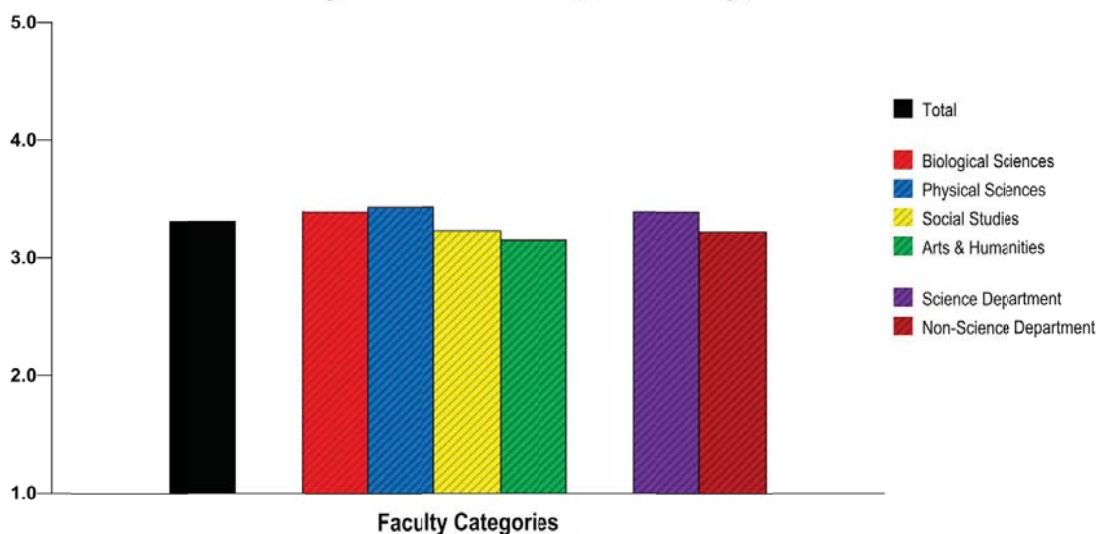


The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your extension and outreach activities?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S13d_2: Satisfaction with extension and outreach resources by division and department type

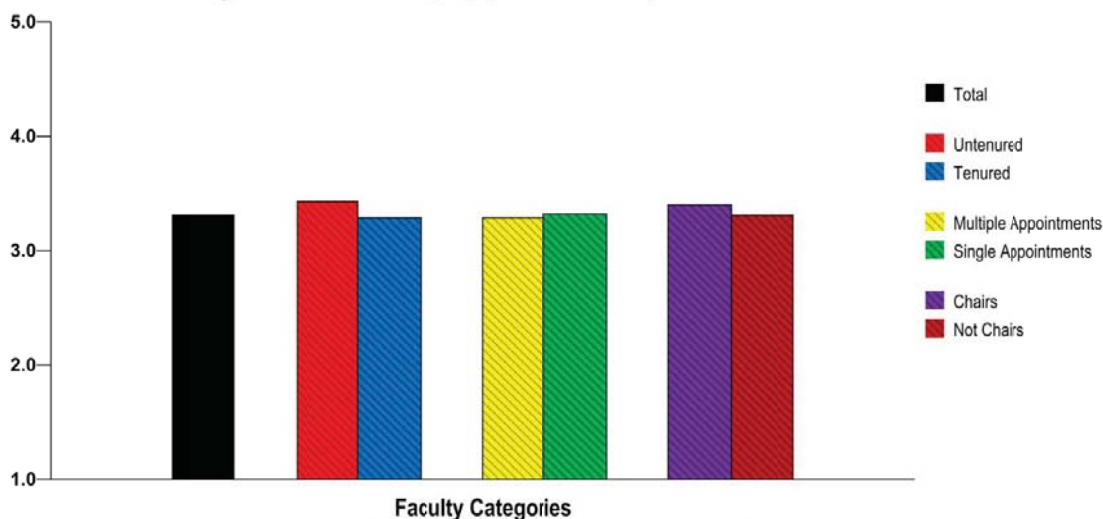


The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your extension and outreach activities?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S13d_3: Satisfaction with extension and outreach resources by tenure status, appointments, and chair status

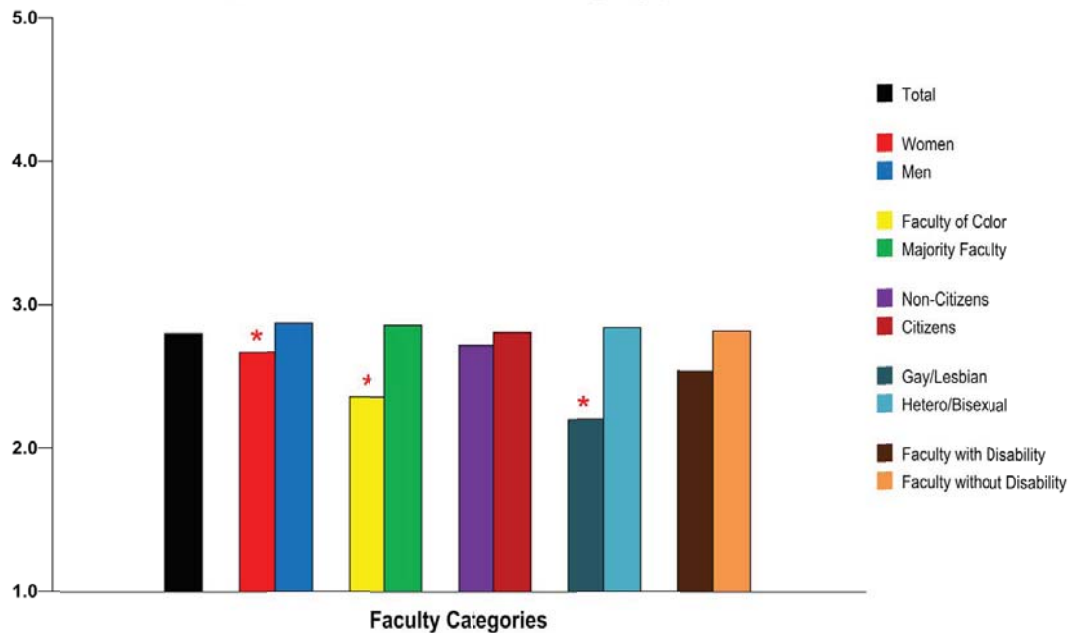


The full question text reads: "Thinking about all university, school or college, and departmental resources, how satisfied are you with the resources UW-Madison provides to support your extension and outreach activities?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S14_1: Satisfaction with salary by personal characteristic

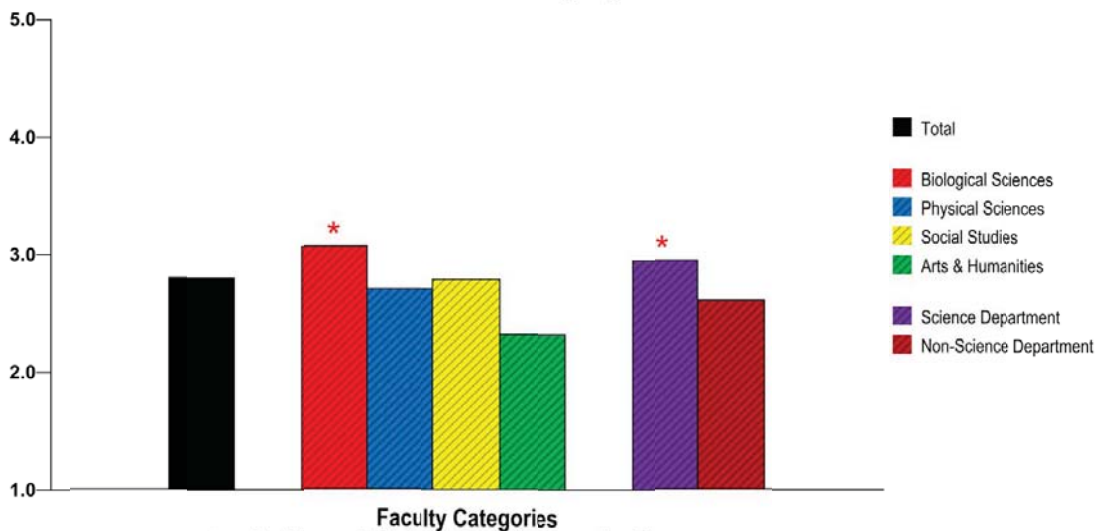


The full question text reads: "How satisfied are you with your salary?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

* indicates significant difference at $p < 0.05$.

Figure S14_2: Satisfaction with salary by division and department type

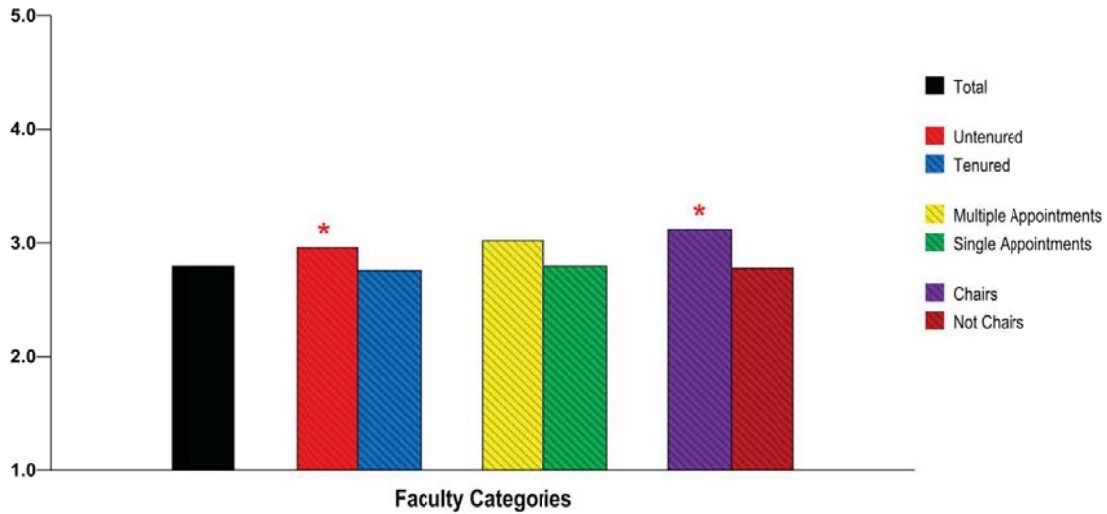


The full question text reads: "How satisfied are you with your salary?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

* indicates significant difference at $p < 0.05$.

**Figure S14_3: Satisfaction with salary
by tenure status, appointments, and chair status**

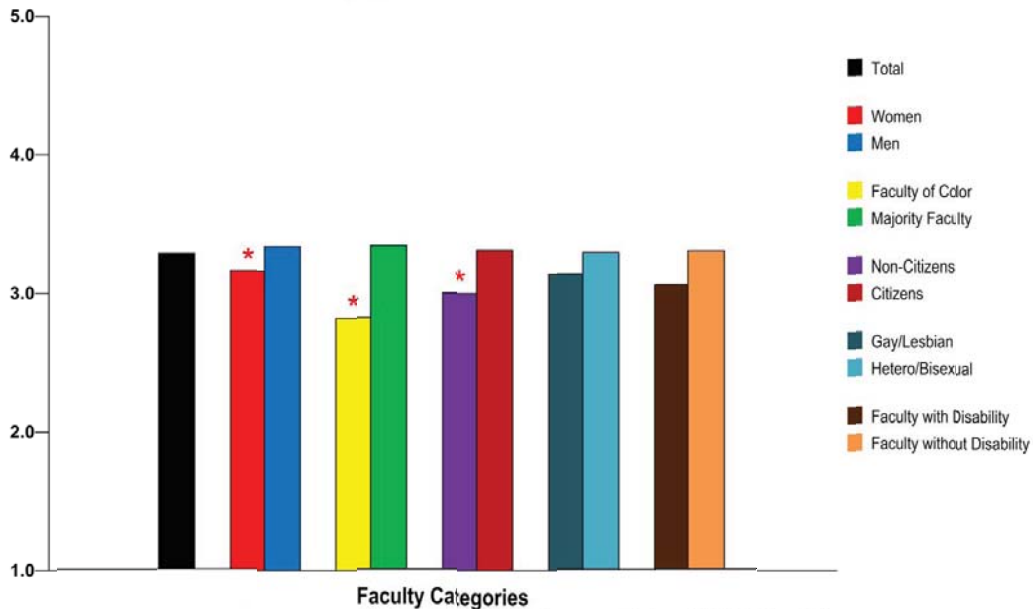


The full question text reads: "How satisfied are you with your salary?"

Response choices included "Very dissatisfied" (1), "Somewhat dissatisfied" (2), "Neither satisfied nor dissatisfied" (3), "Somewhat satisfied" (4), and "Very satisfied" (5).

* indicates significant difference at $p < 0.05$.

**Figure S15_1: Likelihood to leave UW-Madison
by personal characteristic**

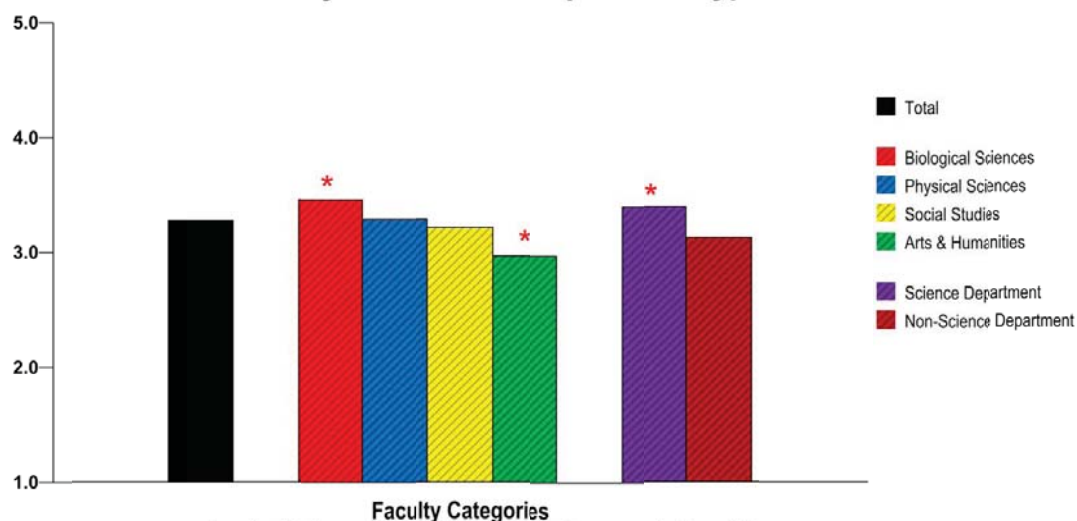


The full question text reads: "In the next three years, how likely are you to leave UW-Madison?"

Response choices included "Very likely" (1), "Somewhat likely" (2), "Neither likely nor unlikely" (3), "Somewhat unlikely" (4), and "Very unlikely" (5). Recall that lower numbers = More likely to leave.

* indicates significant difference at $p < 0.05$.

**Figure S15_2: Likelihood to leave UW-Madison
by division and department type**

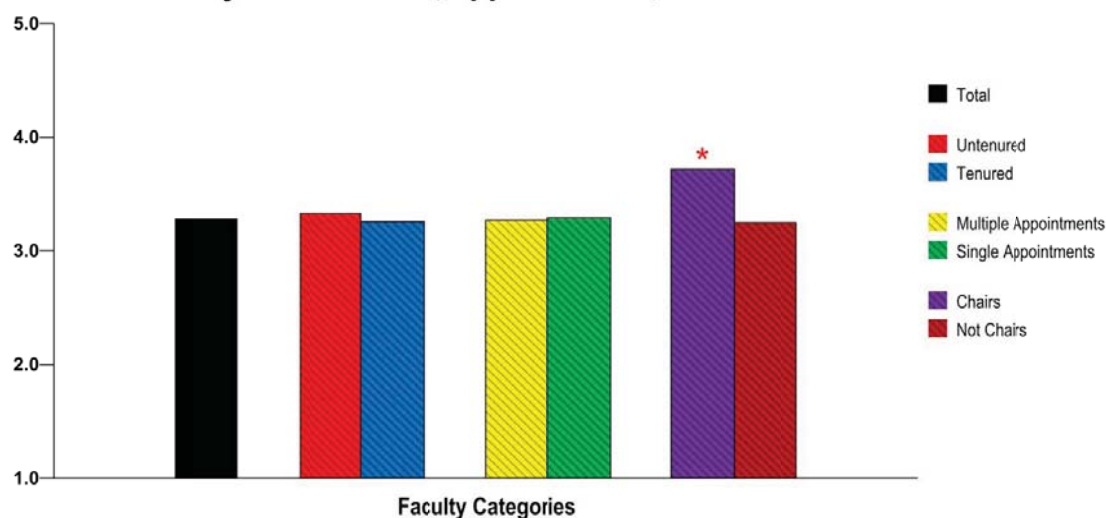


The full question text reads: "In the next three years, how likely are you to leave UW-Madison?"

Response choices included "Very likely" (1), "Somewhat likely" (2), "Neither likely nor unlikely" (3), "Somewhat unlikely" (4), and "Very unlikely" (5). Recall that lower numbers = More likely to leave.

* indicates significant difference at $p < 0.05$.

**Figure S15_3: Likelihood to leave UW-Madison
by tenure status, appointments, and chair status**

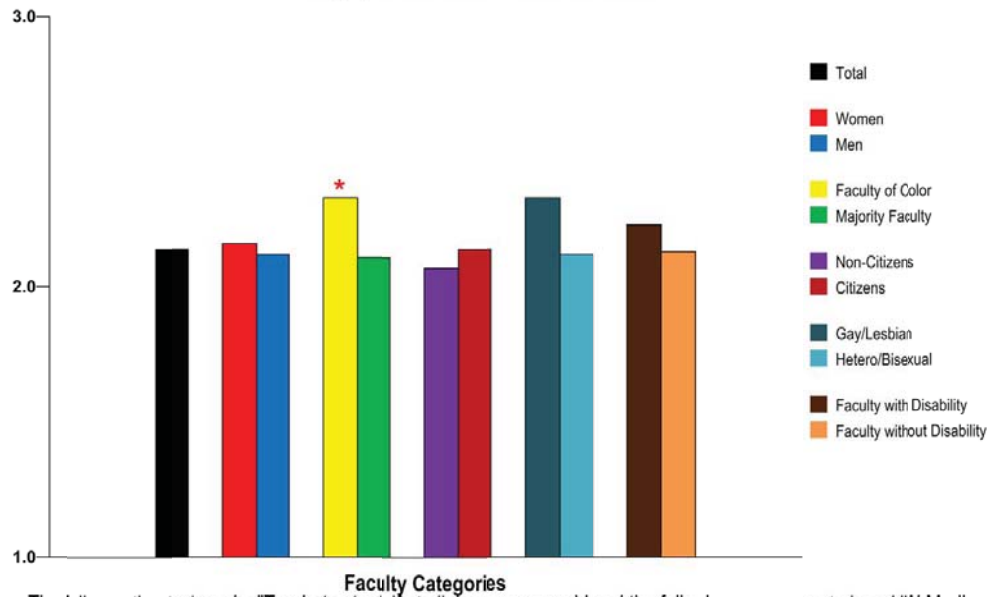


The full question text reads: "In the next three years, how likely are you to leave UW-Madison?"

Response choices included "Very likely" (1), "Somewhat likely" (2), "Neither likely nor unlikely" (3), "Somewhat unlikely" (4), and "Very unlikely" (5). Recall that lower numbers = More likely to leave.

* indicates significant difference at $p < 0.05$.

Figure S16a_1: Considering leaving: Increase salary by personal characteristic

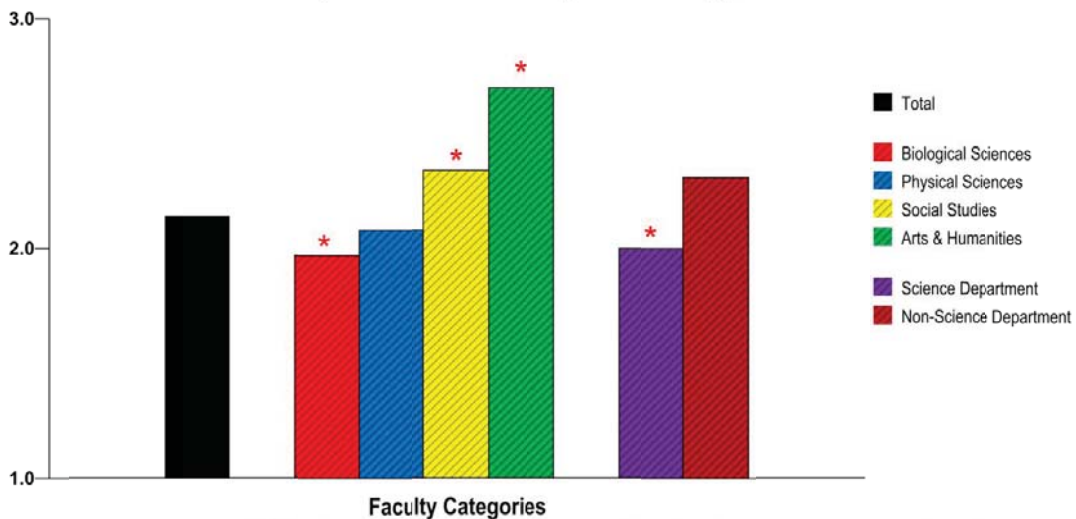


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To increase your salary?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16a_2: Considering leaving: Increase salary by division and department type

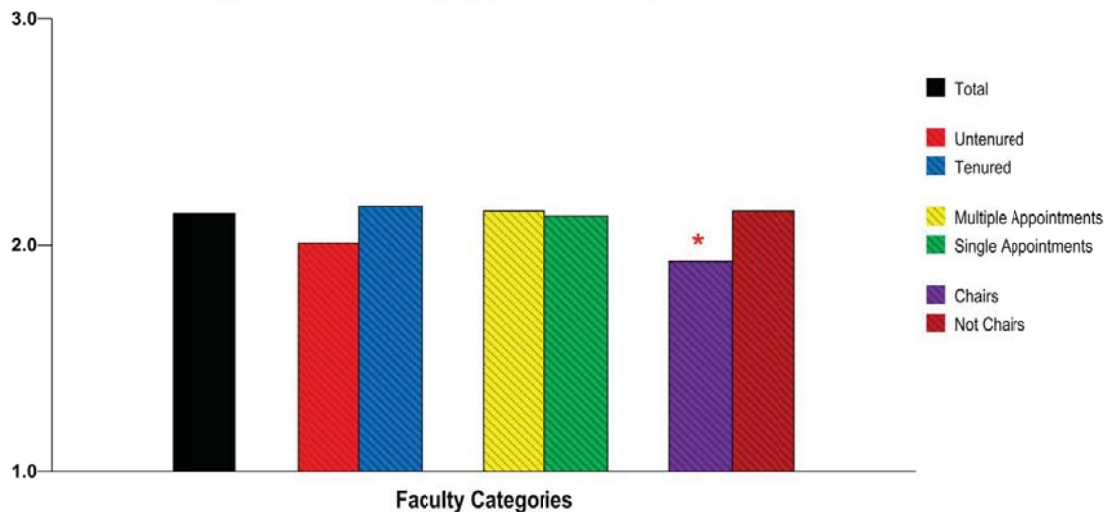


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To increase your salary?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16a_3: Considering leaving: Increase salary by tenure status, appointments, and chair status

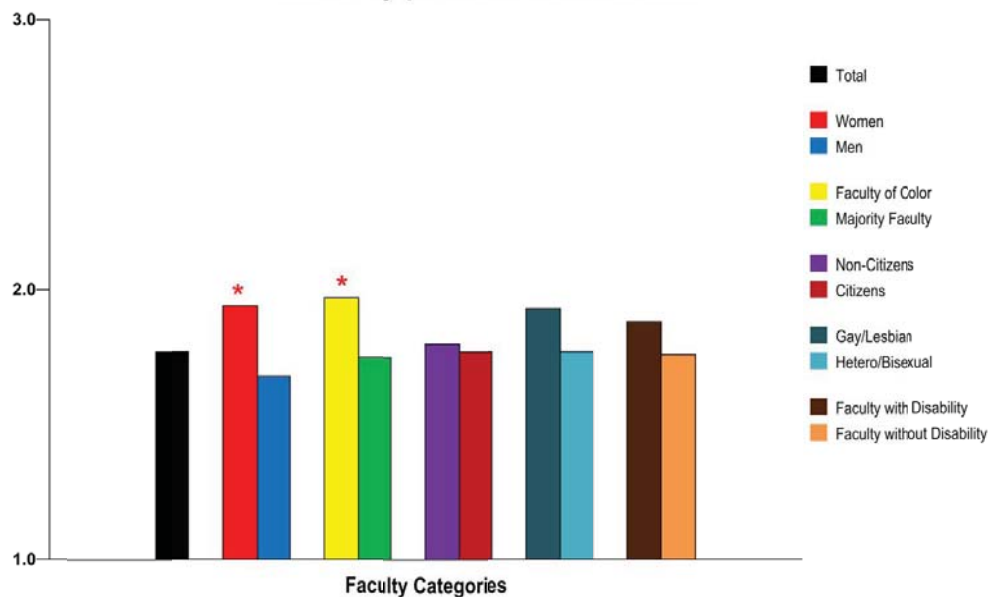


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To increase your salary?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16b_1: Considering leaving: Improve tenure prospects or enhance career by personal characteristic

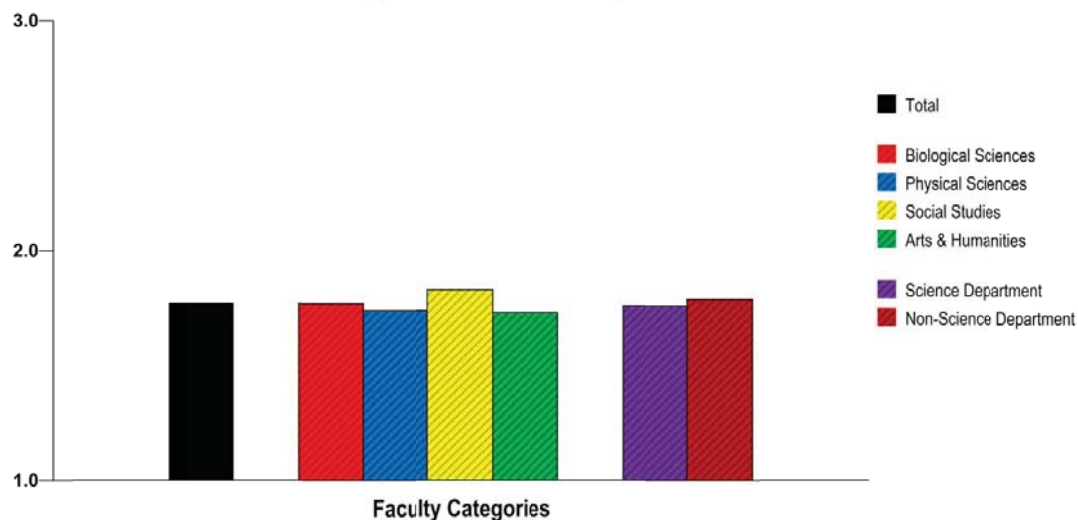


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To improve your prospects for tenure or enhance your career in other ways?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16b_2: Considering leaving: Improve tenure prospects or enhance career by division and department type

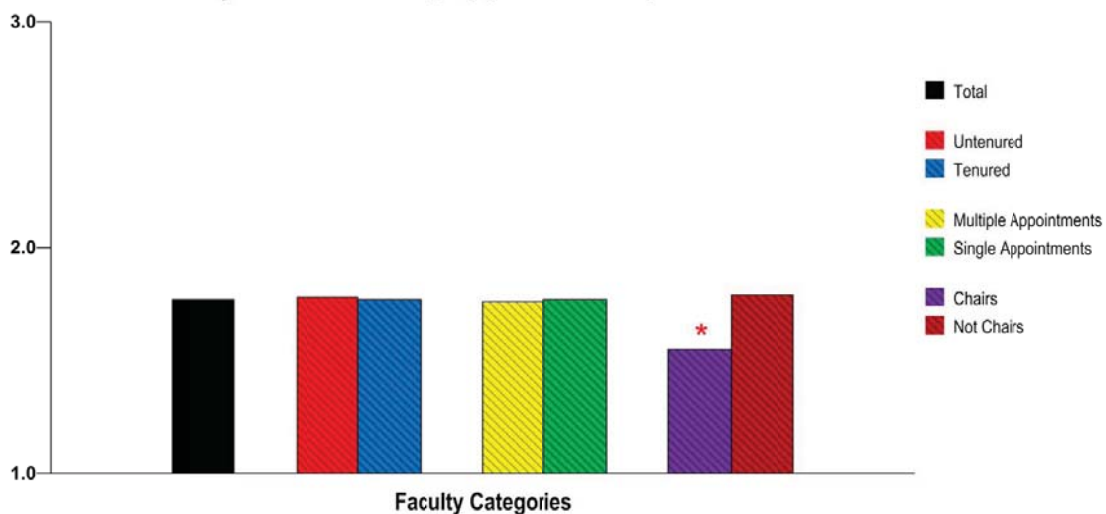


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To improve your prospects for tenure or enhance your career in other ways?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16b_3: Considering leaving: Improve tenure prospects or enhance career by tenure status, appointments, and chair status

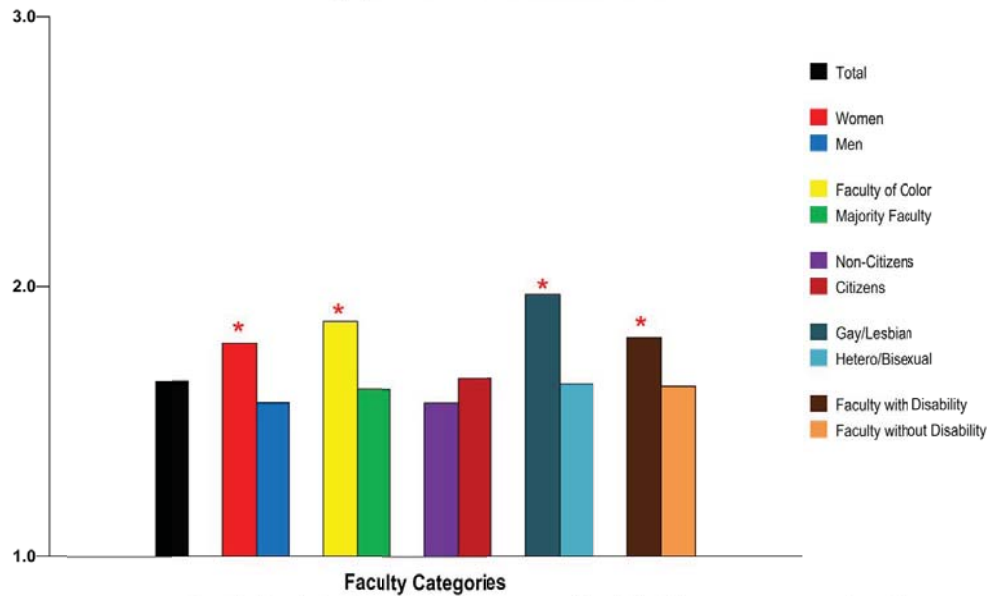


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To improve your prospects for tenure or enhance your career in other ways?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16c_1: Considering leaving: More supportive work environment by personal characteristic

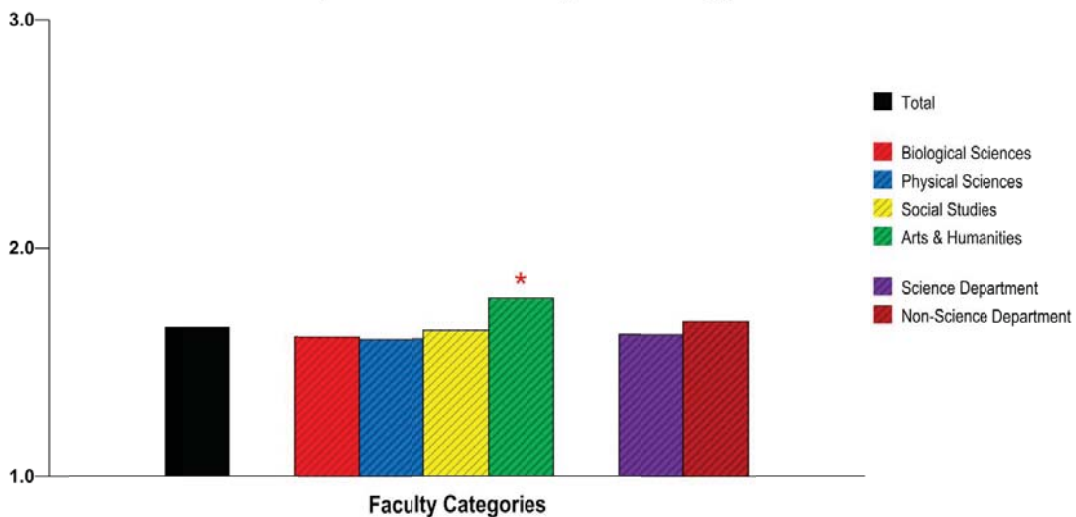


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To find a more supportive work environment?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16c_2: Considering leaving: More supportive work environment by division and department type

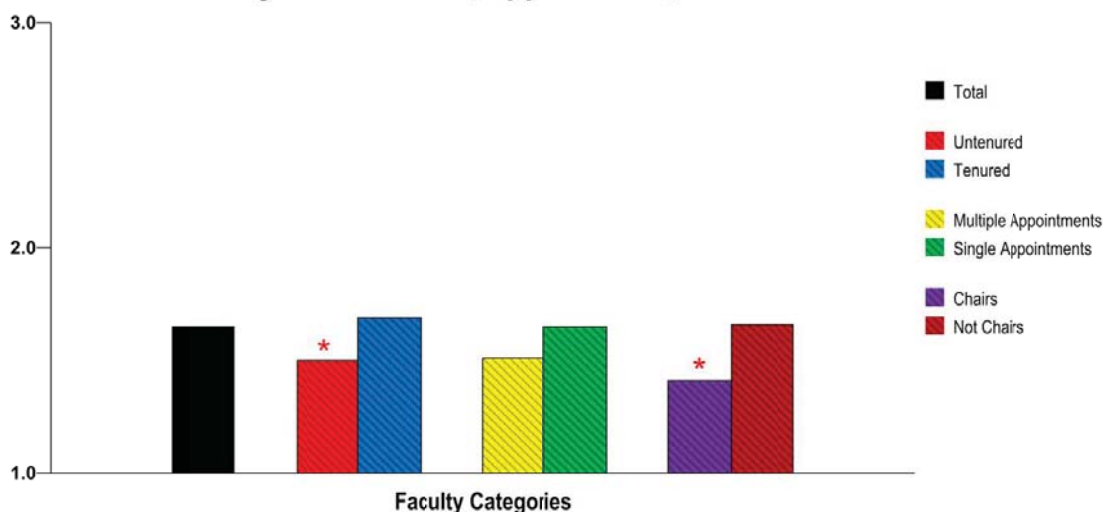


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To find a more supportive work environment?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16c_3: Considering leaving: More supportive work environment by tenure status, appointment, chair status

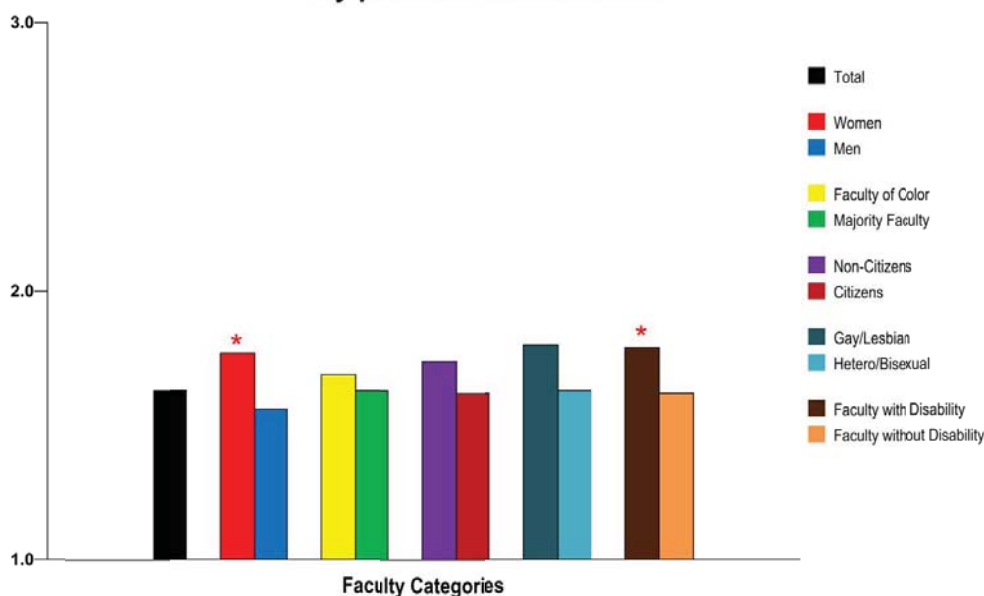


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To find a more supportive work environment?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16d_1: Considering leaving: Increased research time by personal characteristic

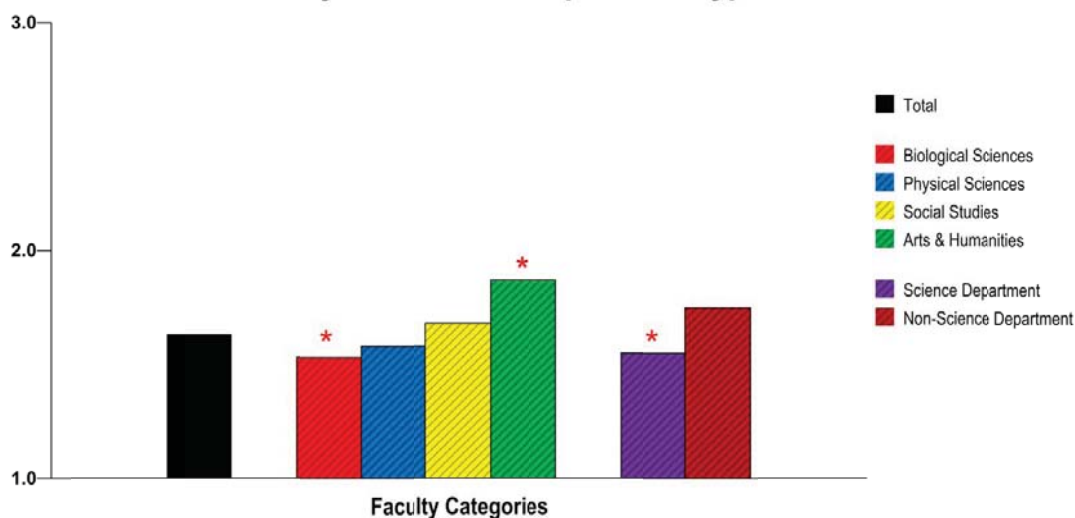


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To increase your time to do research?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16d_2: Considering leaving: Increased research time by division and department type

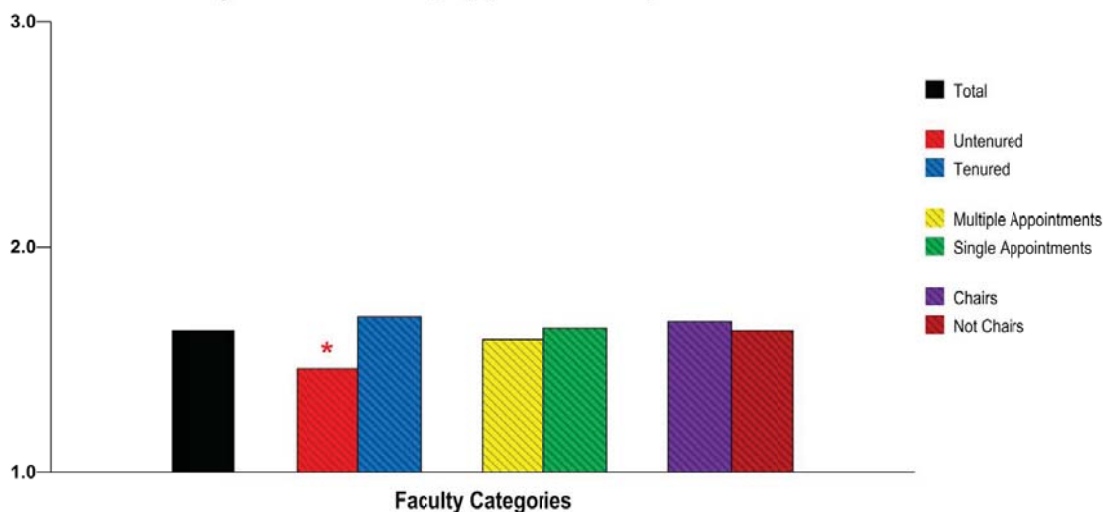


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To increase your time to do research?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16d_3: Considering leaving: Increased research time by tenure status, appointments, and chair status

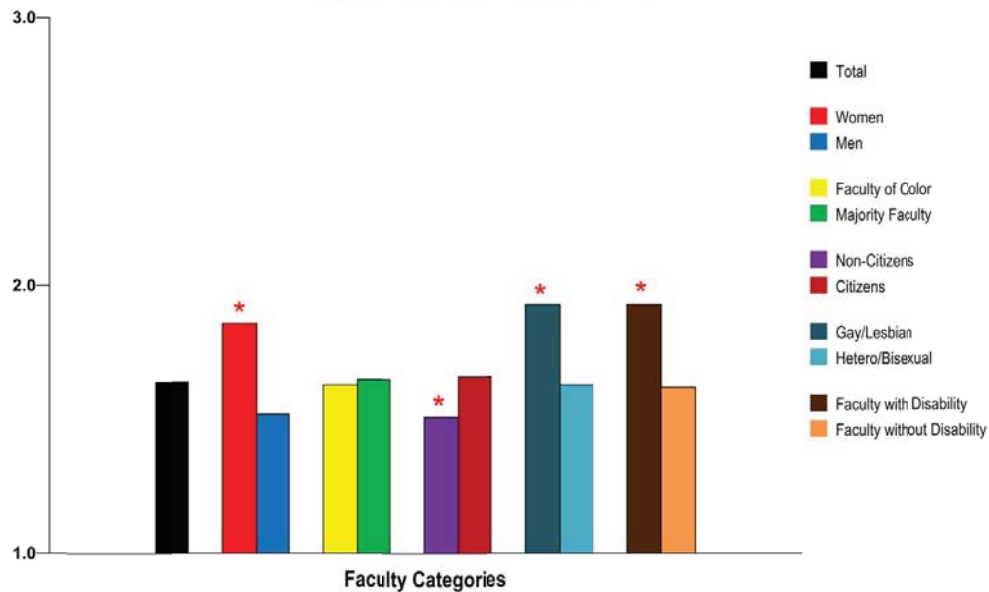


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To increase your time to do research?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16e_1: Considering leaving: Reduce stress by personal characteristic

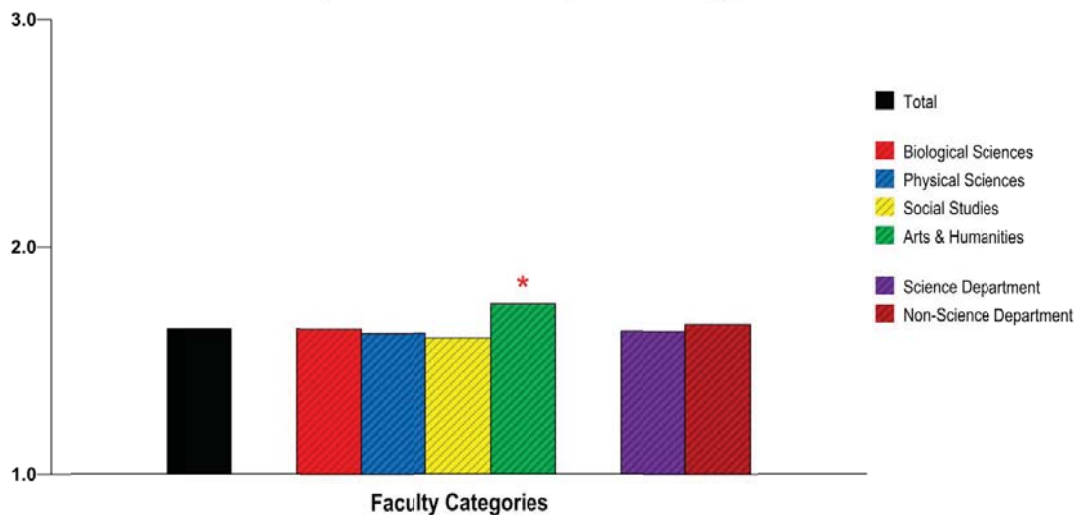


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To reduce stress?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16e_2: Considering leaving: Reduce stress by division and department type

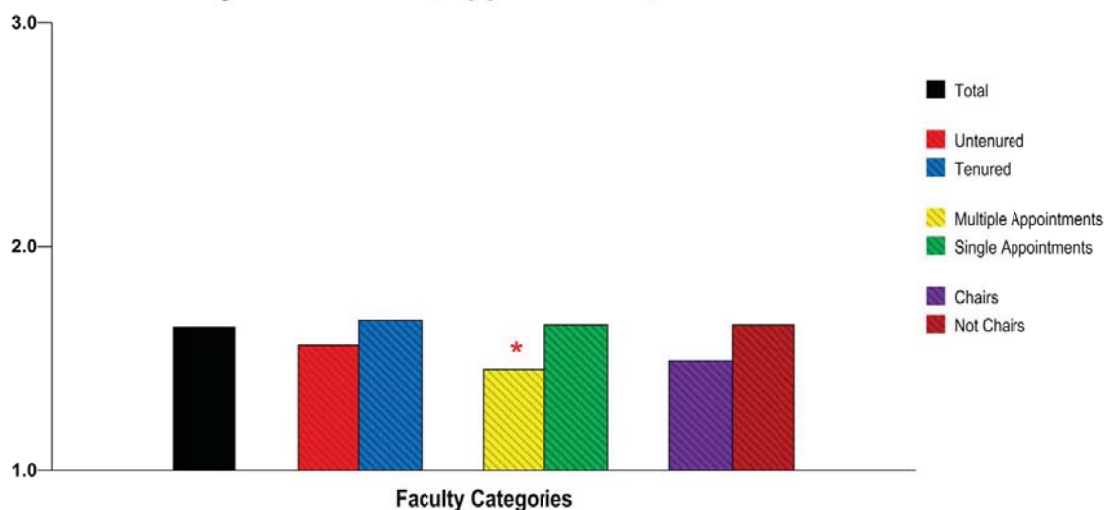


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To reduce stress?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16e_3: Considering leaving: Reduce stress by tenure status, appointments, and chair status

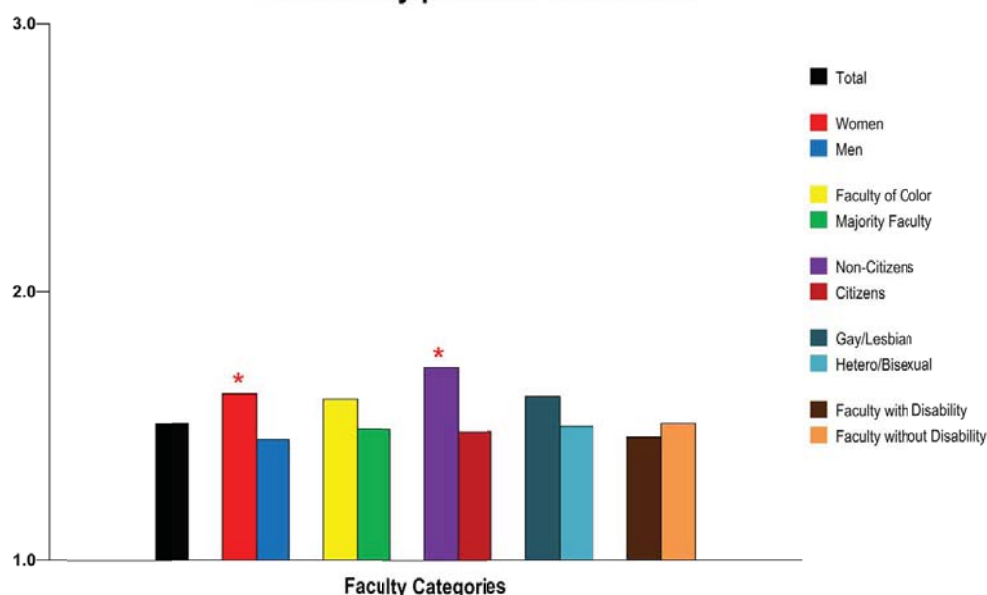


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To reduce stress?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16f_1: Considering leaving: Improve spouse/partner employment situation by personal characteristic

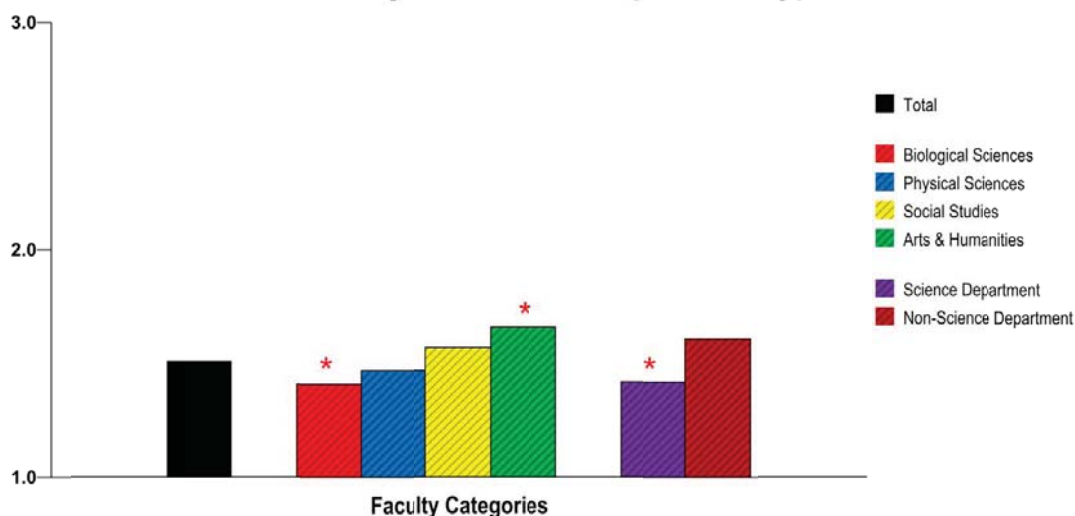


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To improve the employment situation of your spouse or partner?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16f_2: Considering leaving: Improve spouse/partner employment situation by division and department type

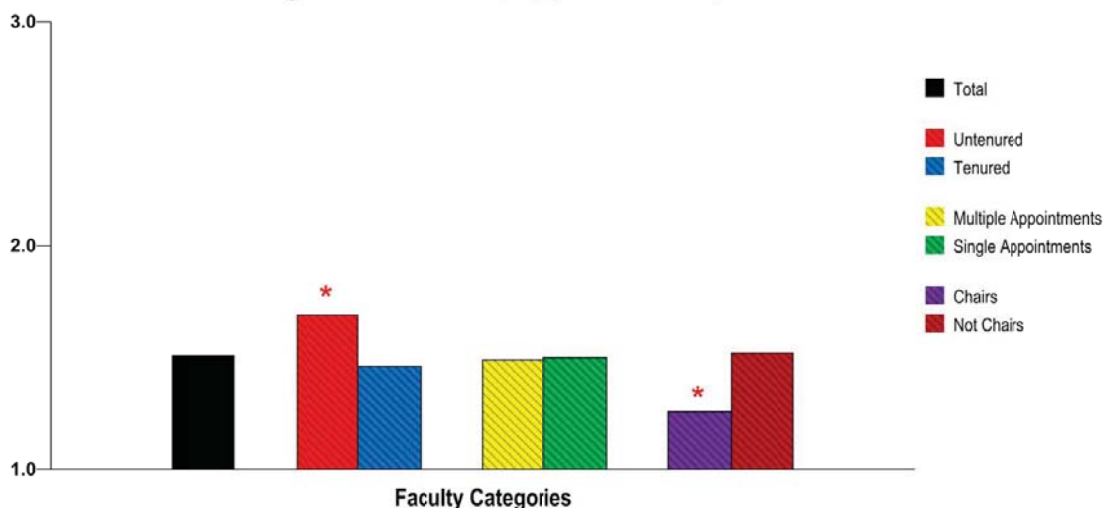


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To improve the employment situation of your spouse or partner?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16f_3: Considering leaving: Improve spouse/partner employment situation by tenure status, appointments, and chair status

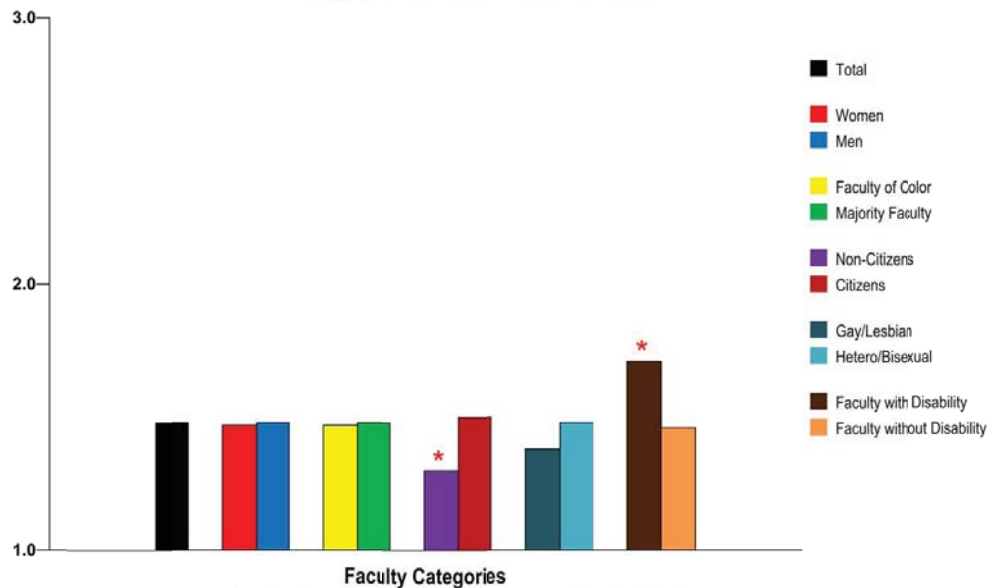


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To improve the employment situation of your spouse or partner?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure 16g_1: Considering leaving: Retirement by personal characteristic

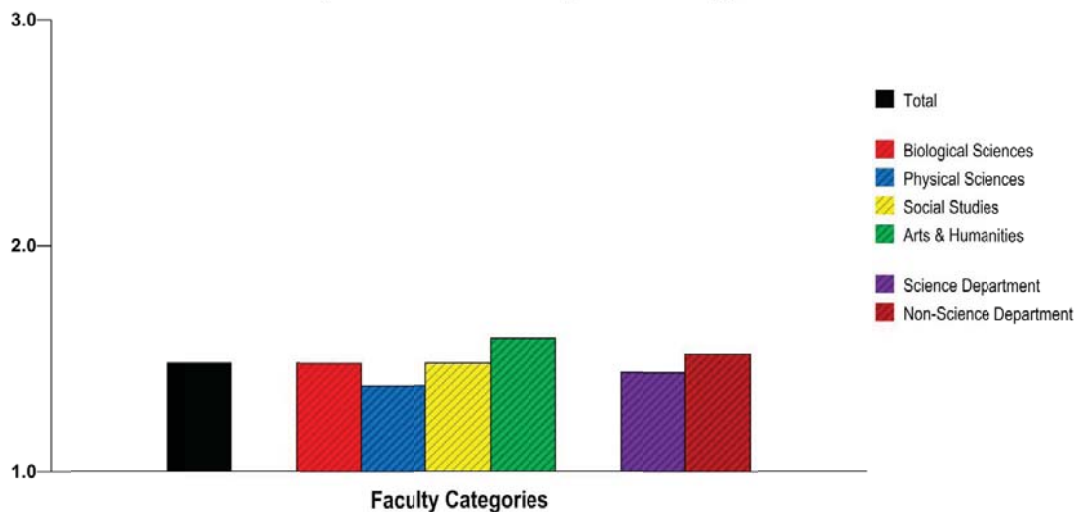


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: Retirement?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16g_2: Considering leaving: Retirement by division and department type

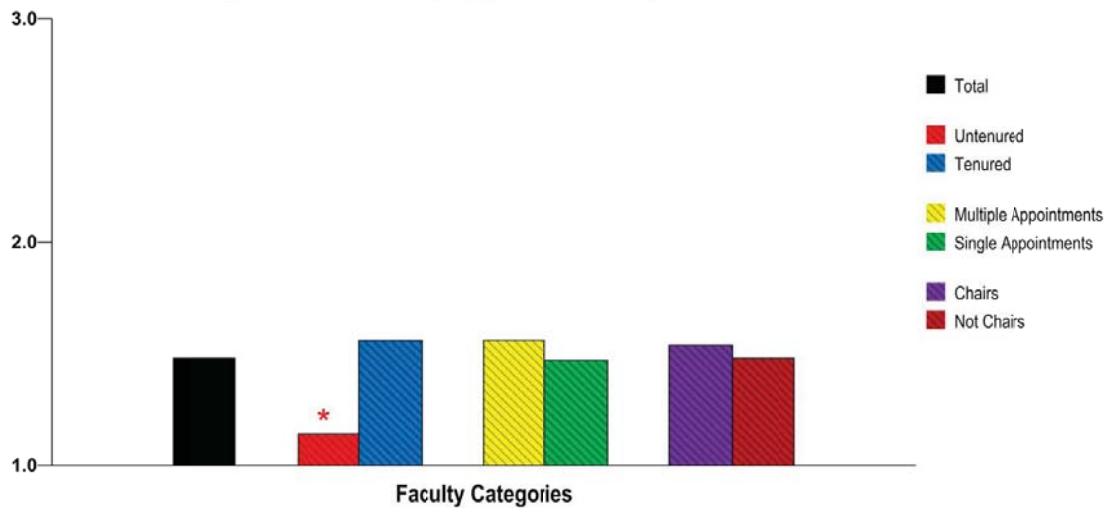


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: Retirement?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16g_3: Considering leaving: Retirement by tenure status, appointments, and chair status

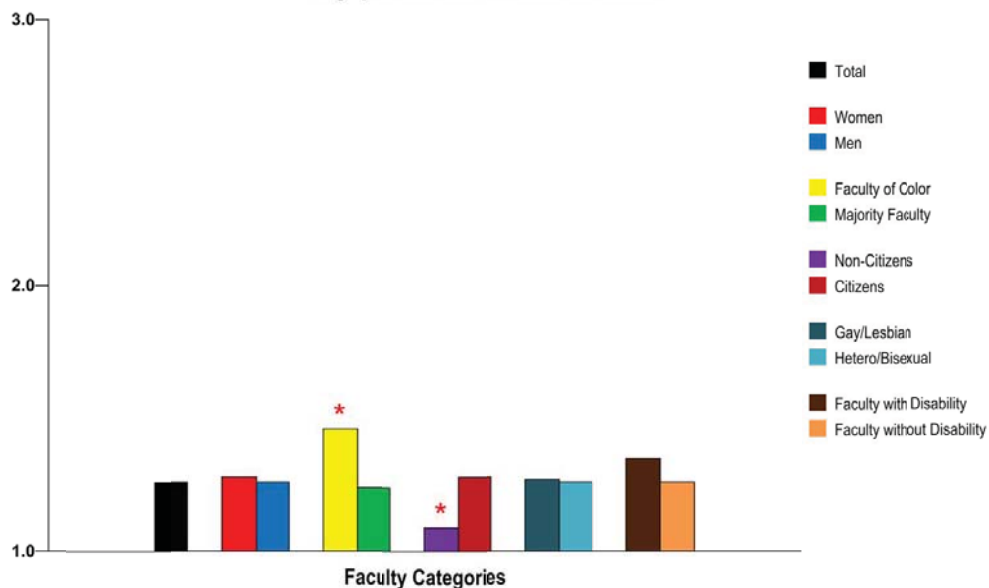


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: Retirement?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16h_1: Considering leaving: Adjust clinical load by personal characteristic

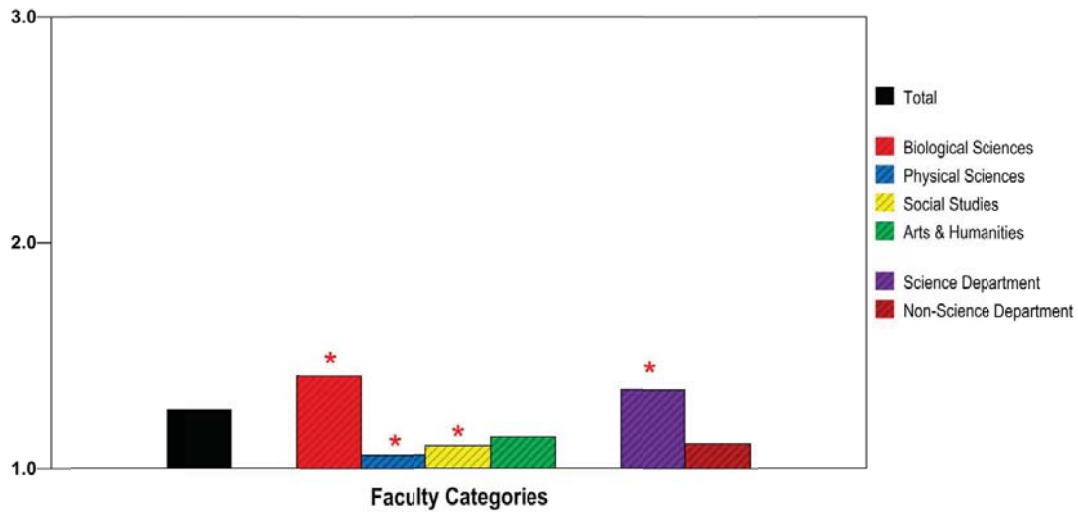


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To adjust your clinical load?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16h_2: Considering leaving: Adjust clinical load by division and department type

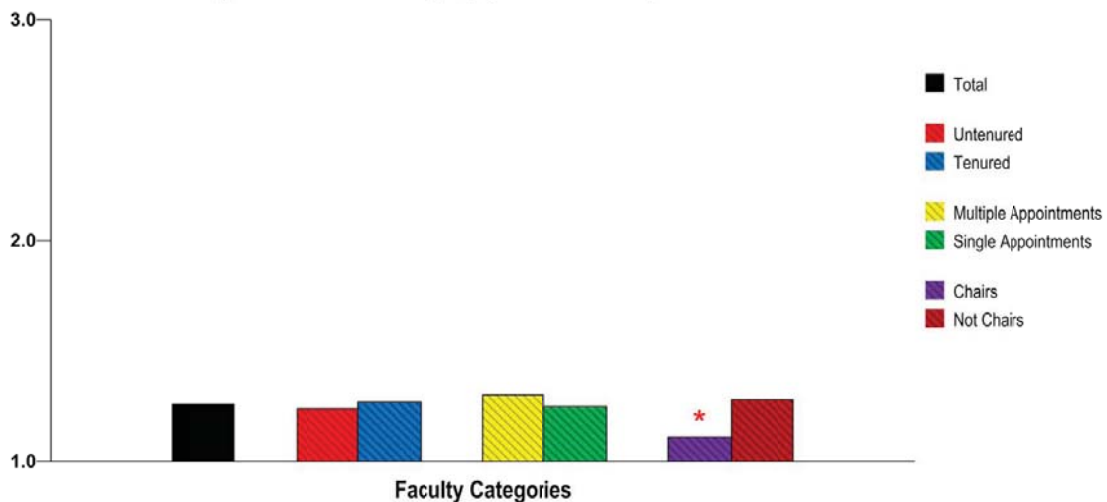


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To adjust your clinical load?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16h_3: Considering leaving: Adjust clinical load by tenure status, appointments, and chair status

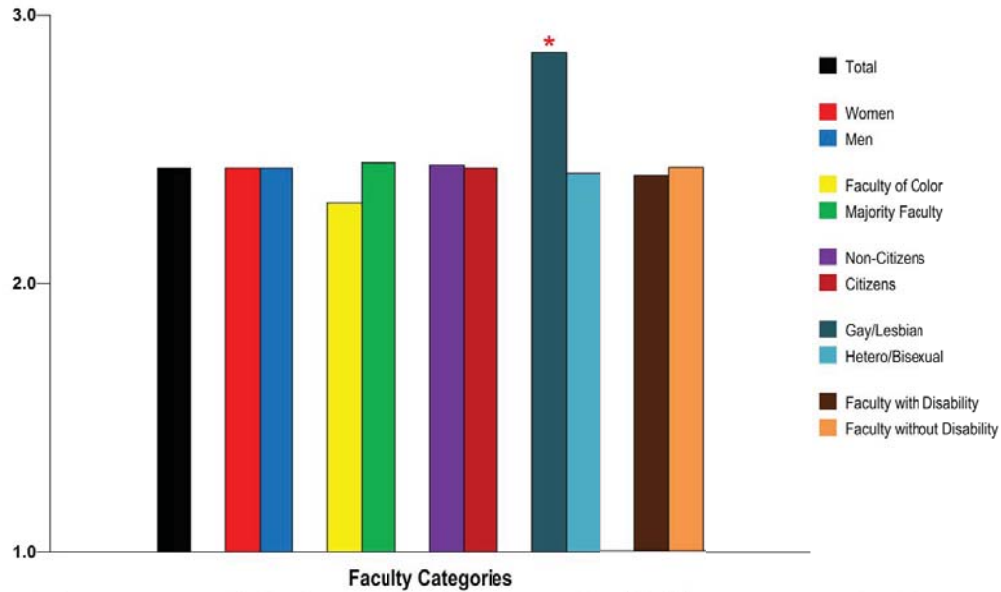


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To adjust your clinical load?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16i_1: Considering leaving: Other reasons by personal characteristic

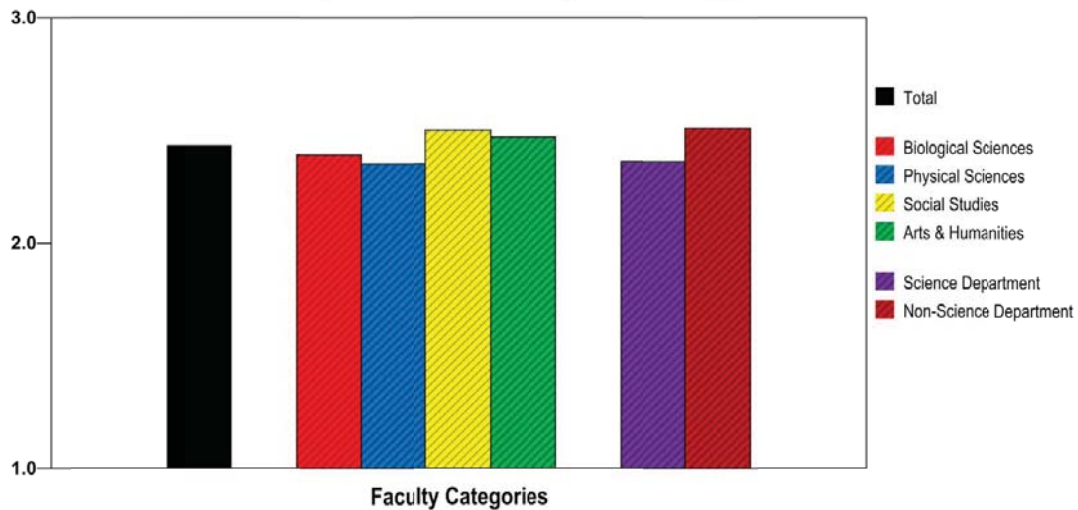


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: Other? Please specify."

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16i_2: Considering leaving: Other reasons by division and department type

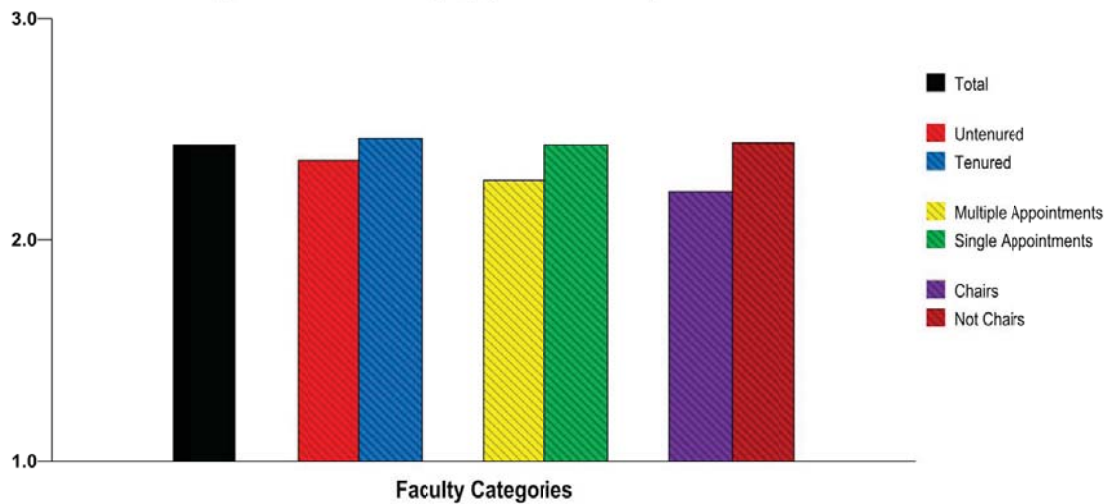


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: Other? Please specify."

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16i_3: Considering leaving: Other reasons by tenure status, appointments, and chair status

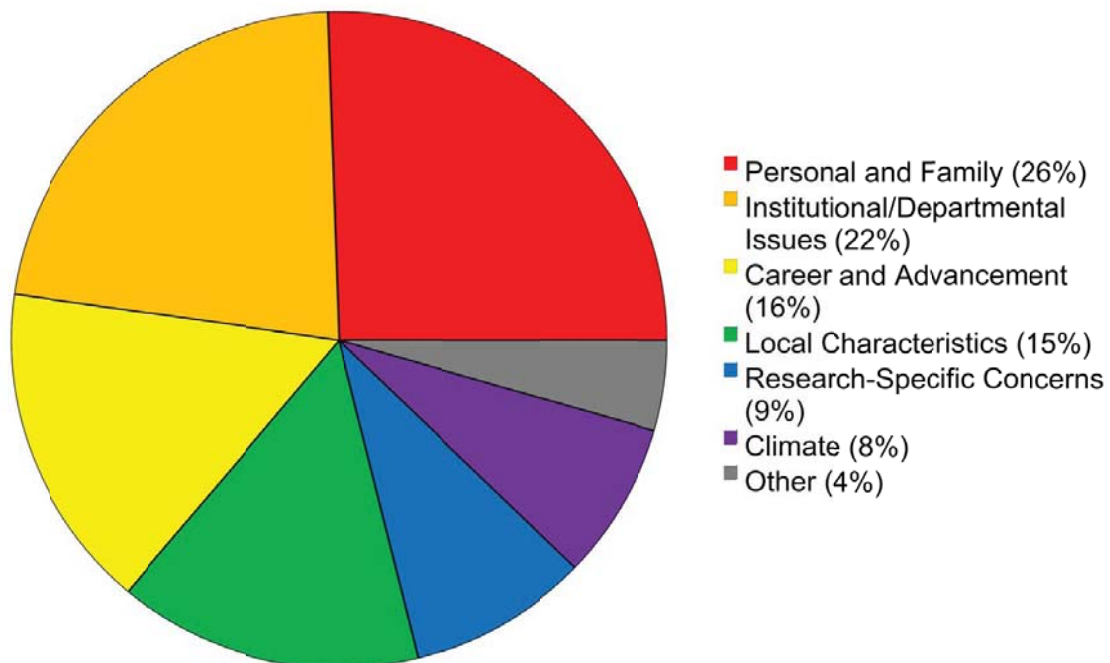


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: Other? Please specify."

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

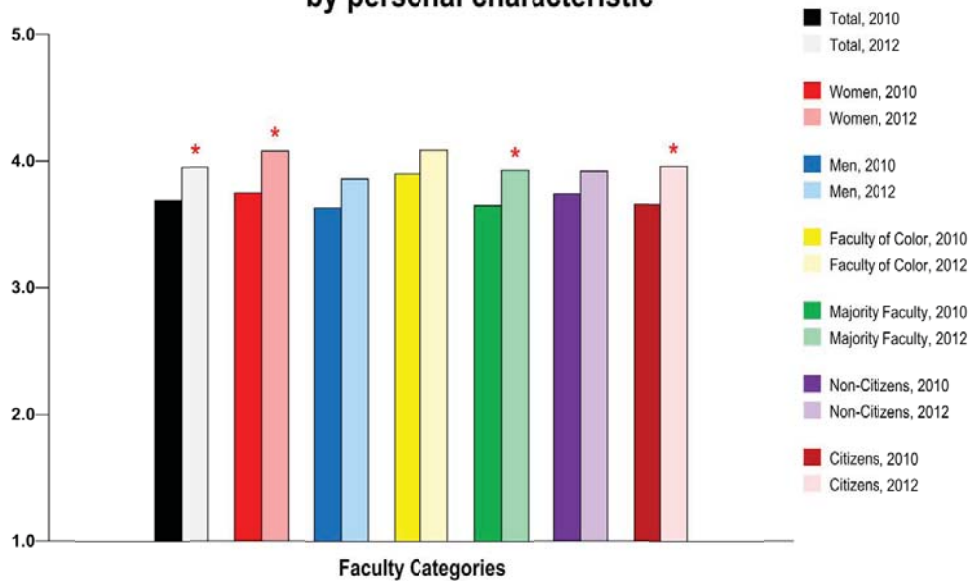
Figure S16i: Other reasons considered by faculty members for leaving



Section 5: Appendices

Appendix 6: Selected Longitudinal Figures

**Figure H2e_1: Satisfaction with Startup Package, Wave 3 versus Wave 4
by personal characteristic**

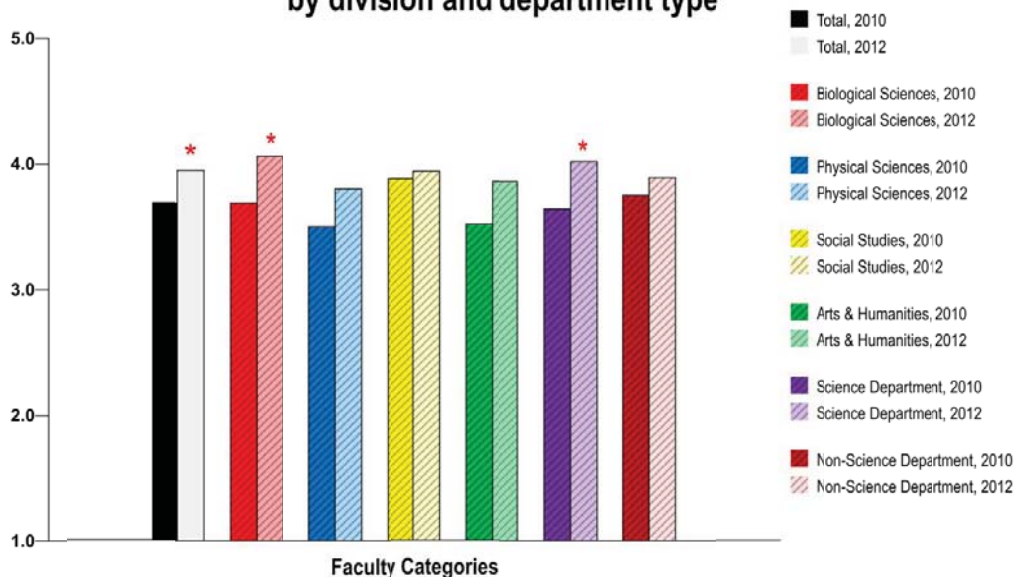


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with your start up package?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

**Figure H2e_2: Satisfaction with Startup Package, Wave 3 versus Wave 4
by division and department type**

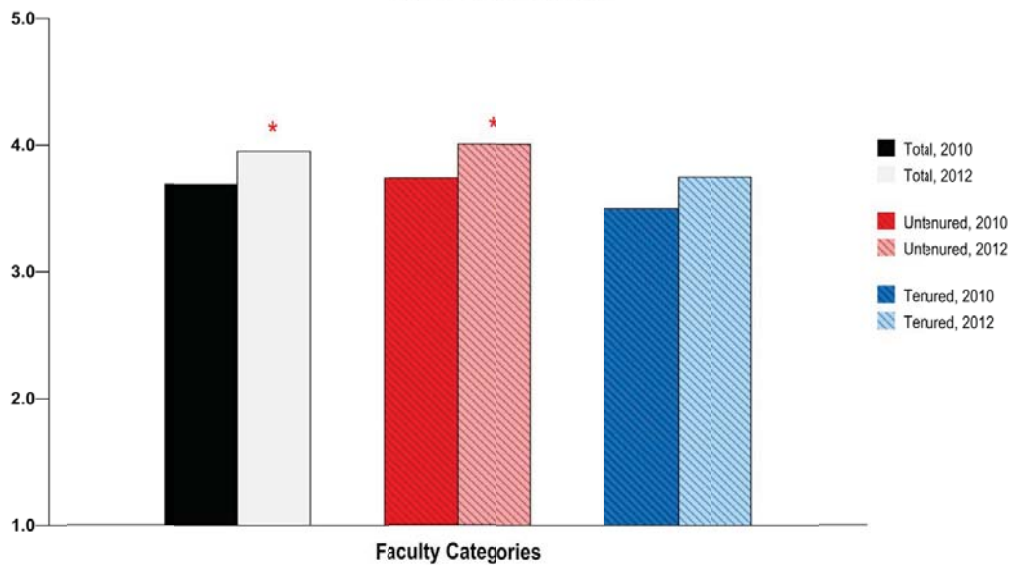


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with your start up package?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure H2e_3: Satisfaction with Startup Package, Wave 3 versus Wave 4, by tenure status

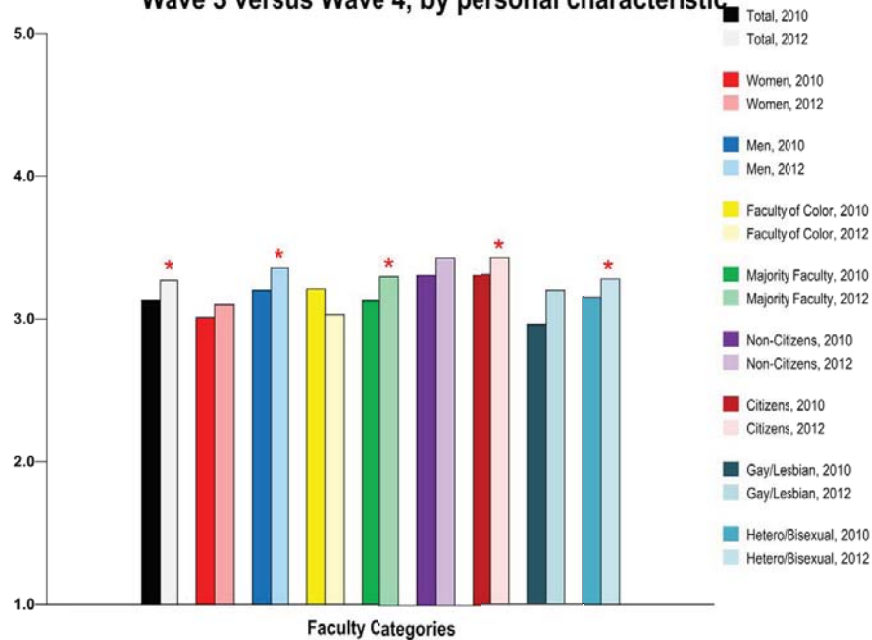


The full question text reads: "Thinking about the hiring process in your department, how satisfied were you with your start up package?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4b_1: Satisfaction with leaders' efforts to obtain resources, Wave 3 versus Wave 4, by personal characteristic

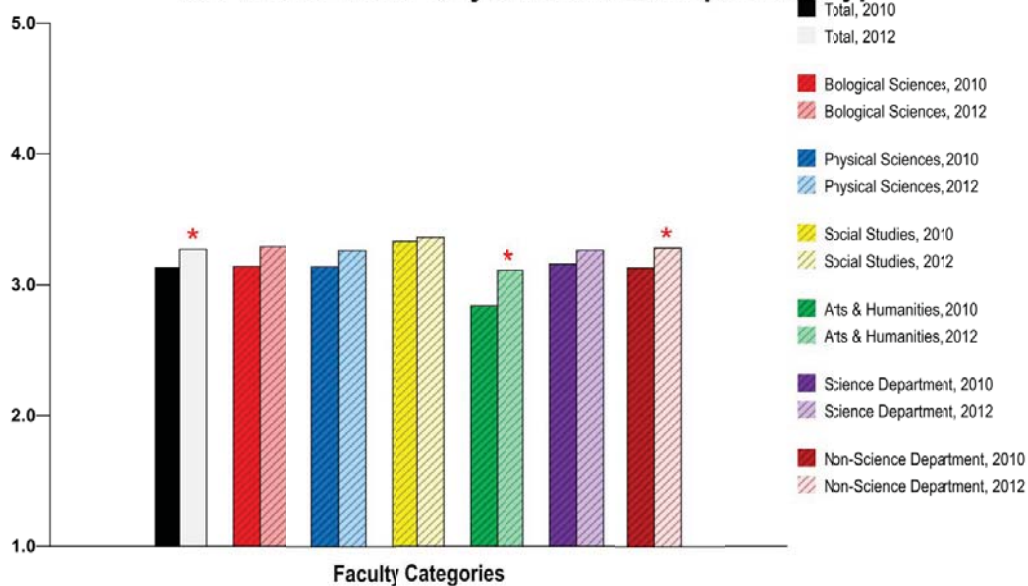


The full question text reads: "Thinking about interactions with colleagues and others in your department, how satisfied are you with the effort your chair, director or dean makes to obtain resources for you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4b_2: Satisfaction with leaders' efforts to to obtain resources, Wave 3 versus Wave 4, by division and department type

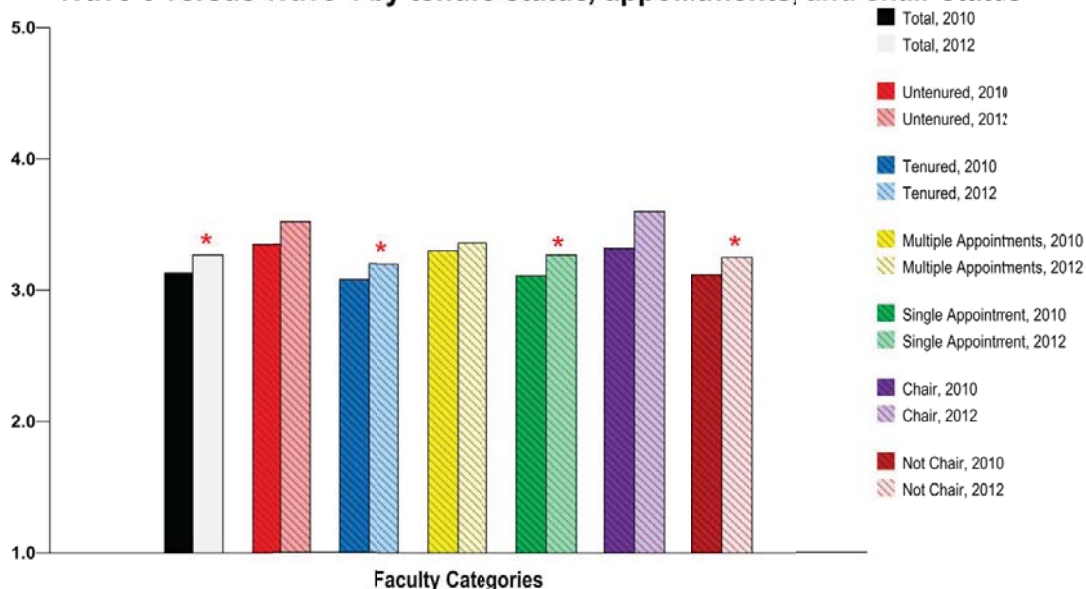


The full question text reads: "Thinking about interactions with colleagues and others in your department, how satisfied are you with the effort your chair, director or dean makes to obtain resources for you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4b_3: Satisfaction with leaders' efforts to to obtain resources, Wave 3 versus Wave 4 by tenure status, appointments, and chair status

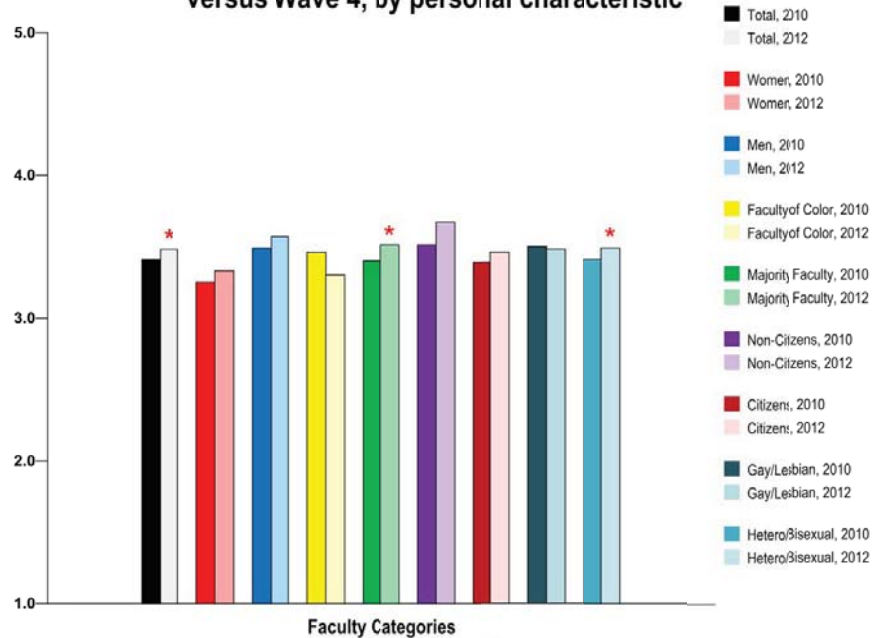


The full question text reads: "Thinking about interactions with colleagues and others in your department, how satisfied are you with the effort your chair, director or dean makes to obtain resources for you?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4e_1: Colleagues valuing of research and scholarship, Wave 3 versus Wave 4, by personal characteristic

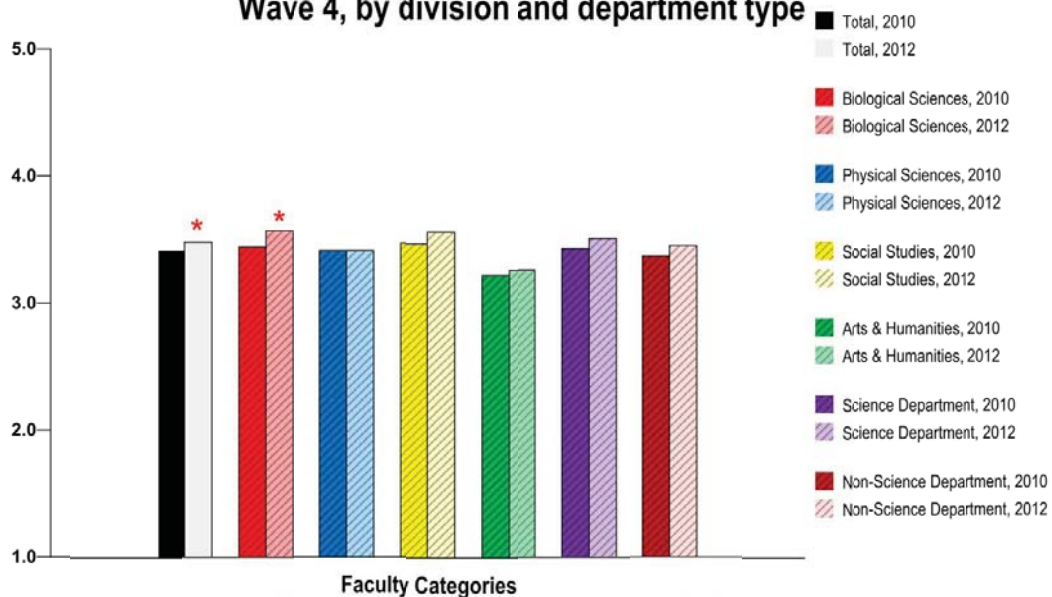


The full question text reads: "Thinking about interactions with colleagues and others in your department, how valued by your colleagues is your research and scholarship?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4e_2: Colleagues valuing of research and scholarship, Wave 3 versus Wave 4, by division and department type

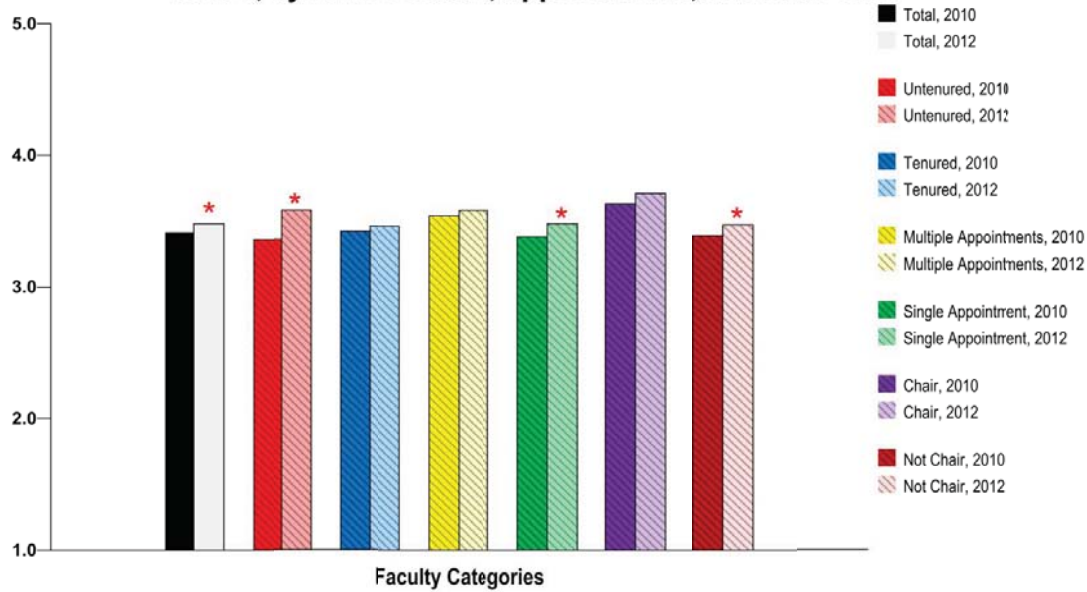


The full question text reads: "Thinking about interactions with colleagues and others in your department, how valued by your colleagues is your research and scholarship?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4e_3: Colleagues valuing of research and scholarship, Wave 3 versus Wave 4, by tenure status, appointments, and chair status

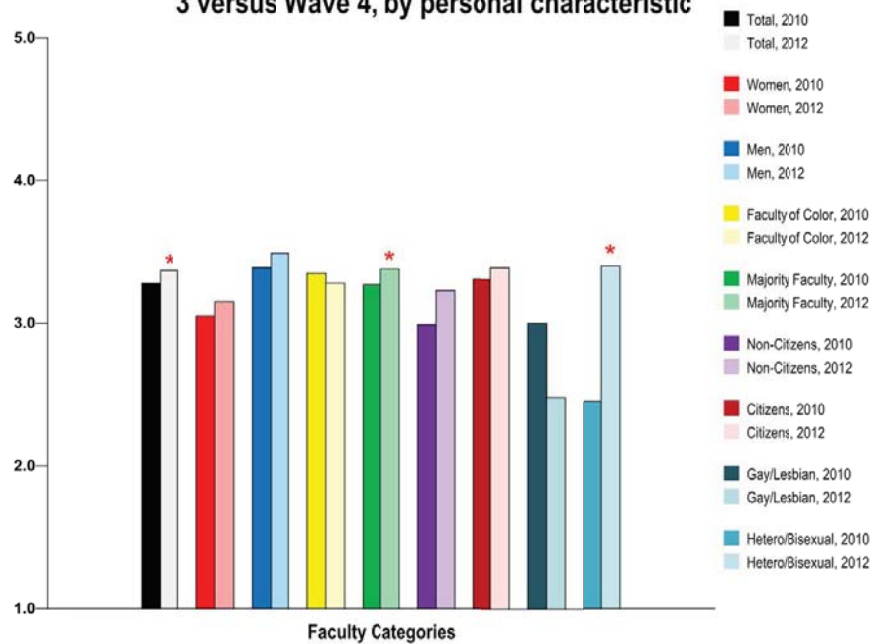


The full question text reads: "Thinking about interactions with colleagues and others in your department, how valued by your colleagues is your research and scholarship?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

Figure DC4g_1: Comfort in raising personal and family responsibilities, Wave 3 versus Wave 4, by personal characteristic

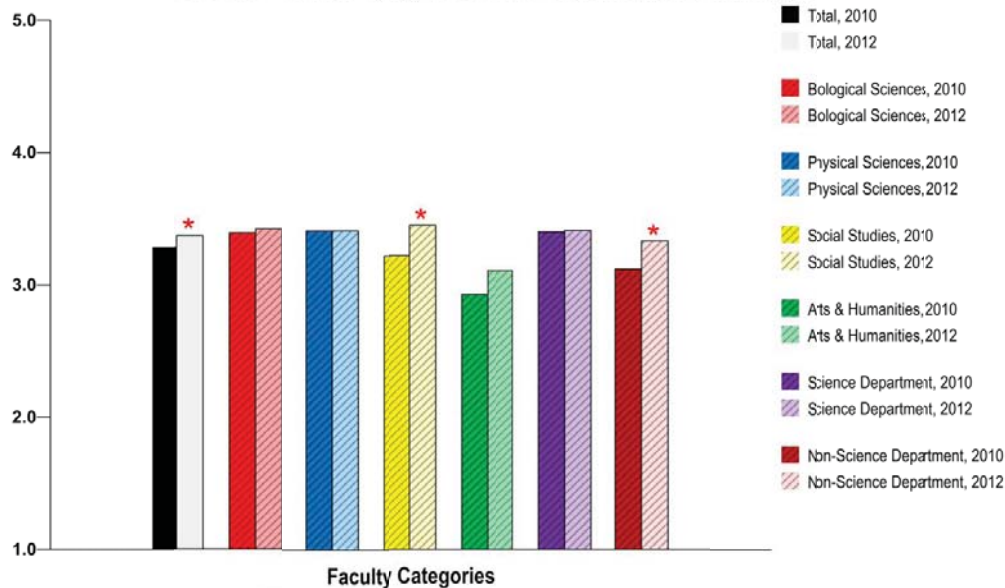


The full question text reads: "Thinking about interactions with colleagues and others in your department, how comfortable are you in raising personal and family responsibilities when scheduling departmental obligations?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

Figure DC4g_2: Comfort in raising personal and family responsibilities, Wave 3 versus Wave 4, by division and department type

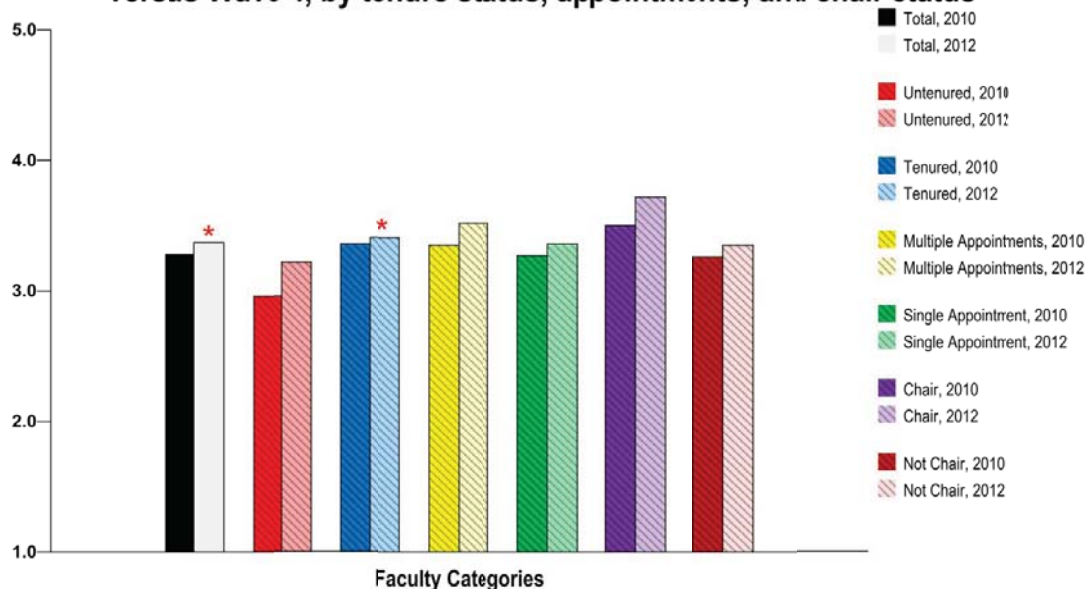


The full question text reads: "Thinking about interactions with colleagues and others in your department, how comfortable are you in raising personal and family responsibilities when scheduling departmental obligations?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC4g_3: Comfort in raising personal and family responsibilities, Wave 3 versus Wave 4, by tenure status, appointments, and chair status

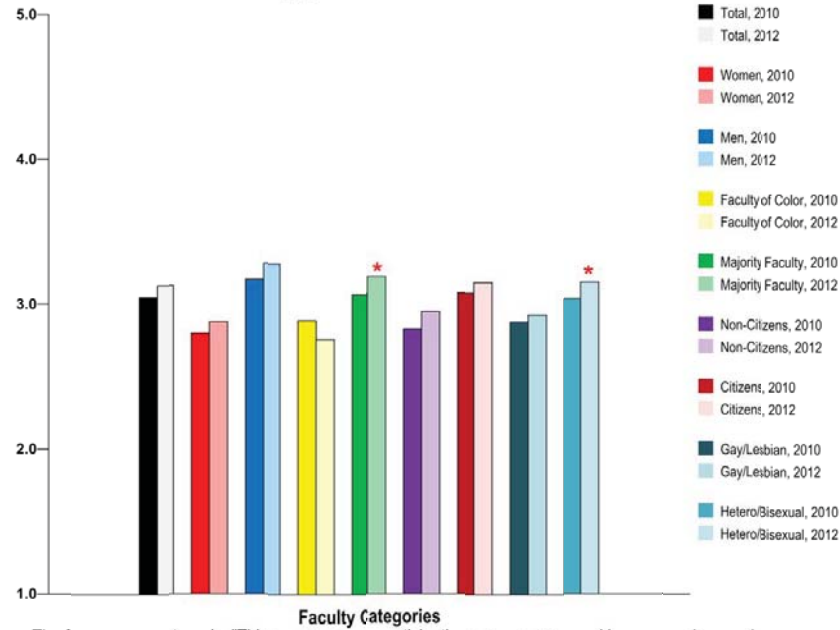


The full question text reads: "Thinking about interactions with colleagues and others in your department, how comfortable are you in raising personal and family responsibilities when scheduling departmental obligations?"

Response choices included "Not at all" (1), "A little" (2), "Somewhat" (3), "Very" (4), and "Extremely" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5b_1: Having a voice in resource allocation, Wave 3 versus Wave 4, by personal characteristic

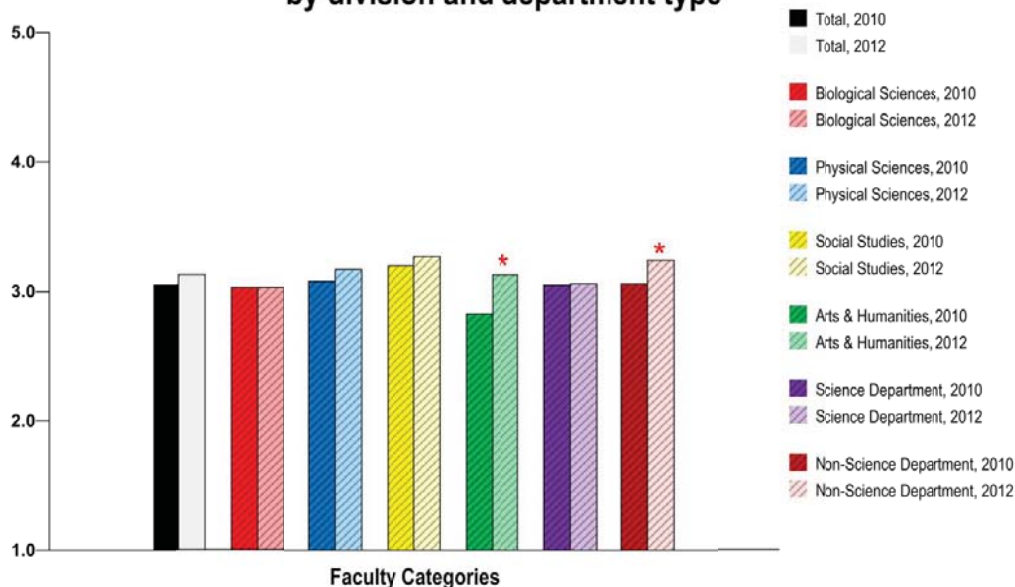


The full question text reads: "Thinking about your participation in the decision-making process in your department, do you have a voice in how resources are allocated?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5b_2: Having a voice in resource allocation, Wave 3 versus Wave 4, by division and department type

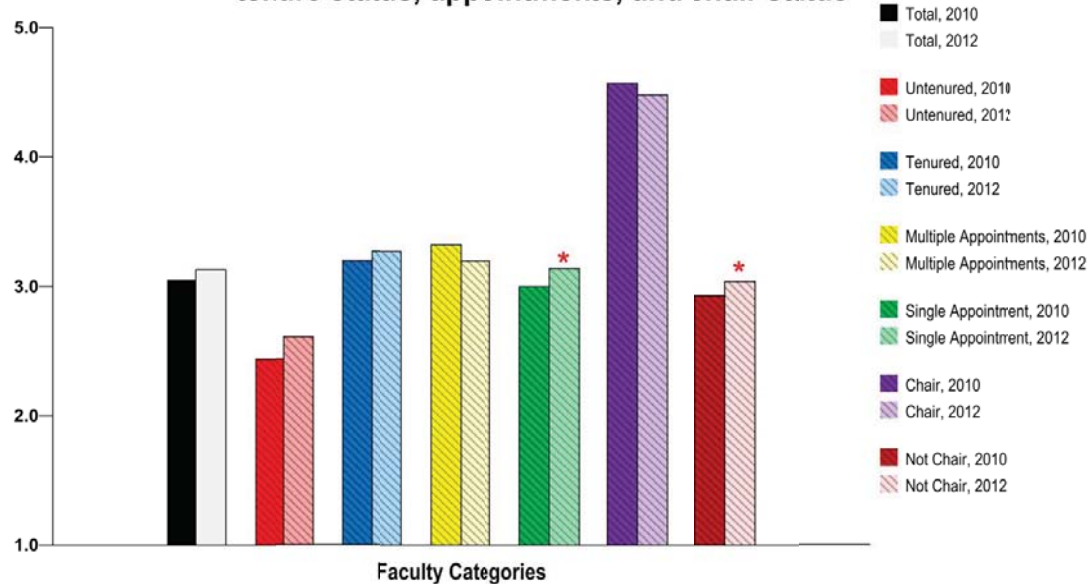


The full question text reads: "Thinking about your participation in the decision-making process in your department, do you have a voice in how resources are allocated?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5b_3: Having a voice in resource allocation, Wave 3 versus Wave 4, by tenure status, appointments, and chair status

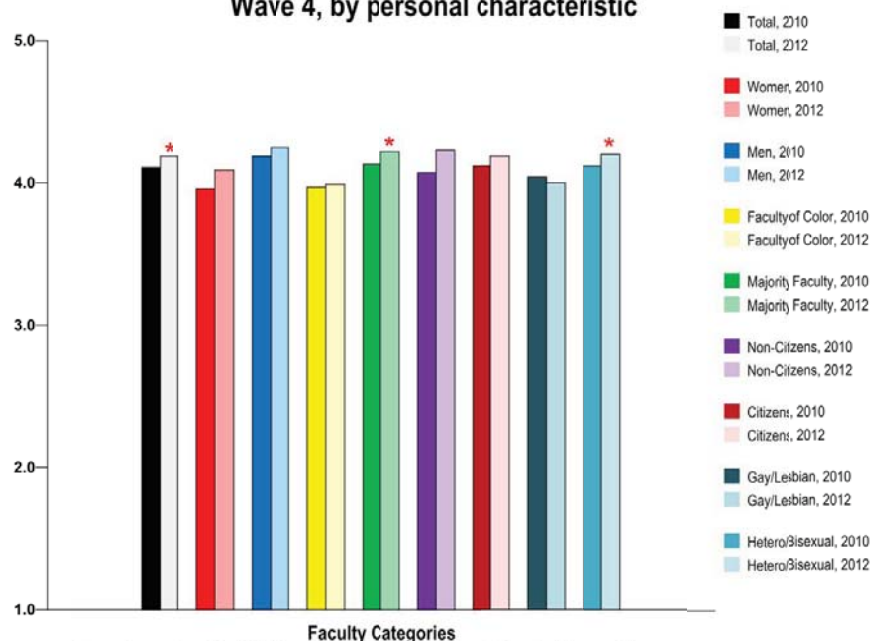


The full question text reads: "Thinking about your participation in the decision-making process in your department, do you have a voice in how resources are allocated?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5c_1: All meeting participants sharing their views, Wave 3 versus Wave 4, by personal characteristic

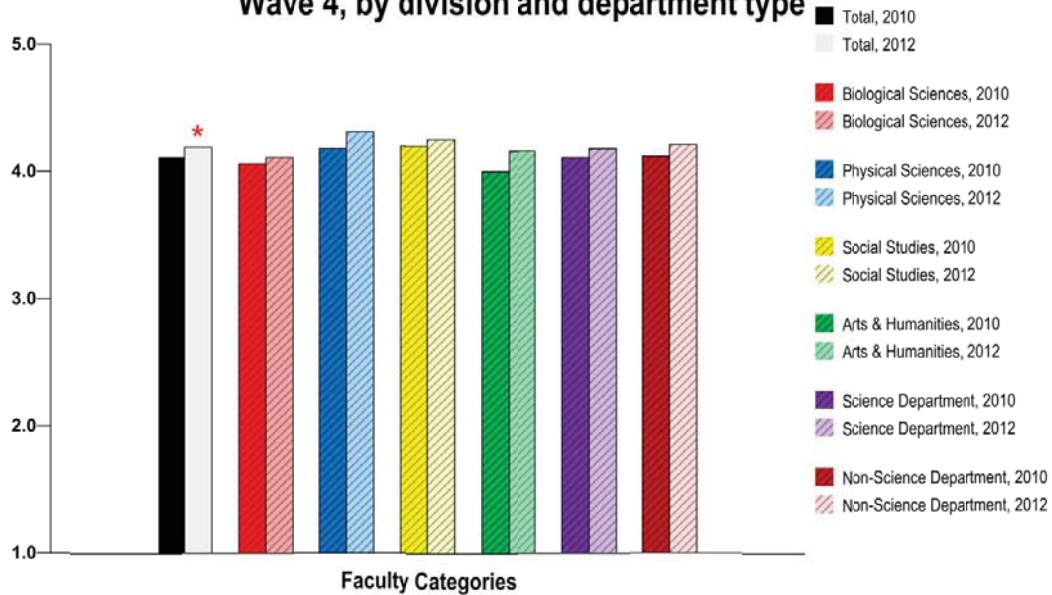


The full question text reads: "Thinking about your participation in the decision-making process in your department, do meetings allow all participants to share their views?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5c_2: All meeting participants sharing their views, Wave 3 versus Wave 4, by division and department type

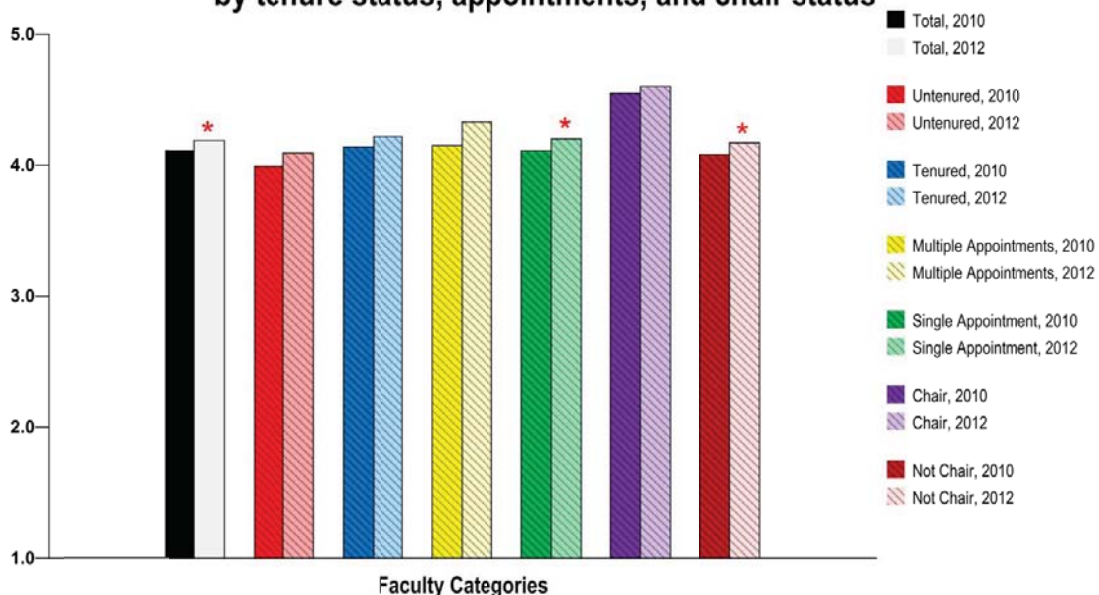


The full question text reads: "Thinking about your participation in the decision-making process in your department, do meetings allow all participants to share their views?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure DC5c_3: All meeting participants sharing their views, Wave 3 versus Wave 4, by tenure status, appointments, and chair status

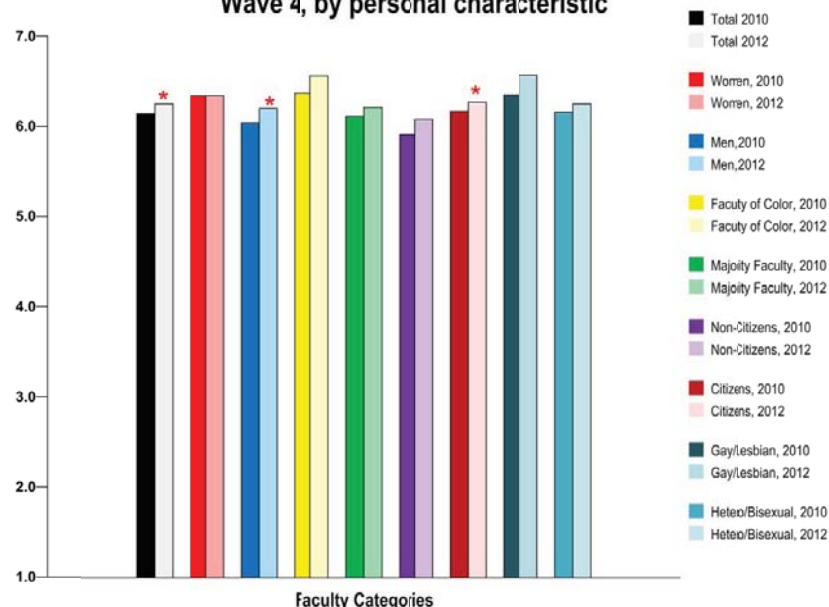


The full question text reads: "Thinking about your participation in the decision-making process in your department, do meetings allow all participants to share their views?"

Response choices included "Never" (1), "Rarely" (2), "Sometimes" (3), "Often" (4), and "Almost always" (5). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure D7c_1: Personal commitment to increasing diversity, Wave 3 versus Wave 4, by personal characteristic

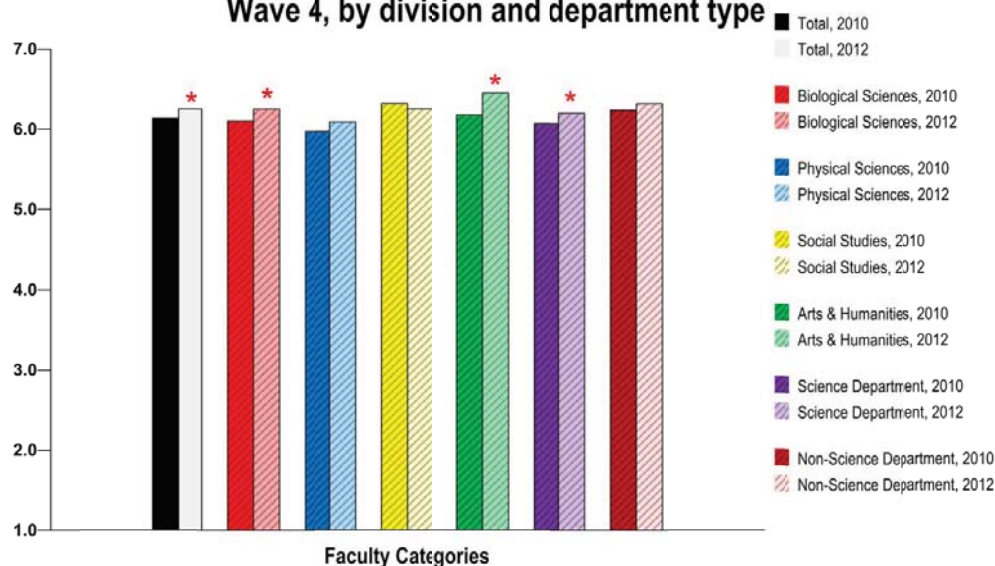


The full question text reads: "For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another. How much do you agree with the following statements about commitment to diversity at UW-Madison? I am committed to increasing the diversity of faculty, staff, and students at UW-Madison."

Response choices included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7).

* indicates significant difference at $p < 0.05$.

Figure D7c_2: Personal commitment to increasing diversity, Wave 3 versus Wave 4, by division and department type

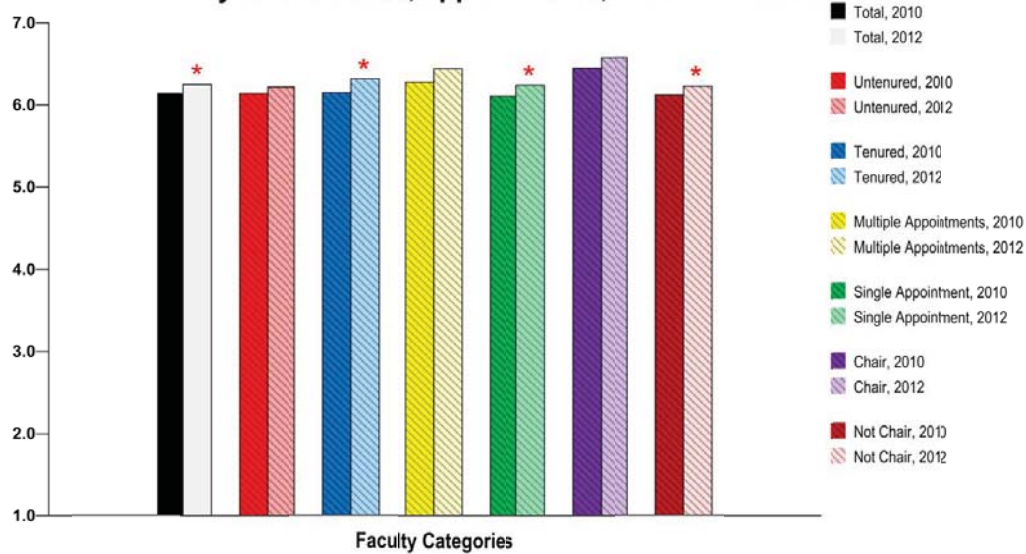


The full question text reads: "For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another. How much do you agree with the following statements about commitment to diversity at UW-Madison? I am committed to increasing the diversity of faculty, staff, and students at UW-Madison."

Response choices included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7).

* indicates significant difference at $p < 0.05$.

Figure D7c_3: Personal commitment to increasing diversity, Wave 3 versus Wave 4, by tenure status, appointments, and chair status

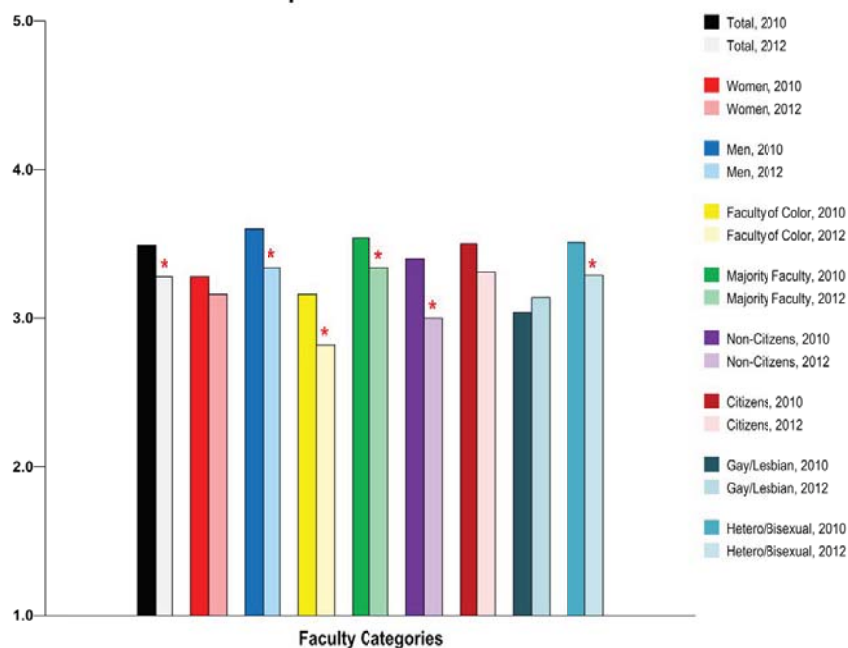


The full question text reads: "For this next question, please think of diversity broadly, as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another. How much do you agree with the following statements about commitment to diversity at UW-Madison? I am committed to increasing the diversity of faculty, staff, and students at UW-Madison."

Response choices included "Strongly disagree" (1), "Somewhat disagree" (2), "Slightly disagree" (3), "Neither agree nor disagree" (4), "Slightly agree" (5), "Somewhat agree" (6), and "Strongly agree" (7).

* indicates significant difference at $p < 0.05$.

Figure S15_1: Likeliness to leave UW-Madison, Wave 3 versus Wave 4, by personal characteristic

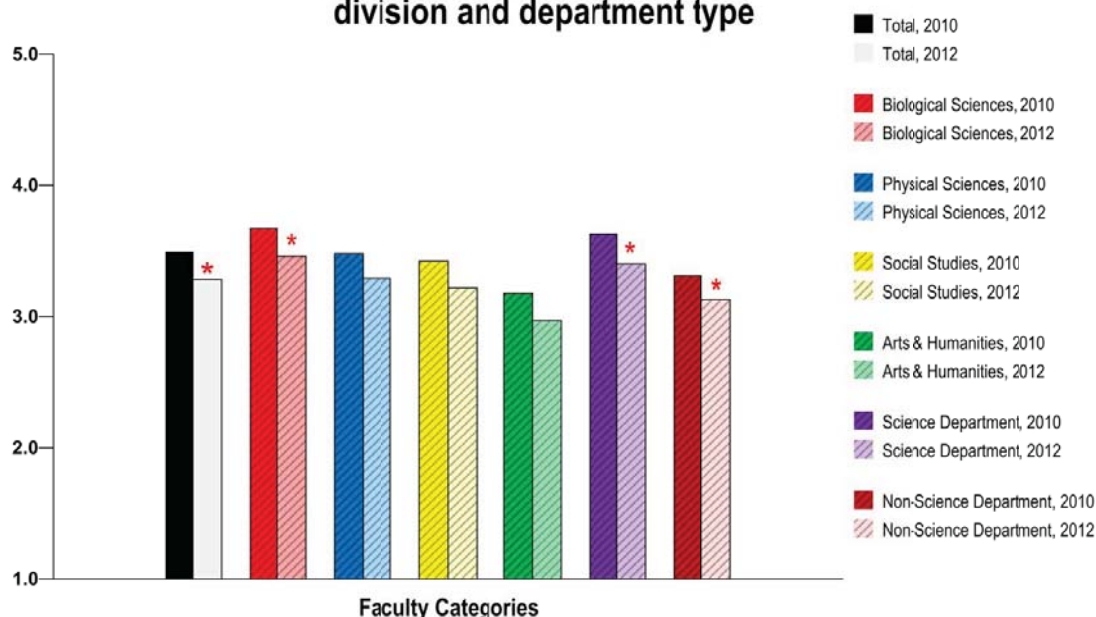


The full question text reads: "In the next three years, how likely are you to leave UW-Madison?"

Response choices included "Very likely" (1), "Somewhat likely" (2), "Neither likely nor unlikely" (3), "Somewhat unlikely" (4), and "Very unlikely" (5). Recall that lower numbers = More likely to leave.

* indicates significant difference at $p < 0.05$.

Figure S15_2: Likeliness to leave UW-Madison, Wave 3 versus Wave 4, by division and department type

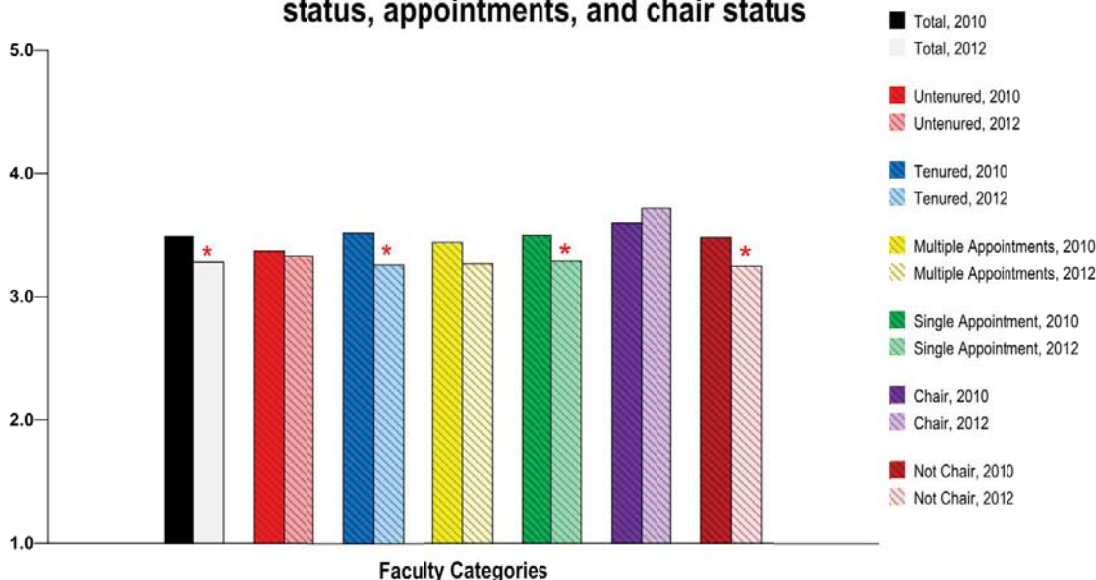


The full question text reads: "In the next three years, how likely are you to leave UW-Madison?"

Response choices included "Very likely" (1), "Somewhat likely" (2), "Neither likely nor unlikely" (3), "Somewhat unlikely" (4), and "Very unlikely" (5). Recall that lower numbers = More likely to leave.

* indicates significant difference at $p < 0.05$.

Figure S15_3: Likeliness to leave UW-Madison, Wave 3 versus Wave 4, by tenure status, appointments, and chair status

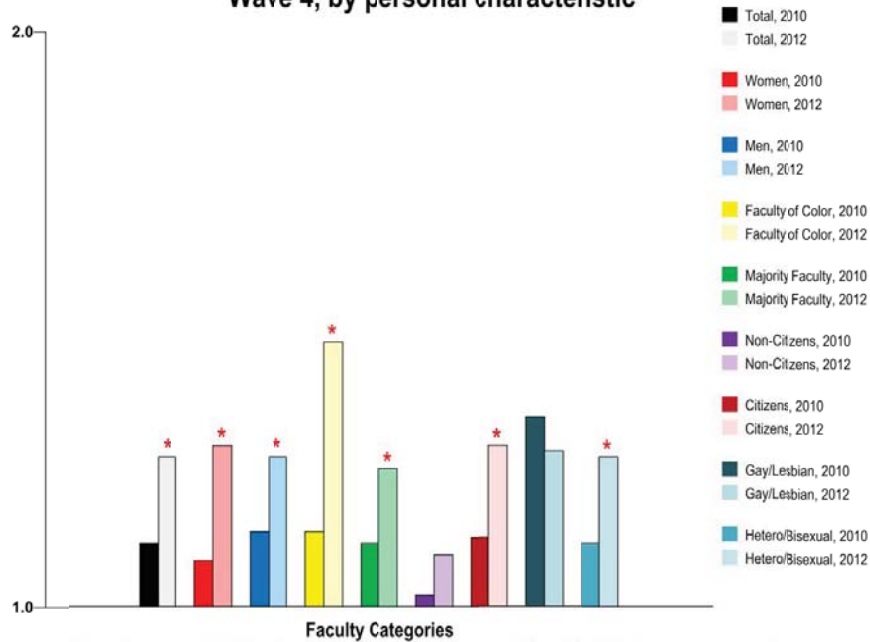


The full question text reads: "In the next three years, how likely are you to leave UW-Madison?"

Response choices included "Very likely" (1), "Somewhat likely" (2), "Neither likely nor unlikely" (3), "Somewhat unlikely" (4), and "Very unlikely" (5). Recall that lower numbers = More likely to leave.

* indicates significant difference at $p < 0.05$.

Figure S16h_1: Considering leaving: Adjust clinical load, Wave 3 versus Wave 4, by personal characteristic

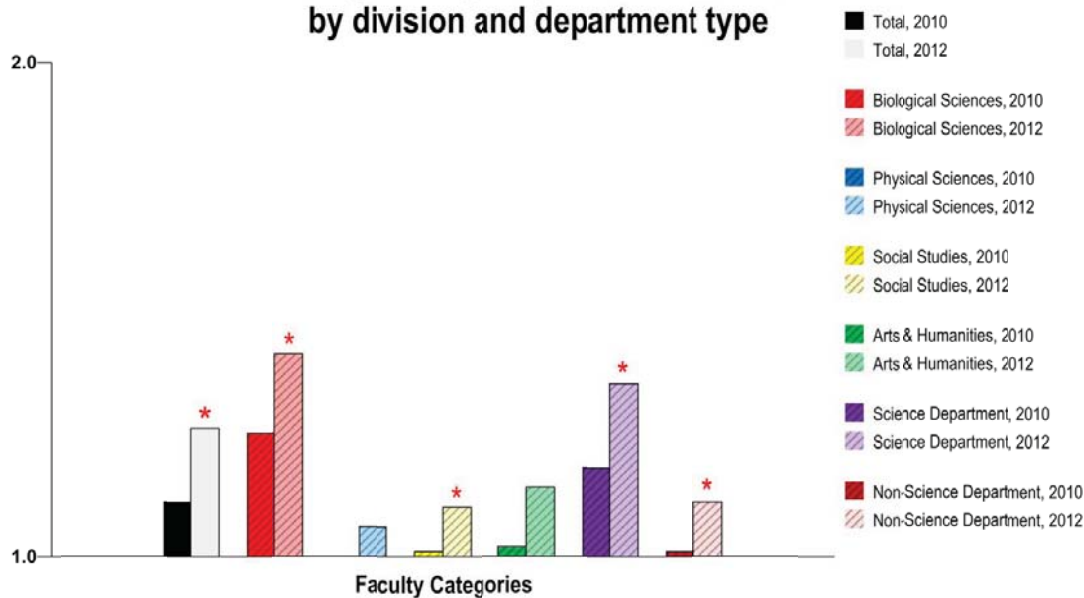


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To adjust your clinical load?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16h_2: Considering leaving: Adjust clinical load, Wave 3 versus Wave 4 by division and department type

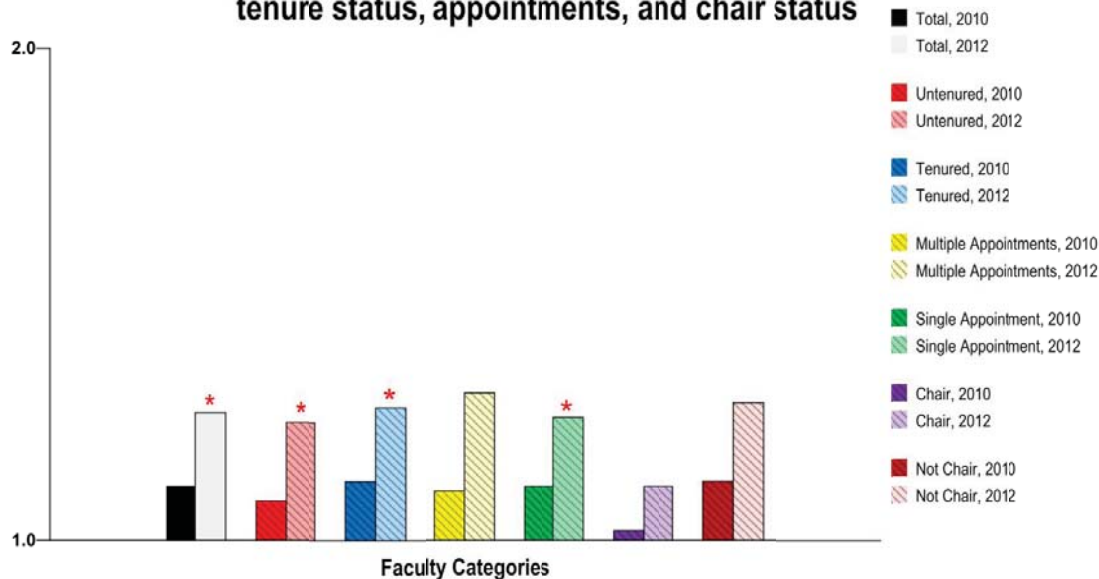


The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To adjust your clinical load?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at $p < 0.05$.

Figure S16h_3: Considering leaving: Adjust clinical load, Wave 3 versus Wave 4, by tenure status, appointments, and chair status



The full question text reads: "To what extent, if at all, have you considered the following as reasons to leave UW-Madison: To adjust your clinical load?"

Response choices included "Not at all" (1), "To some extent" (2), and "To a great extent" (3). Respondents could also choose "NA."

* indicates significant difference at p<0.05.

Section 6: References

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