



Preliminary Results from the *Study of Faculty and Academic Staff Worklife at the University of Wisconsin-Madison: Selected Analyses of Two Category B Academic Staff Titles in the College of Engineering*

Prepared for:

**CoE CASI
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By:

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Introduction

The Women in Science & Engineering Leadership Institute (WISELI) was formed in 2002 after the University of Wisconsin-Madison received a National Science Foundation (NSF) ADVANCE Institutional Transformation award. The aim of the ADVANCE program is to increase the participation and advancement of women in academic science and engineering. The \$3.75 million award to co-PIs Jo Handelsman and Molly Carnes at UW-Madison will be used to turn the UW-Madison into a “living laboratory” to study the problem of the lack of diversity in the sciences and engineering, by centralizing collected data, monitoring the success of initiatives (both existing and new), implementing a longitudinal data system, and ensuring dissemination of best practices. The long term goal of WISELI is to have the gender composition of the faculty, chairs, and deans in the sciences and engineering at the UW-Madison reflect the gender composition of the student body in these fields.

Background and Survey Objective. In 2002, in-depth interviews with a stratified random sample of 41 women faculty (N=26) and academic staff (N=15) in biological and physical sciences were conducted¹. Themes uncovered in the interviews were used to create two surveys to be administered to UW-Madison faculty and academic staff in the sciences and engineering. The survey was developed in order for WISELI to obtain “baseline” measurements of climate and other indicators at the beginning of the grant period; the intention is to repeat the survey in 2006. The first instrument, “Study of Faculty Worklife at the University of Wisconsin-Madison”, was fielded in early 2003. Although designed for faculty in the biological and physical sciences only, the Office of the Provost determined that the survey results would be valuable if the entire faculty received it, and thus the Provost funded the administration of the survey to faculty at UW-Madison in all four divisions (physical sciences, biological sciences, social studies, and humanities.)

After the faculty survey entered the field, items from that survey were altered and combined with information from the in-depth interviews with women academic staff in the sciences to create an instrument that was as comparable as possible to the faculty survey (for comparative purposes), while including questions about the unique experiences of academic staff at UW-Madison. Because the concerns of WISELI include issues for women at the highest leadership levels of the STEM fields (i.e., those positions that would require a Ph.D.), we limited our academic staff sample to six title series in three general job categories most likely to require a Ph.D.: teaching staff (*lecturers* and *faculty associates* of all ranks), research staff (*researchers* and *scientists* of all ranks), and clinical staff (*clinical professor* and *professor (CHS)* of all ranks). Every effort was made to remove current students from the sample (graduate students who are teaching their own courses are usually given the *lecturer* title for duration of the appointment.) The instrument that we developed was entitled “Study of Faculty and Academic Staff Worklife at the University of Wisconsin-Madison”, and it went into the field in April 2003. Due to cost constraints, a 50% sample of academic staff in the six title series was selected. As with the faculty version, the Office of the Provost funded the extension of the survey to academic staff in all divisions; the survey was originally designed only for staff in the biological and physical sciences divisions.

Response Rates. The “Study of Faculty and Academic Staff Worklife at the University of Wisconsin-Madison” was in the field for three months, from April through June 2003. Overall, the response rate was 47.6% with a final sample size of N=513, much lower than the response rate for the faculty version

¹ Pribbenow, Christine Maidl, Sue Lottridge, and Deveny Benting. February 4, 2004. “The Climate for Women Faculty in the Sciences and Engineering: Their Stories, Successes, and Suggestions.” Working Paper.

(60.3%)². Within the College of Engineering (CoE), the response rate was similar (47.7%), with a final sample size of N=41 (see Appendix, Table R1.) No clinical staff (*clinical professor* and *professor (CHS)* title series) are employed in the College of Engineering; thus, CoE respondents include only research staff (*researcher* and *scientist* titles of all ranks), and teaching staff (*lecturer* and *faculty associate* titles of all ranks, except current students.) Most CoE staff are employed by departments, with a few reporting their primary unit as a center or institute in the College. 76% of CoE respondents are research staff. Most are male (78%), white (93%), and U.S. citizens (93%). Response across the different ranks is rather evenly distributed, although respondents are slightly more likely to be at the middle, “associate” rank (41%) than either the lowest “assistant” rank (34%) or highest, “senior/distinguished” ranks (24%)³.

Response tends to be evenly distributed across most of the demographic categories we could look at, with the glaring exceptions of race/ethnicity, and citizenship status. In both cases, less than 25% of respondents who are nonwhite, or non-U.S. citizens, responded to the survey. Because of this very low response, analyses of racial/ethnic differences, or differences between citizens and non-citizens, cannot be reliably produced and will not be reported in this paper. Although response rates for women and men staff in the CoE were similar, the sample size of women staff was so small that reliable estimates of gender differences for CoE staff also cannot be generated. See Appendix, Table R2.

Request for Data. In Spring 2004, Dennis Ray from the Committee for Academic Staff Issues (CASI) in the College of Engineering requested special analyses of WISELI’s academic staff data, for the College of Engineering. The request was made for data on: Educational Attainment (q65), Job Duties and Time Allocation (q25 and q26), Climate (q33), Participation in Unit Decision-Making (q28 and q32), Job and Career Satisfaction (q12, q19, and q20), and Leadership (q27, q29, and q30). The request was for results from the College of Engineering only. For each item requested, five comparisons were made: (1) research staff (*researcher* and *scientist* titles) vs. teaching staff (*lecturer* and *faculty associate* titles); (2) “assistant” rank vs. other ranks; (3) “associate” rank vs. others; (4) “senior” rank vs. others; and (5) CoE staff vs. other staff in physical science units. Each item was dichotomized, and a simple t-test was used to test for statistically significant differences between groups for each item:

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where significant differences are found, these results are reported in the **Other Results** sections, even if they are not presented in graphical form. For each data request, the actual survey question is first reproduced (**Questions**) and then raw percentages for CoE are reported graphically (**Responses**.) Where a t-test shows a significant difference ($p < .05$) between compared groups, this difference is noted on the graphic with a red

² Sheridan, Jennifer T. “Study of Faculty Worklife at the University of Wisconsin-Madison: Preliminary Results.” Working drafts, available at http://wiseli.engr.wisc.edu/working/InitEvaluations/Survey_Prelim_Results/Survey_Prelim_Results.htm (password protected.)

³ For each title series, the lowest rank in the series may or may not have the “assistant” prefix; for example, the lowest rank for a *lecturer* is simply “*lecturer*” with no prefix. In the analyses that follow, this lowest rank in a title series is always designated as the “assistant” level, even if the prefix does not exist in a particular series. The same is true for the middle level, which we label “associate” whether or not the prefix exists for a particular title, and the highest level which we label as “senior” even though that prefix may not exist. The few staff with the “distinguished” title prefix are included with the “senior” level staff.

⁴ \bar{x}_1 and \bar{x}_2 are means of group 1 and group 2, respectively. n_1 and n_2 are sample sizes of group 1 and group 2, respectively. s is the square-root of the pooled variance, $s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$.

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asterisk. Finally, some summary observations about the data (**Other Results**) are reported after each graphic.

Educational Attainment of CoE Research & Teaching Academic Staff

Questions:

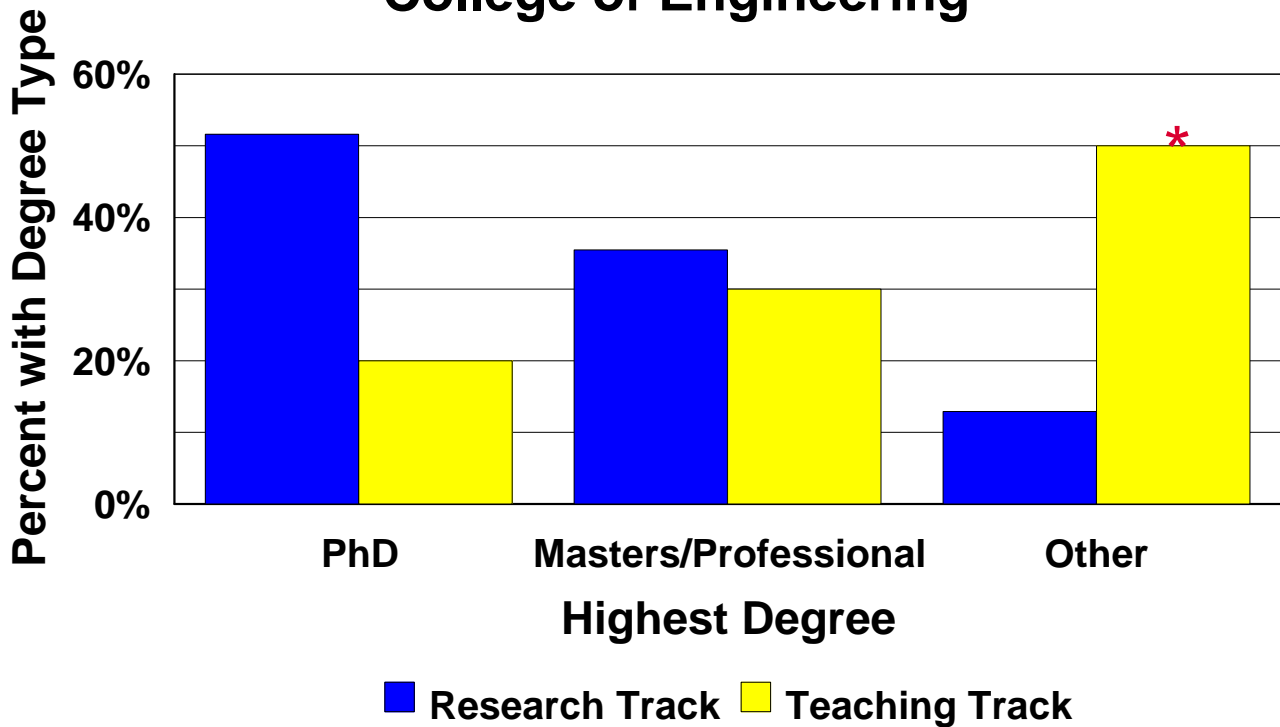
65. What degrees have you received? *Check all that apply.*

- a. Ph.D. d. J.D. g. Other, please list:
 b. M.D. e. M.A./M.S.
 c. D.V.M. f. B.A./B.S.

66a. Year earned highest degree: _____
66b. Institution granting highest degree: _____

Responses:

Figure 1. Educational Attainment of Academic Staff College of Engineering



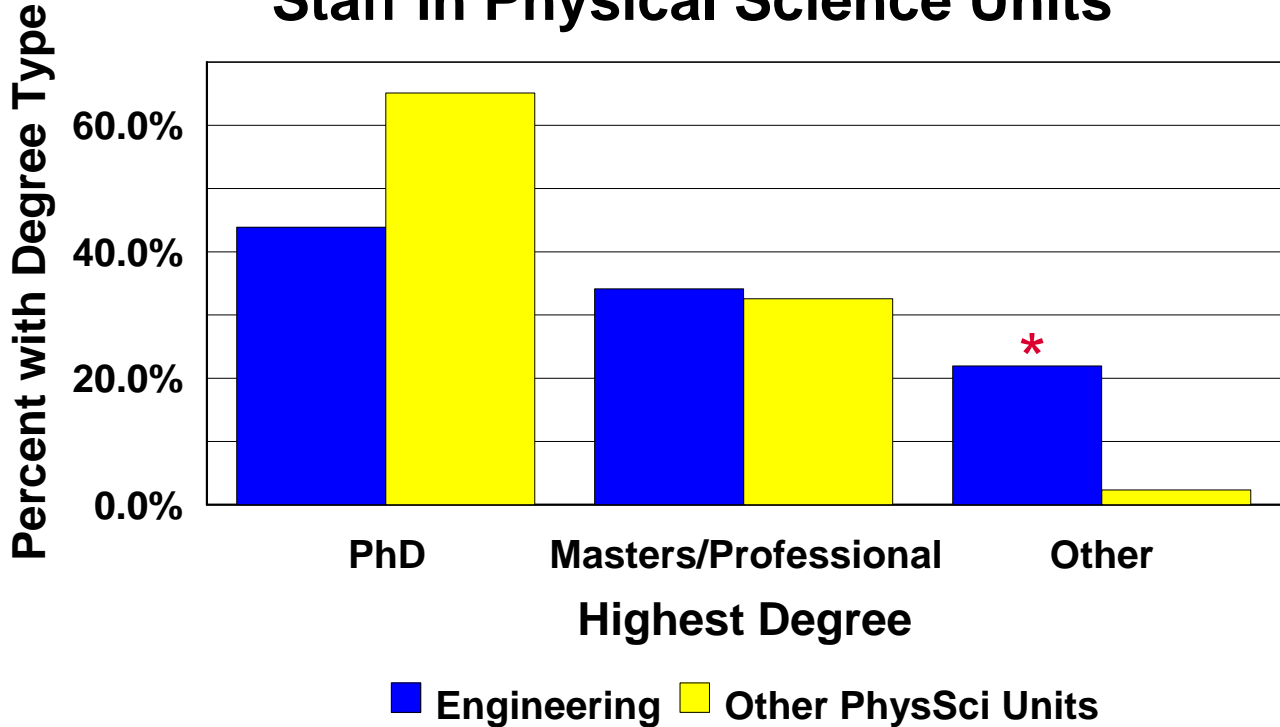
NOTES: * indicates significant t-test at $p < .05$.

PhD: Checked q65a

Masters/Professional: Checked q65b, q65c, q65d, q65e and not checked q65a

Other: Checked q65f or q65g and NOT checked q65a-e

Figure 2. Educational Attainment of Academic Staff in Physical Science Units



NOTES: * indicates significant t-test at $p < .05$.

PhD: Checked q65a

Masters/Professional: Checked q65b, q65c, q65d, q65e and not checked q65a

Other: Checked q65f or q65g and NOT checked q65a-e

Other Results:

- Teaching staff in the CoE hold fewer PhDs or Masters/Professional degrees than their research staff colleagues (but not quite significant.) They hold more Bachelors degrees than their research staff colleagues ($p < .05$).
- Engineering staff at the “assistant” level may be more likely to hold a PhD or Masters/Professional degree, compared to “associate” and “senior” rank staff in Engineering (but not quite significant.)
- CoE academic staff overall are less likely to hold PhDs, and more likely to hold Other degrees (Bachelors) than academic staff in physical science units outside the CoE; this is due to the larger numbers of Other degrees held by the CoE teaching staff—the difference is not significant for research staff.

Job Duties of CoE Research & Teaching Academic Staff

Questions:

25. What proportion of your work time do you **currently spend** on the following activities, and what proportion of your work time would you **prefer to spend** on these activities? The total should equal 100% even if your appointment is not 100% time.

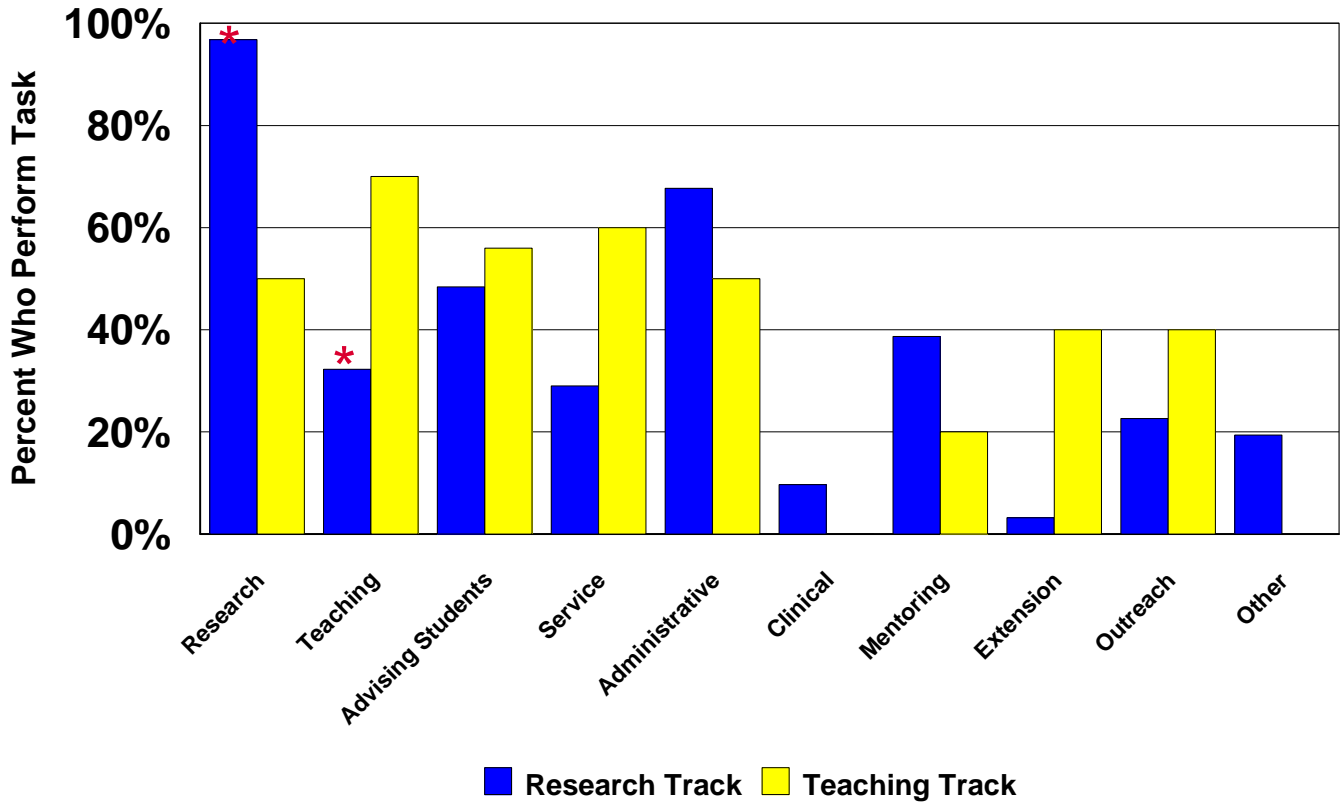
	% of time currently spend	% of time would prefer to spend
a. Research	_____ %	_____ %
b. Teaching	_____ %	_____ %
c. Advising students	_____ %	_____ %
d. Service (e.g., committees)	_____ %	_____ %
e. Administrative (incl. lab or clinic mgmt.)	_____ %	_____ %
f. Clinical	_____ %	_____ %
g. Mentoring	_____ %	_____ %
h. Extension (i.e., UW Extension work)	_____ %	_____ %
i. Outreach	_____ %	_____ %
j. Other _____	_____ %	_____ %
TOTAL	100 %	100 %

26. In your current position, do you perform any of the following activities in your primary unit? In your previous positions, had you performed any of the following activities the appropriate primary unit?

<i>Please check the "NA" box if the activity does not pertain to your situation.</i>	In current position?			In previous position(s)?		
	Yes	No	NA	Yes	No	NA
a. I am given work that enables me to advance in my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I write entire grants to secure funding for staff in my unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I write portions of grants to secure funding for staff in my unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I manage grants that have been awarded to my unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am a Principal Investigator (PI) or co-PI on a grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I am first author on one or more papers produced in my unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I train staff (including students) in my unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I supervise staff (including students) in my unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I designed a new course or significantly revised an existing course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I teach the courses that I would prefer to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I teach graduate or upper division undergraduate courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I manage or coordinate a UW lab, institute, or center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I direct a clinical program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I lead a clinical training program (e.g., residency, fellowship).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I supervise students or trainees in a clinical setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

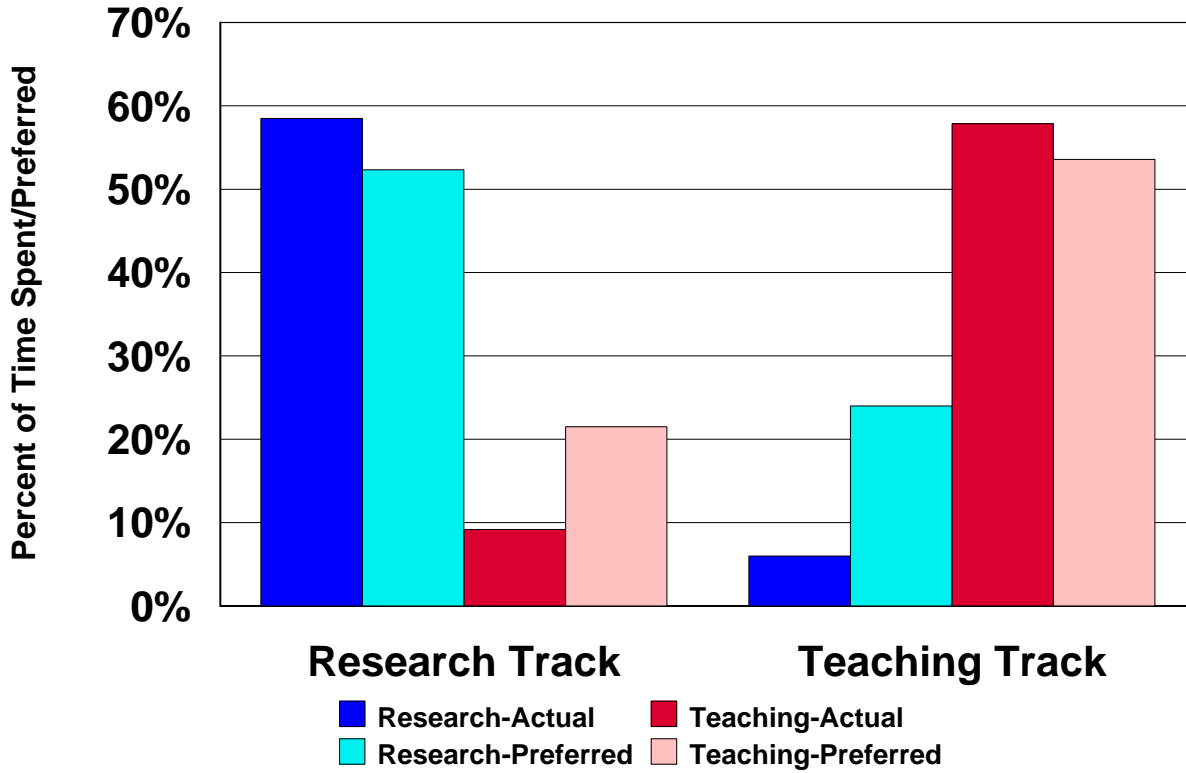
Responses:

Figure 3. % CoE Staff, by Track, Who Perform Various Job Duties

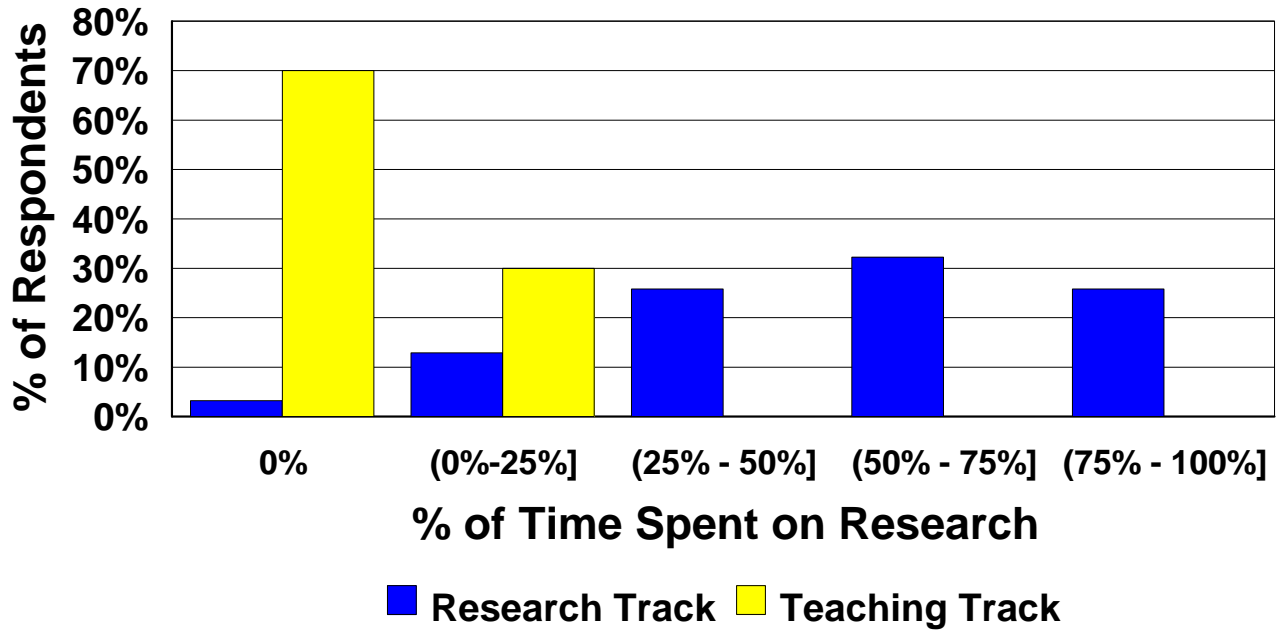


NOTES: * indicates significant t-test at $p < .05$.

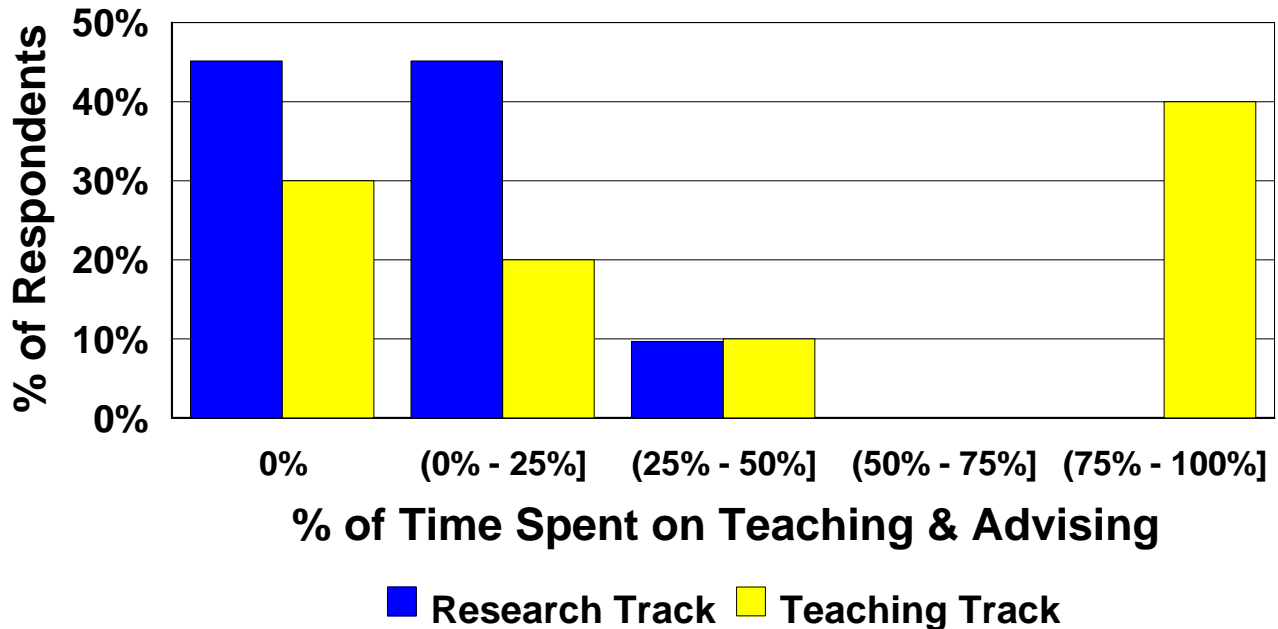
**Figure 4. Actual and Preferred Time Spent on Clinical, Research, and Teaching Duties
College of Engineering**



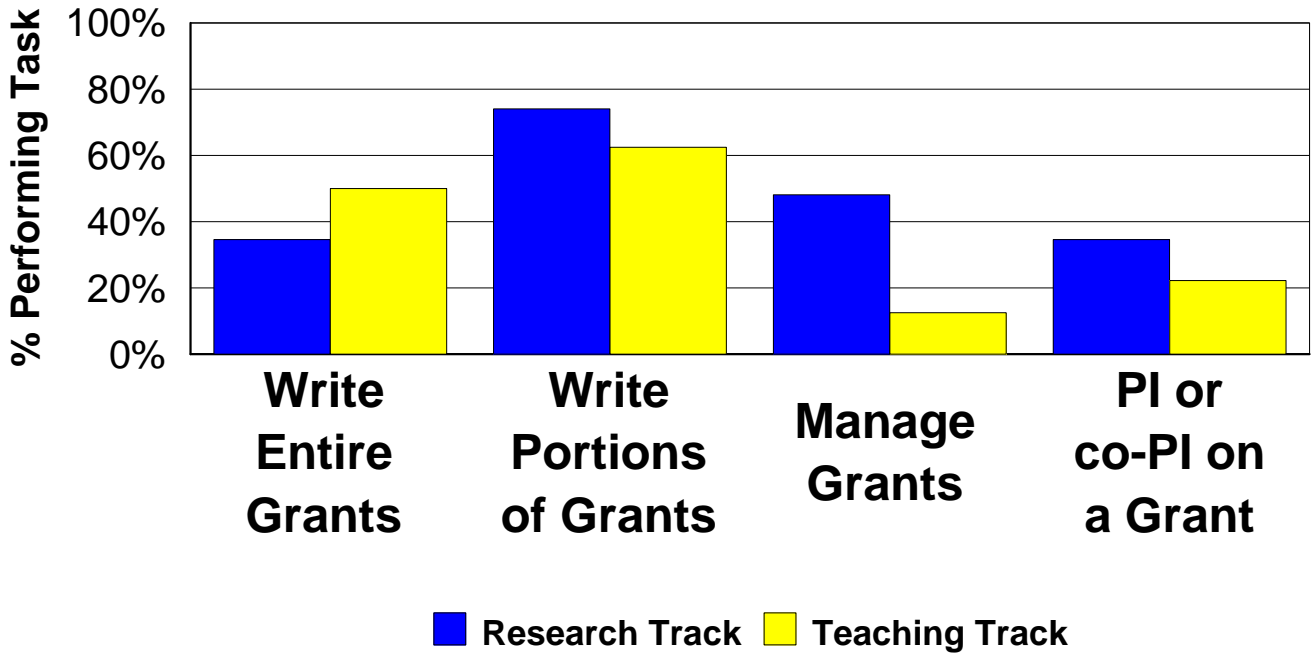
**Figure 5. Percentage of Time Spent Doing Research, by Job Track
College of Engineering**



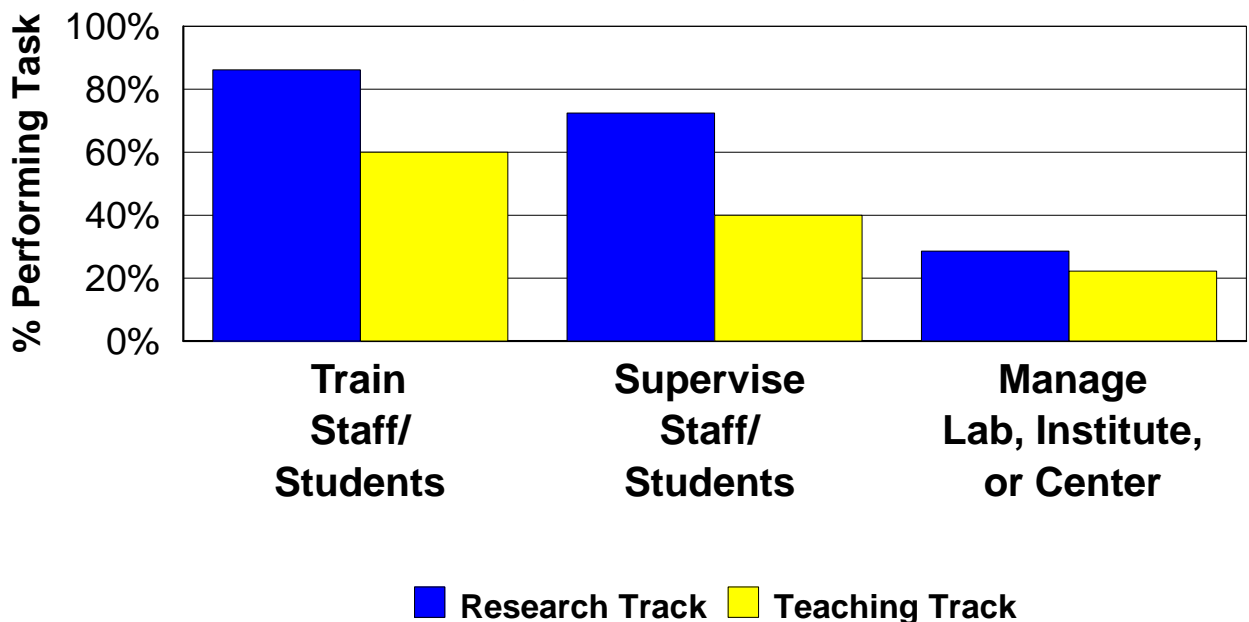
**Figure 6. Percentage of Time Spent Doing Teaching and Advising Students, by Job Track
College of Engineering**



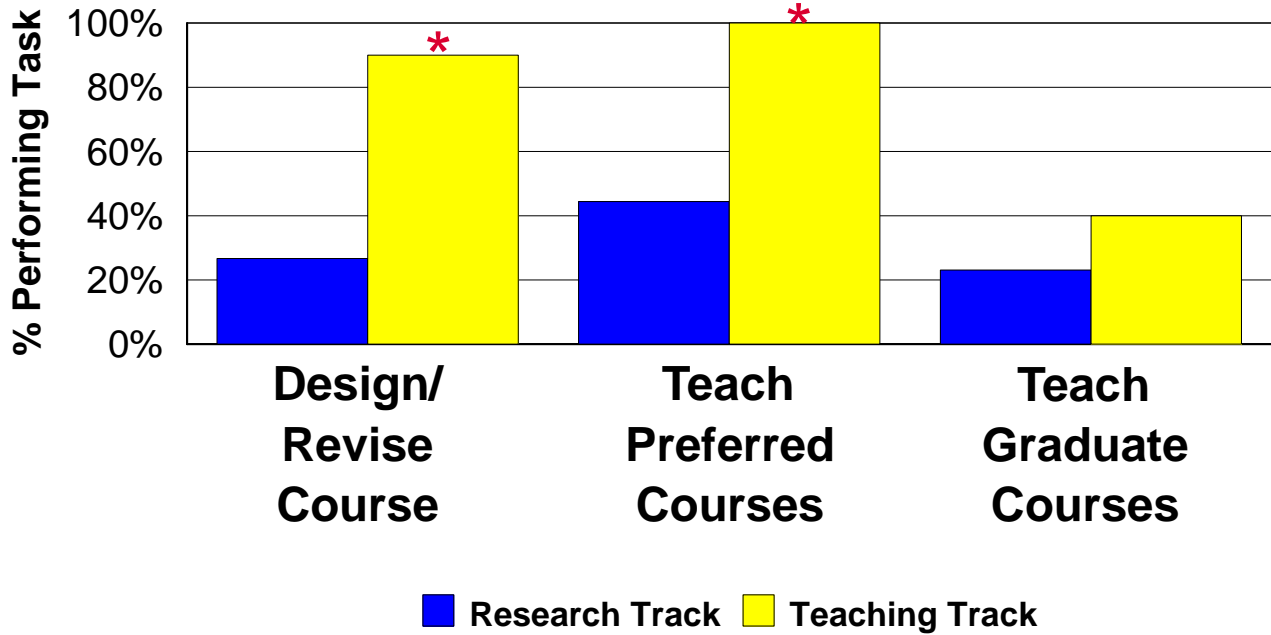
**Figure 7. Current Job Duties of CoE Academic Staff Grants
College of Engineering**



**Figure 8. Current Job Duties of CoE Academic Staff Management/Supervision
College of Engineering**

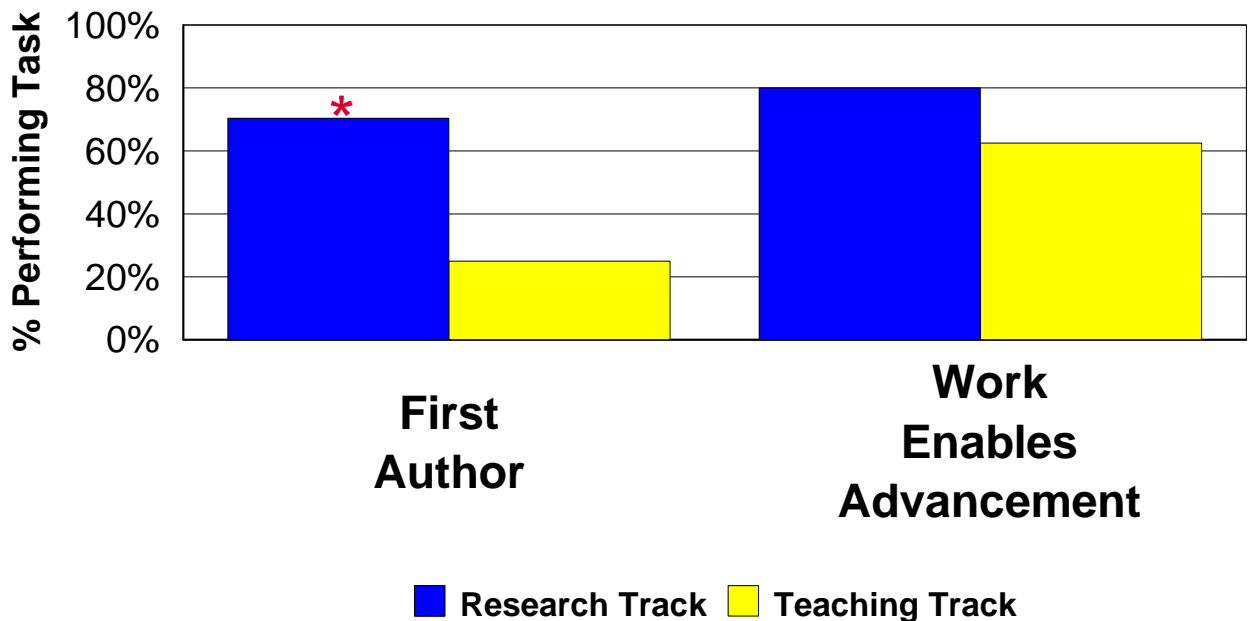


**Figure 9. Current Job Duties of CoE Academic Staff Teaching
College of Engineering**



NOTES: * indicates significant t-test at $p < .05$.

**Figure 10. Current Job Duties of Academic Staff Other Duties
College of Engineering**



NOTES: * indicates significant t-test at $p < .05$.

Other Results:

- Research staff in Engineering are much more likely to be doing research than teaching staff; teaching staff in Engineering are much more likely to be doing teaching than research staff.
- Engineering staff at the “assistant” rank are much more likely to say they do Outreach activities compared to other ranks.
- Research track staff in Engineering prefer to do less research as a percentage of their workload; teaching track staff in Engineering prefer to do more research.
- Teaching track staff in Engineering prefer to do less teaching as a percentage of their workload; research track staff in Engineering prefer to do more teaching.
- While almost half of teaching staff (40%) spend 75-100% of their time on Teaching activities, only 26% of research staff spend that much time on their primary job duty (Research). At the same time, a remarkably high percentage of teaching staff (30%) spends zero percent of their time on Teaching & Advising activities. This group tends to be working primarily on Extension activities.
- While it might be expected that many CoE staff in research titles work on securing grants, a surprising number of teaching staff is also engaged in these activities. In fact, more teaching staff in CoE say they write entire grants than do research staff (50% vs. 35%.) Over 60% of both research and teaching staff are involved in writing portions of grants.
- Staff at the “associate” level are significantly more likely than others to say they write entire grants, and are PIs/co-PIs on grants.
- Many CoE staff manage or supervise others. Over 80% of research staff say they train other staff members and/or students. A sizable number of both research and teaching staff (over 20%) say they manage a lab, institute, or center.
- Not surprisingly, teaching staff in the CoE are much more heavily involved with designing courses (90%), teaching preferred courses (100%), and teaching graduate courses (40%) compared to their Research staff counterparts. Still 44% of research staff indicate that they teach the courses they prefer to teach.
- Research staff are significantly more likely than teaching staff to be first author on a publication (70% versus 25%).
- Research staff are more likely than their teaching counterparts to say that the work they do enables them to advance at the UW-Madison (80% versus 63%), although the difference is not statistically significant.

Departmental Interactions of CoE Research & Teaching Academic Staff

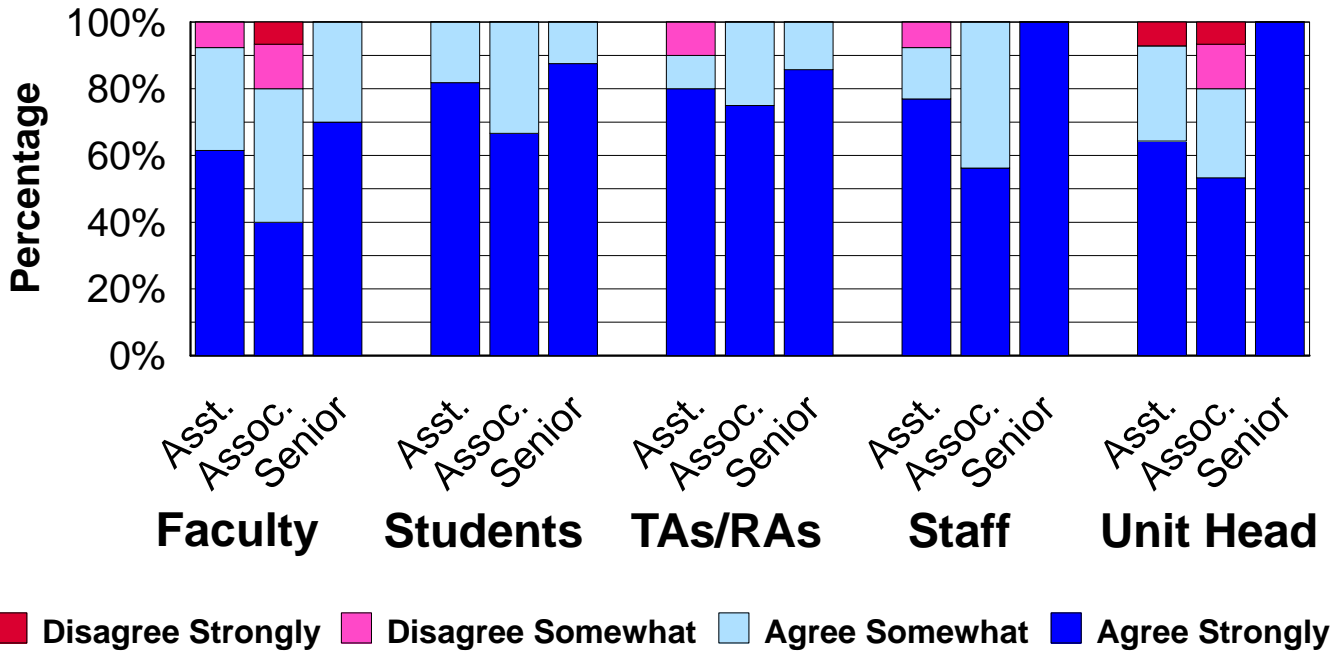
Questions:

33. How much do you agree or disagree with the following statements about your interactions with colleagues and others in your primary unit?

<i>Circle one number on a scale of 1 to 4 for each statement.</i>	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I am treated with respect by tenure track faculty.	1	2	3	4	NA
b. I am treated with respect by students.	1	2	3	4	NA
c. I am treated with respect by graduate student TAs or RAs.	1	2	3	4	NA
d. I am treated with respect by staff.	1	2	3	4	NA
e. I am treated with respect by my unit head.	1	2	3	4	NA
f. I feel excluded from an informal network in my unit.	1	2	3	4	NA
g. I encounter unwritten rules concerning how one is expected to interact with colleagues.	1	2	3	4	NA
h. Colleagues in my unit solicit my opinion about work-related matters.	1	2	3	4	NA
i. I feel that my colleagues value my work.	1	2	3	4	NA
j. I do a great deal of work that is not formally recognized by my unit.	1	2	3	4	NA
k. I feel like I “fit” in my unit.	1	2	3	4	NA
l. I feel isolated from others in my unit.	1	2	3	4	NA
m. I feel like a “second-class” citizen in my unit.	1	2	3	4	NA
n. I feel isolated on the UW-Madison campus overall.	1	2	3	4	NA
o. My unit made a special effort to welcome me when I was hired.	1	2	3	4	NA

Responses:

**Figure 11. Treated With Respect in the Workplace,
by Rank
College of Engineering**



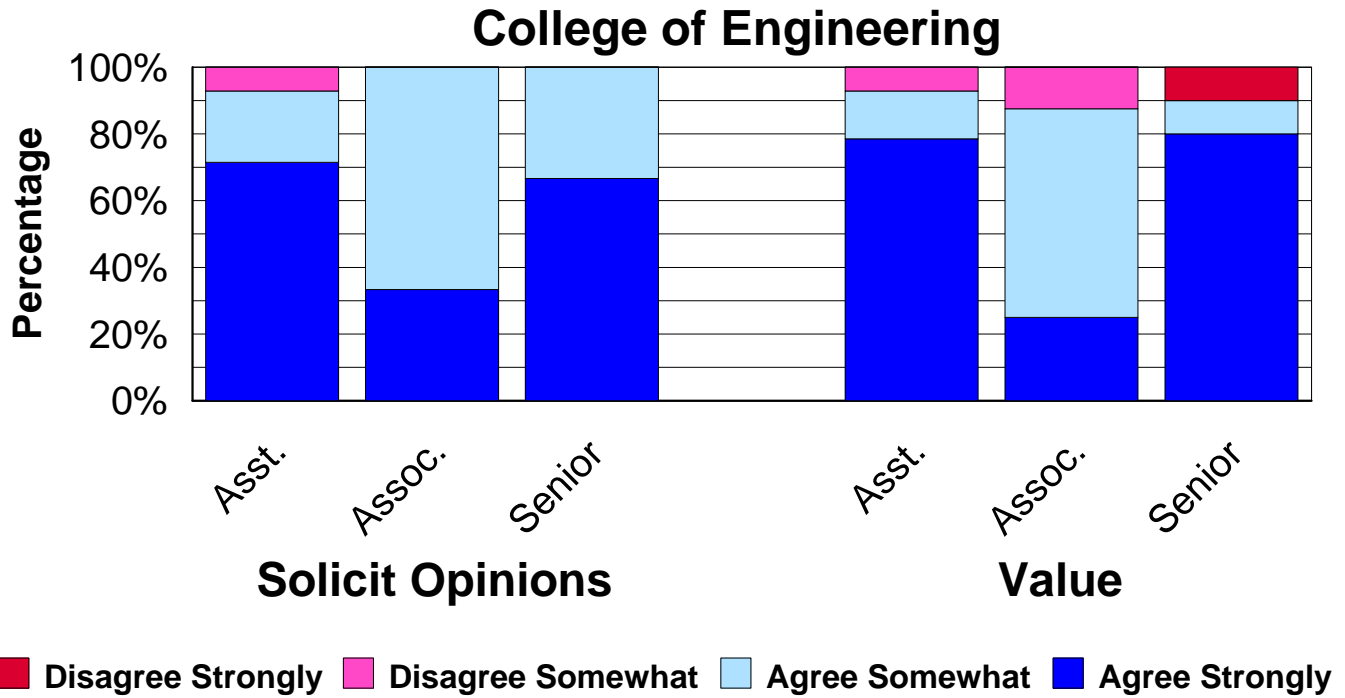
NOTES: *Faculty*, q33a: “I am treated with respect by tenure track faculty”
Students, q33b: “I am treated with respect by students”
TAs/RAs, q33c: “I am treated with respect by graduate student TAs or RAs”
Staff, q33d: “I am treated with respect by staff”
Unit Head, q33e: “I am treated with respect by my unit head”

Figure 12. Informal Interactions, by Rank College of Engineering



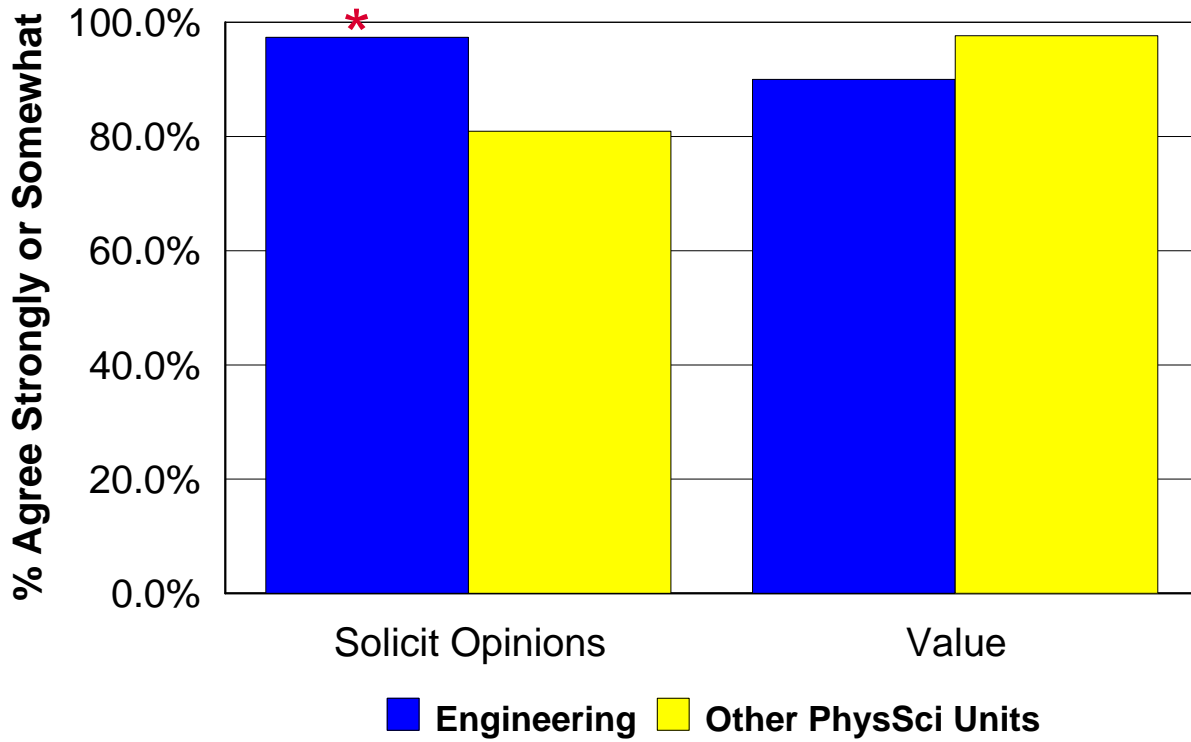
NOTES: *Excluded*, q33f: “I feel excluded from an informal network in my unit”
Unwritten Rules, q33g: “I encounter unwritten rules concerning how one is expected to interact with colleagues”
Work Not Recognized, q33j: “I do a great deal of work that is not formally recognized by my department”
Unit Welcomed, q33o: “My unit made a special effort to welcome me when I was hired.”

Figure 13. Colleagues' Valuation of Work, by Rank



NOTES: *Solicit Opinions*, q33h: “Colleagues in my unit solicit my opinion about work-related matters”
Value, q33i: “I feel that my colleagues value my work”

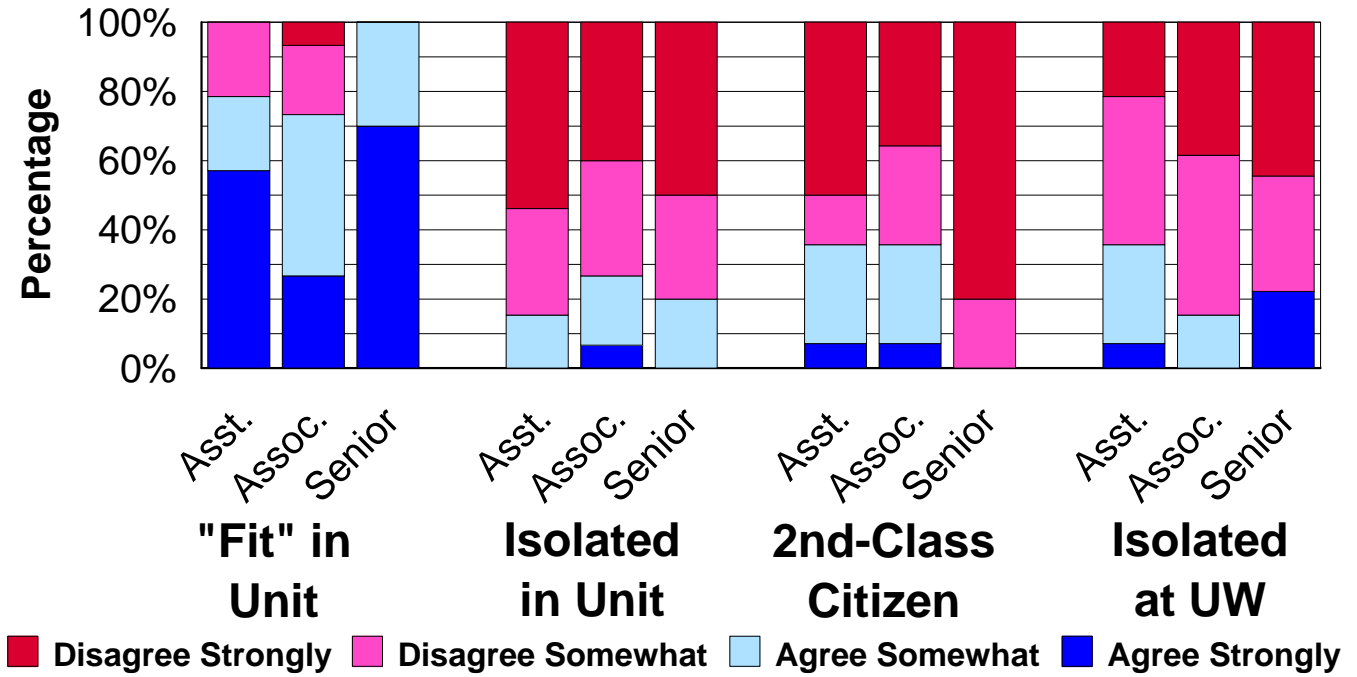
Figure 14. Colleagues' Valuation of Work



NOTES: * indicates significant t-test at $p < .05$.

Solicit Opinions, q33h: “Colleagues in my unit solicit my opinion about work-related matters”
Value, q33i: “I feel that my colleagues value my work”

Figure 15. Isolation and "Fit", by Rank College of Engineering



NOTES: *"Fit" in Unit*, q33k: "I feel like I "fit" in my unit"
Isolated in Unit, q33l: "I feel isolated from others in my unit"
Second-Class Citizen, q33m: "I feel like a "second-class" citizen in my unit"
Isolated at UW, q33n: "I feel isolated on the UW campus overall"

Other Results:

- Engineering staff feel more respected by tenure-track faculty than staff in other physical science units.
- Staff at the “assistant” rank in Engineering feel more excluded from informal networks than staff at the “associate” or “senior” ranks.
- Engineering staff feel their opinions are solicited more than do staff in other physical science units.
- Staff at the “senior” rank in Engineering feel less like “second-class citizens” than staff at other ranks.

Participation in Unit Decision-Making for CoE Research & Teaching Academic Staff

Questions:

32. How much do you agree or disagree with the following statements about your participation in the decision-making process in your primary unit?

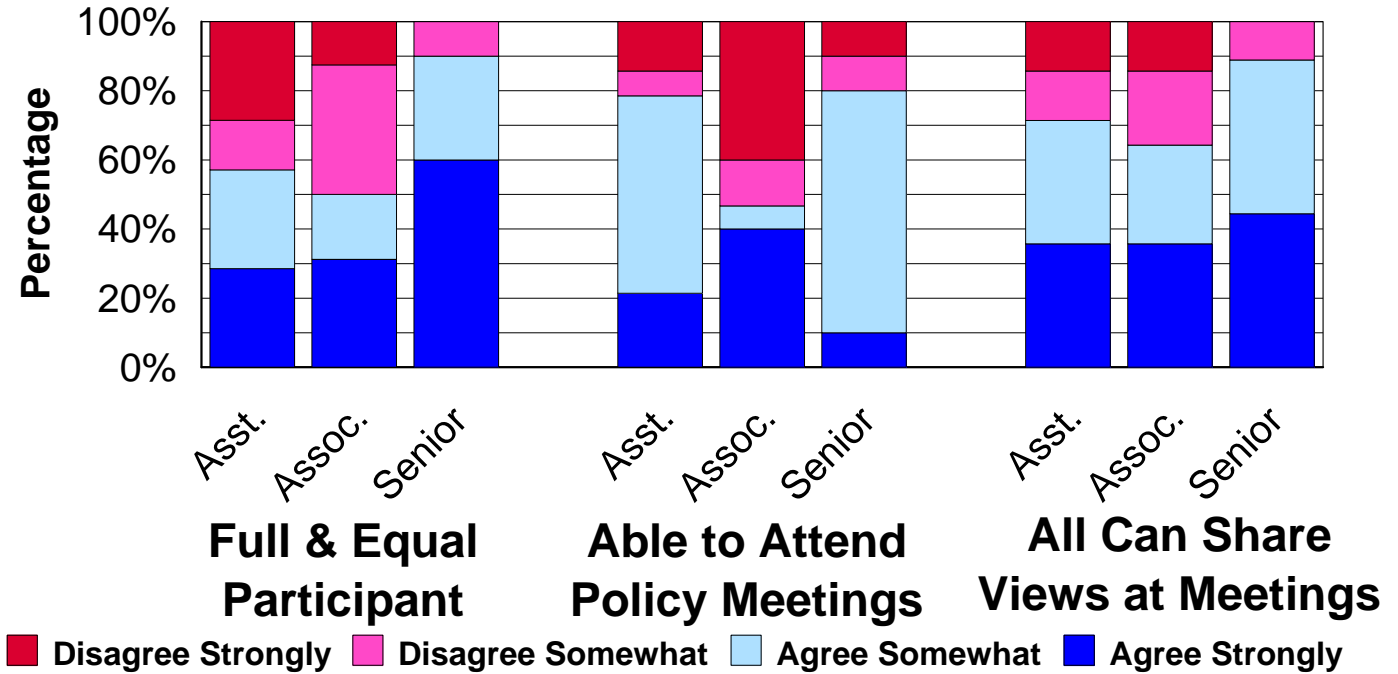
	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4
<i>Circle one number on a scale of 1 to 4 for each statement.</i>				
a. I feel like a full and equal participant in problem-solving and decision-making in my primary unit.	1	2	3	4
b. I have a voice in how resources are allocated.	1	2	3	4
c. I have a voice in decisions made about the work that I do.	1	2	3	4
d. I have a voice in decisions about merit pay.	1	2	3	4
e. I have a voice in decisions about hiring new staff.	1	2	3	4
f. I am able to attend meetings in which policy decisions are made.	1	2	3	4
g. Meetings allow for all participants to share their views.	1	2	3	4

28. Have you served on any departmental, unit, or hospital committees (e.g., hiring, curriculum, space)?

a. Yes b. No → Why not? _____

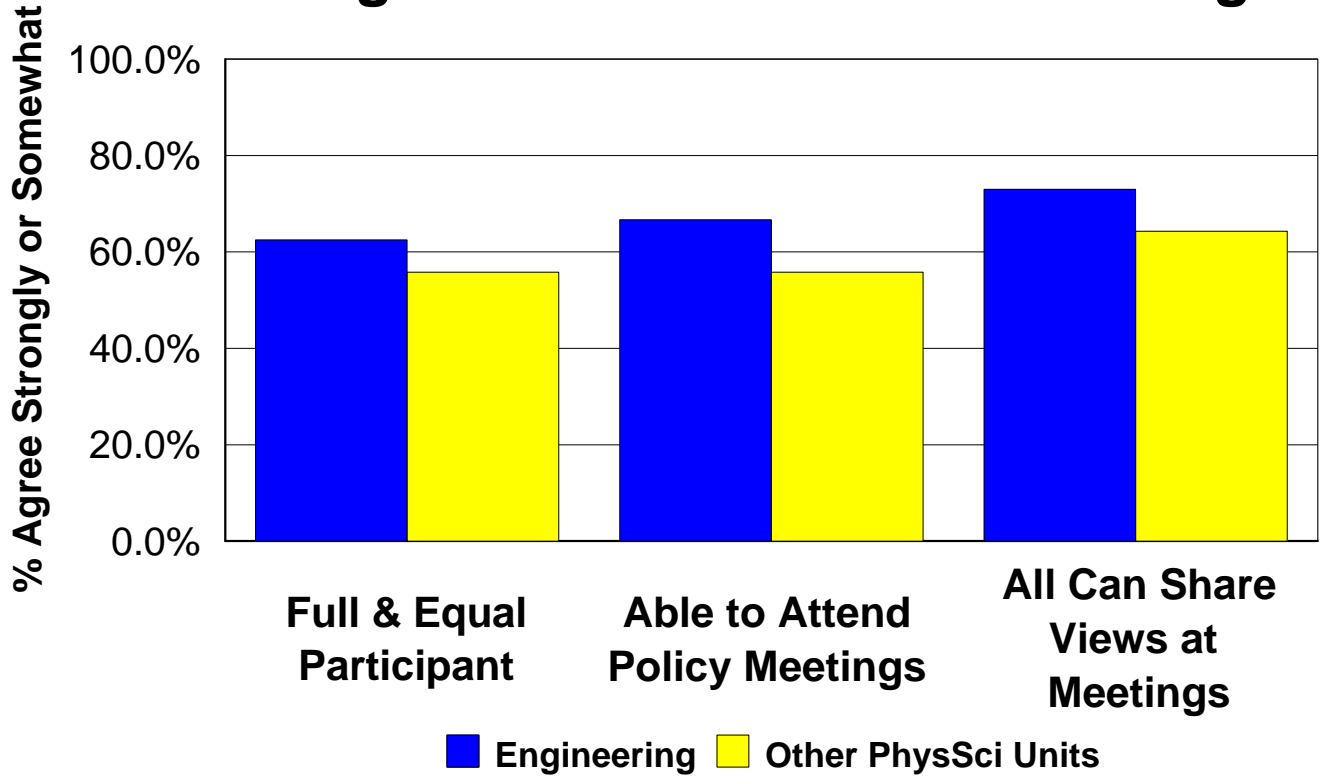
Responses:

**Figure 16. Unit Decision-Making, by Rank
College of Engineering**



NOTES: *Full & Equal Participant*, q32a: “I feel like a full and equal participant in the problem-solving and decision-making”
Able to Attend Policy Meetings, q32f: “I am able to attend meetings in which policy decisions are made”
All Can Share Views at Meetings, q32g: “Meetings allow for all participants to share their views”

Figure 17. Unit Decision-Making



NOTES: * indicates significant t-test at $p < .05$.

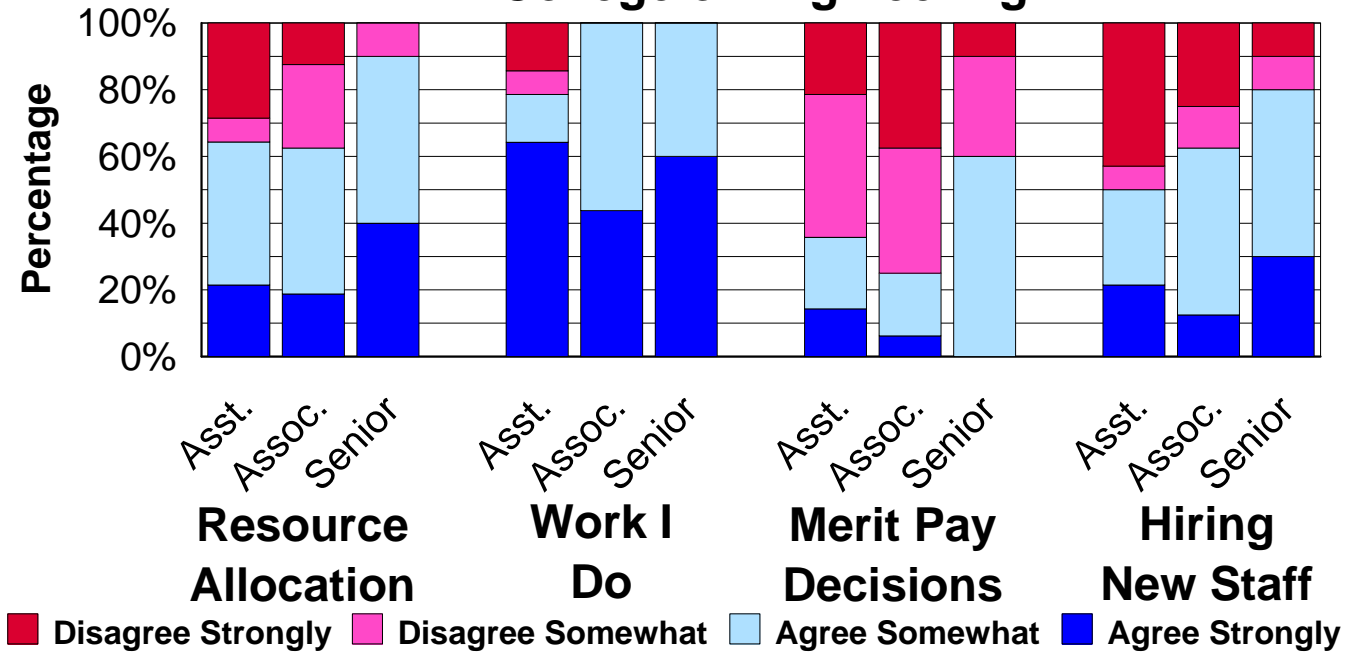
Full & Equal Participant, q32a: “I feel like a full and equal participant in the problem-solving and decision-making”

Able to Attend Policy Meetings, q32f: “I am able to attend meetings in which policy decisions are made”

All Can Share Views at Meetings, q32g: “Meetings allow for all participants to share their views”

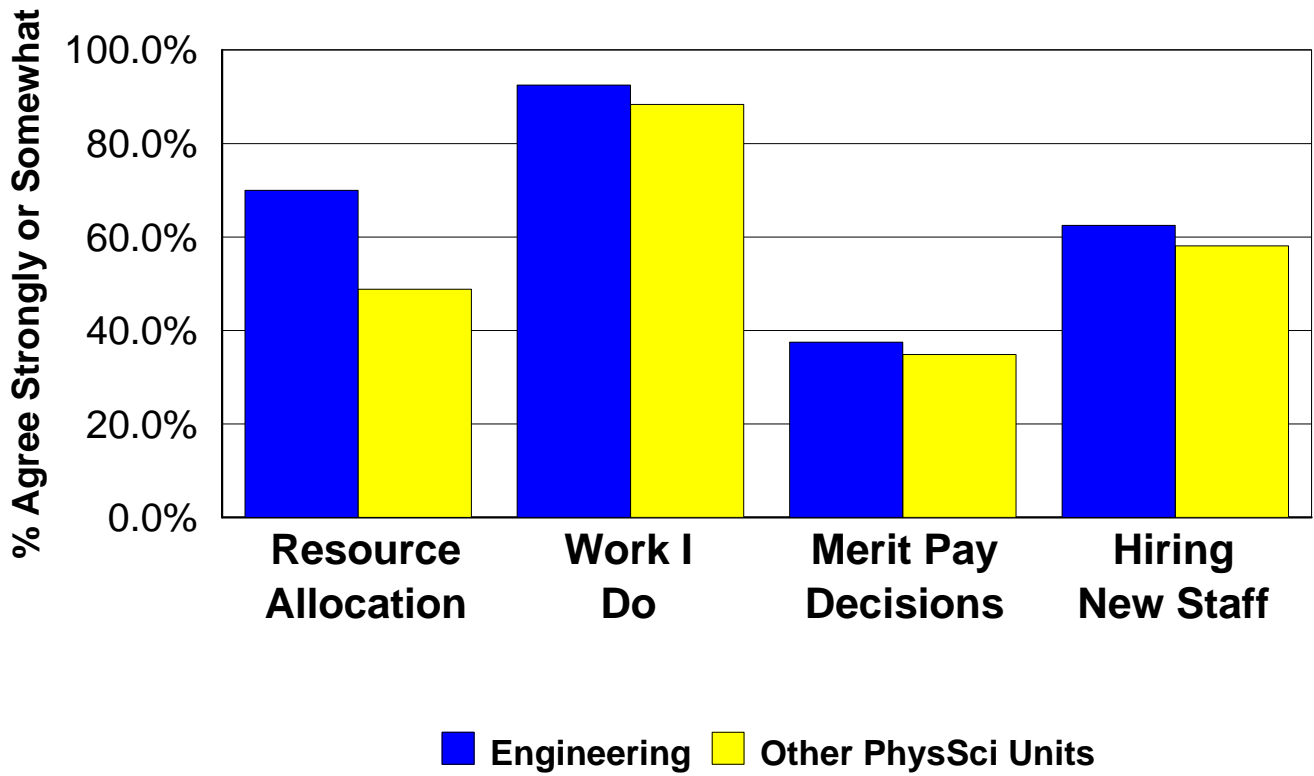
**Figure 18. Having a "Voice" in the Unit,
by Rank**

College of Engineering



NOTES: *Resource Allocation*, q32b: "I have a voice in how resources are allocated"
Work I Do, q32c: "I have a voice in decisions made about the work I do"
Merit Pay Decisions, q32d: "I have a voice in decisions about merit pay"
Hiring New Staff, q32e: "I have a voice in decisions about hiring new staff"

Figure 19. Having a "Voice" in the Unit



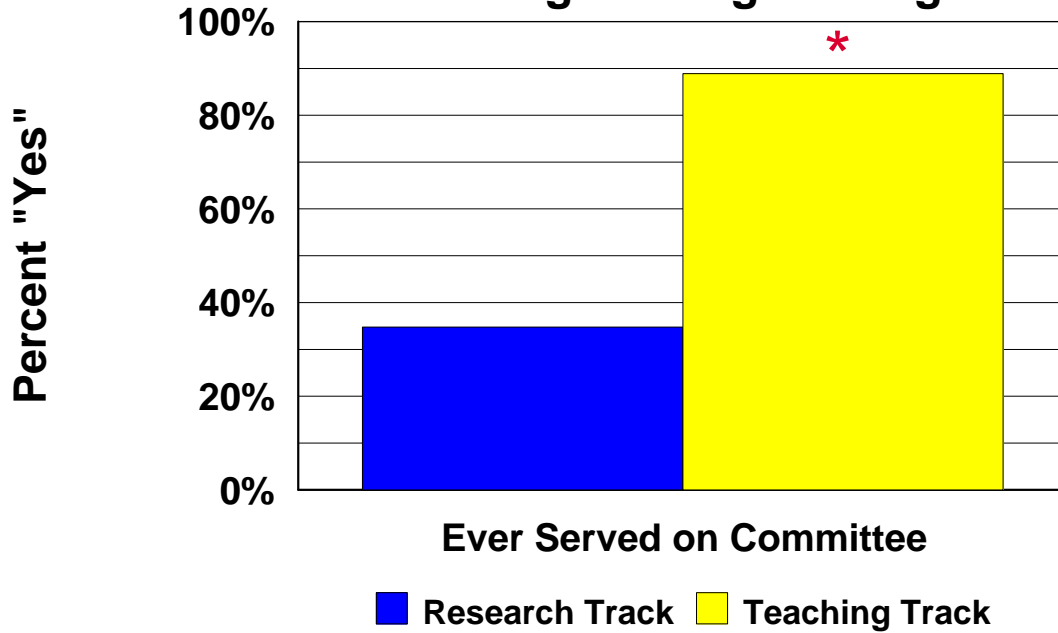
Resource Allocation, q32b: "I have a voice in how resources are allocated"

Work I Do, q32c: "I have a voice in decisions made about the work I do"

Merit Pay Decisions, q32d: "I have a voice in decisions about merit pay"

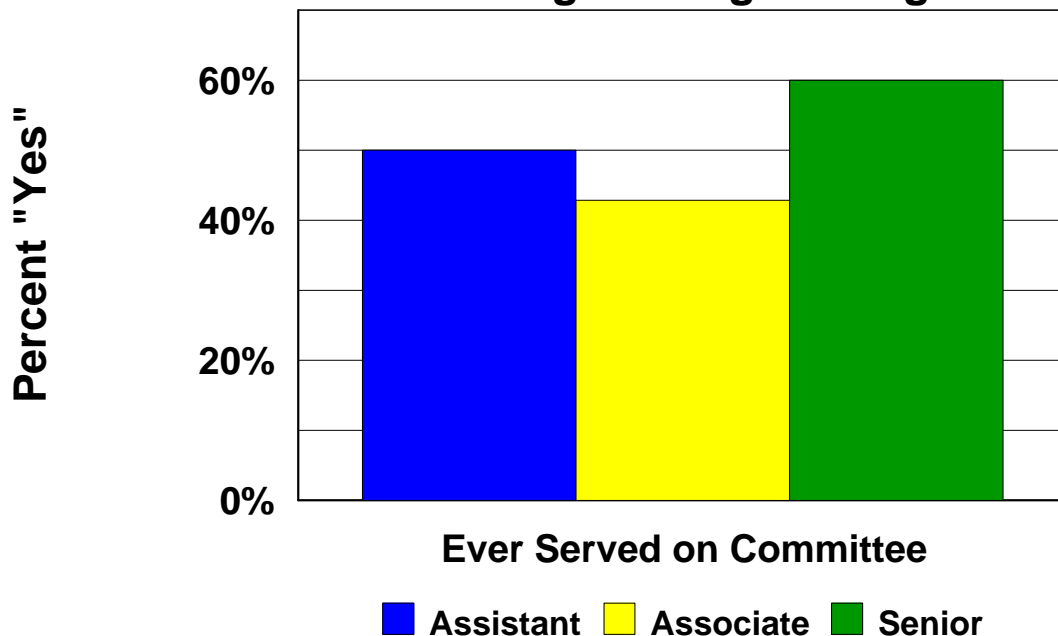
Hiring New Staff, q32e: "I have a voice in decisions about hiring new staff"

Figure 20. Service on Departmental/Unit Committees
College of Engineering



NOTES: * indicates significant t-test at $p < .05$.

Figure 21. Service on Departmental/Unit Committees
College of Engineering



Other Results:

- Staff at the “senior” rank in Engineering feel they are full and equal participants in unit decision making more often than staff at other ranks.
- Teaching staff are significantly more likely to serve on departmental/unit committees compared to their colleagues in research titles (89% of teaching staff serve, compared to 35% of research staff.)

Job Satisfaction of CoE Research & Teaching Academic Staff

Questions:

12. How satisfied are you, in general, with the way your career has progressed at UW-Madison?

Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
1	2	3	4

Satisfaction with UW-Madison

We would like to know how you feel about the University of Wisconsin-Madison in general.

19. How satisfied are you, in general, with being an employee at UW-Madison? *Please circle one on a scale of 1 to 4.*

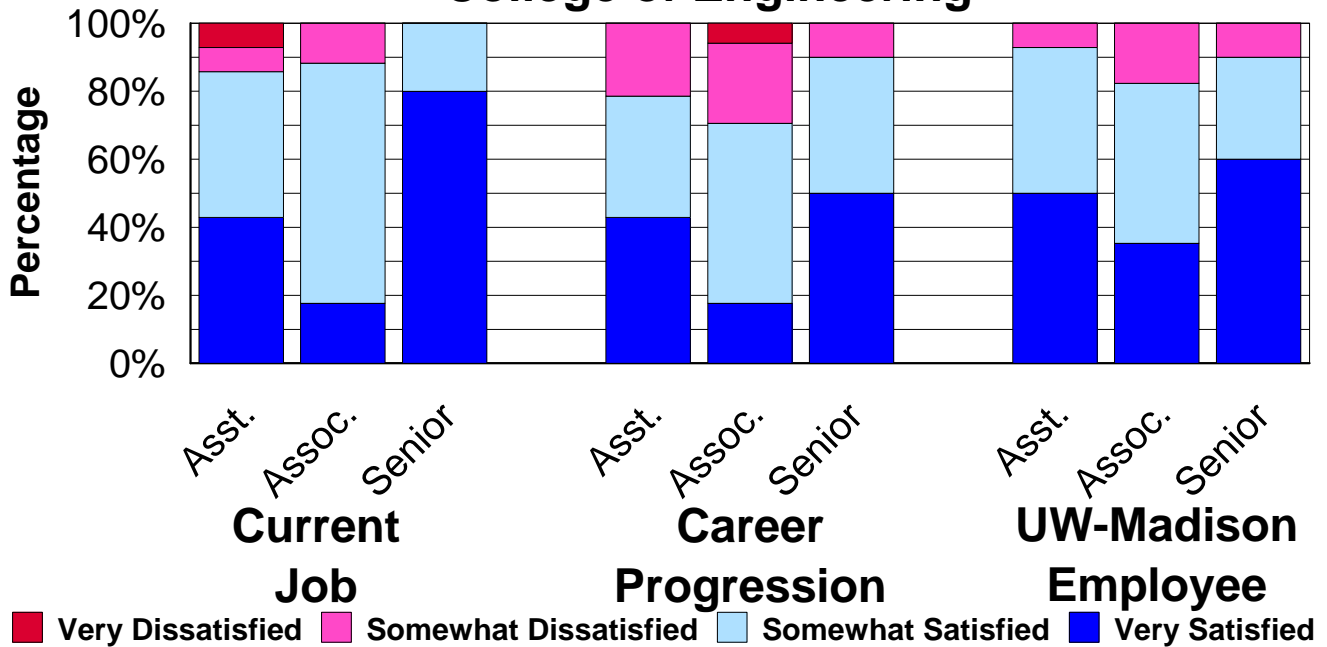
Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
1	2	3	4

20. How satisfied are you, in general, with your current job at UW-Madison? *Please circle one on a scale of 1 to 4.*

Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
1	2	3	4

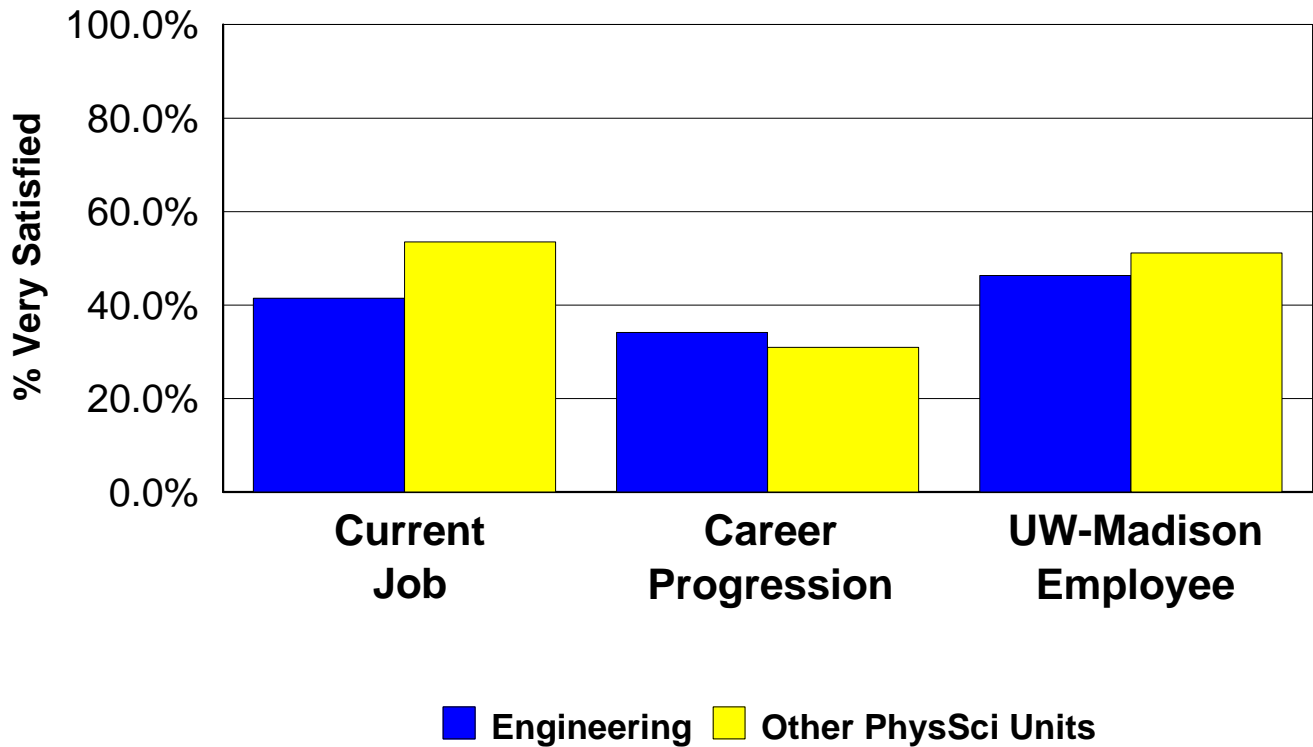
Responses:

**Figure 22. Job Satisfaction at UW-Madison,
by Rank
College of Engineering**



NOTES: *Current Job*, q20: “How satisfied are you, in general, with your current job at UW-Madison?”
Career Progression, q12: “How satisfied are you, in general, with the way your career has progressed at UW-Madison?”
UW-Madison Employee, q19: “How satisfied are you, in general, with being an employee at UW-Madison?”

Figure 23. Job Satisfaction at UW-Madison



NOTES: *Current Job*, q20: “How satisfied are you, in general, with your current job at UW-Madison?”

Career Progression, q12: “How satisfied are you, in general, with the way your career has progressed at UW-Madison?”

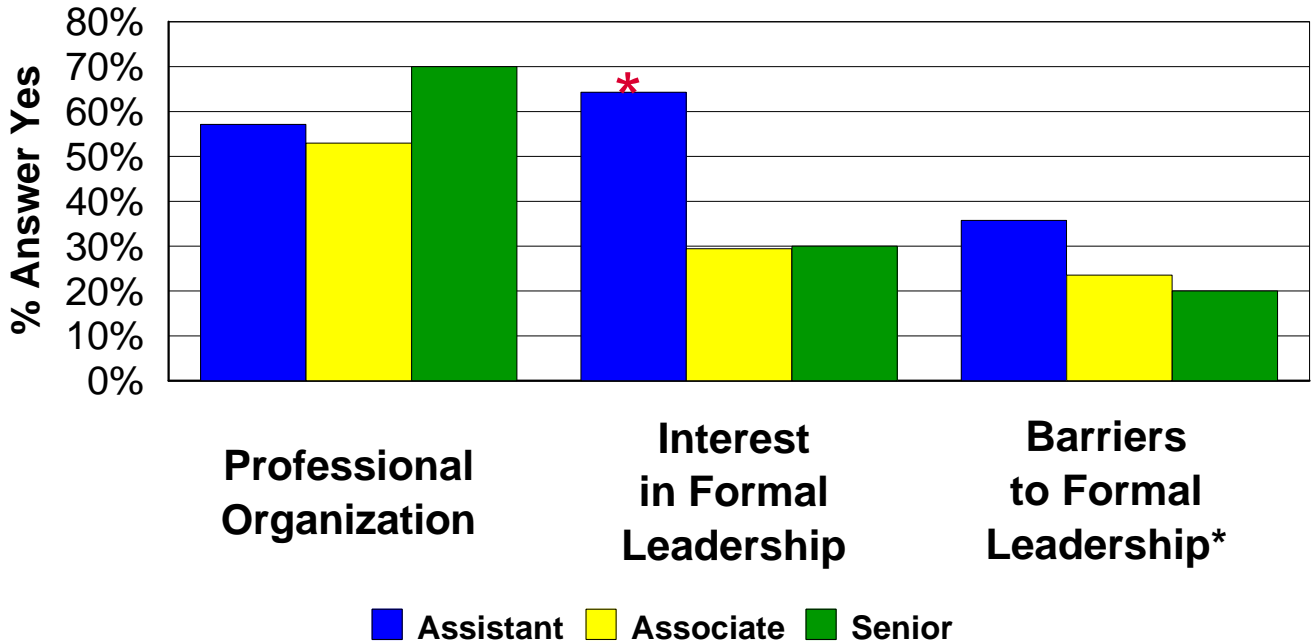
UW-Madison Employee, q19: “How satisfied are you, in general, with being an employee at UW-Madison?”

Other Results:

- Engineering staff at the “associate” ranks are less likely to be “very satisfied” with current job than other ranks; “associate” ranks may also be less likely to be “very satisfied” with their career progression, but this just misses statistical significance.
- “Senior” ranks more likely to be “very satisfied” in their current jobs compared to Engineering staff at other ranks.

Responses:

**Figure 24. Leadership Positions of Academic Staff
College of Engineering**



* Only those with an Interest in Formal Leadership are included. The most common barriers cited are: Don't have requisite education (especially PhD); Am not a faculty member (or tenure is sometimes mentioned); Do not have PI/Permanent PI status; Do not have support from manager/leadership; No time.

- NOTES:** *Professional Organization*, q27: “Have you held a leadership position in a professional organization outside of UW-Madison within the past five years?”
Interest in Formal Leadership, q29: “Do you have an interest in taking on any formal leadership positions at the UW-Madison (e.g., Assistant or Associate Dean, Director of center/institute, P.I. on a grant)?”
Barriers to Formal Leadership, q30: “Are there barriers preventing you from taking on such a position?”
 * indicates significant t-test at $p < .05$.

Other Results:

- Staff in Engineering at the “assistant” rank are more likely to indicate an interest in formal leadership at the UW-Madison than are Engineering staff at “associate” or “senior” ranks.

Summary and Future Research

Overall, the academic staff employed in the CoE appear to be at least as satisfied and happy with their jobs as staff in other Physical Science units at UW-Madison, if not happier. When significant differences between CoE staff and other Physical Scientists on campus appear, they tend to favor the CoE, although the differences are few.

Within the CoE, great differences arise in the job duties and educational credentials between research staff and teaching staff, and yet very few differences in climate measures and overall job/career satisfaction appear. While research staff appear to have a greater variety of duties than teaching staff and have higher educational credentials, they participate less often in departmental decision-making processes.

More significant discrepancies arise among staff of different rank within the CoE, regardless of their teaching/research job track. In general, staff at the middle “associate” level appear to be the least satisfied with their jobs in the CoE. “Associate”-level staff in the CoE may feel less respected, less valued, and more isolated than either “assistant”-level staff, or “senior”-level staff (not statistically significant, however.) Senior ranks especially appear to be happy and feel well-respected in the CoE, while junior ranks are the most optimistic about taking on future leadership opportunities, even while seeing many barriers.

One main finding to highlight, then, is the tendency for teaching staff in the CoE to participate more fully in departmental/unit governance, compared to research staff. Research staff appear to be underutilized in this regard.

The other main finding to highlight is the relative dissatisfaction of the “associate”-level academic staff in the CoE, compared to “assistant” and “senior” level staff. Although no statistical differences between “associate”-level academic staff and others appears on the climate measures, the patterns indicate a tendency for the mid-level staff to be less satisfied than others on almost all of the measures. Significant differences did appear in the job satisfaction measures between “associate”-level staff and others. One possibility for this relative dissatisfaction of the mid-level staff could be the time to promotion and tenure. “Associate”-level staff tend to write entire grants and be a PI/co-PI on a grant significantly more often than staff at other ranks. They say that “I am given work that enables me to advance in my career” in the same proportions of staff at other ranks, and yet they indicate the least satisfaction with their career progression of any rank. These results suggest a possible reason for the relative dissatisfaction, and some survey questions not requested by the CASI might be mined for more information on promotional issues. To consider all possibilities, however, the CoE CASI might consider investigating the dissatisfaction that CoE academic staff at the middle, “associate” ranks in a qualitative way to achieve more depth of information.

Appendix

Study of Faculty and Academic Staff Worklife at the University of Wisconsin-Madison

- 50% sample of 6 Category B Academic Staff title series:
 - Teaching: Lecturer & Faculty Associate
 - Research: Researcher & Scientist
 - Clinical: Clinical Professor & Professor (CHS)
- First wave mailed April, 2003; in field until June, 2003
- Overall response rate of 47.6% (N=513)

In the College of Engineering, response was as follows:

Table R1. Response to *Study of Faculty and Academic Staff Worklife at the University of Wisconsin-Madison, College of Engineering Academic Staff Only*

	Men	Women	Total
Total Population	118	43	161
Surveys Mailed (50% Random Sample)	68	18	86
Ineligible Respondents	0	0	0
Completed Surveys Returned	32	9	41
Response Rate	47.1%	50.0%	47.7%

Table R2. Response to *Study of Faculty and Academic Staff Worklife at the University of Wisconsin-Madison, Selected Characteristics, College of Engineering Academic Staff Only*

Demographic Variable	Respondents		Non-Respondents	
	N	Percent	N	Percent
Major Unit				
Department	37	47.4%	41	52.6%
Center/Institute	4	50.0%	4	50.0%
Track*				
Research	31	47.7%	34	52.3%
Teaching	10	47.6%	11	52.4%
Rank*				
Assistant	14	46.7%	16	53.3%
Associate	17	51.5%	16	48.5%
Senior + Distinguished	10	43.5%	13	56.5%
Gender				
Male	32	47.1%	36	52.9%
Female	9	50.0%	9	50.0%
Nonwhite				
Nonwhite**	3	23.1%	10	76.9%
White or Missing	38	52.1%	35	47.9%
Citizenship				
U.S. Citizen	38	52.8%	34	47.2%
Not U.S. Citizen	3	21.4%	11	78.6%

* See text for definitions.

** African American, Asian, Native American, or Hispanic heritage code.