



The 2010 Study of Faculty Worklife at UW-Madison

Executive Summary

Introduction

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 engineering¹. 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. In this summary, we report results from the clinical and CHS faculty² to the 2010 survey.

Methodology

To date, three waves of this study have been implemented, in 2003, 2006, and 2010.³ 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 have always been included in the survey. In 2010, faculty in the Clinical Professor and Professor (CHS) titles (all ranks) from all schools and colleges were also surveyed using an instrument parallel to the TT version. All *Study of Faculty Worklife at UW-Madison* surveys have been administered as a paper survey mailed to the homes of faculty by the University of Wisconsin Survey Center.

The 2010 survey contained nine major sections of question groups: Hiring, Collaboration, the Promotional Process at UW-Madison, Workload, Climate, Diversity, Mentoring, Sexual Harassment, and Satisfaction with UW-Madison.⁴ Some sections are new to the study and some contained questions included in previous waves, or modifications of such questions.

Survey responses were compared for several variables, most of which are self-explanatory (e.g., gender, race/ethnicity, assistant rank, division)⁵. One variable of import that is not self-explanatory, however, is "Non-Mainstream Research." This is a self-reported measure based on faculty members' assessments of whether their research falls within or outside the mainstream of their respective departments.

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 In this report, we use the term "clinical faculty", "faculty", or "clinical/CHS faculty" to refer to UW-Madison faculty members who have titles in the Clinical Professor or Professor (CHS) tracks, at any rank and in all schools and colleges. When we use the term "Clinical Professor," we refer to a variable that compares respondents in the Clinical Professor titles to respondents in the Professor (CHS) titles. Responses of Tenured/Tenure-Track professors are not reported here.

³ For reports detailing the response rates and findings of the 2003 and 2006 waves of the study, please visit WISELI's website (<http://wiseli.engr.wisc.edu/facworklife.php>).

⁴ This Executive Summary's accompanying document, "Results from the 2010 *Study of Faculty Worklife at UW-Madison*", includes a complete copy of the survey instrument, data tables, descriptive summaries of all sections, and variable construction notes. It can be accessed at the WISELI website (http://wiseli.engr.wisc.edu/docs/Report_Wave3_2010C.pdf).

⁵ A detailed description of the construction of all variables is included in the full results report (http://wiseli.engr.wisc.edu/docs/Report_Wave3_2010C.pdf), Appendix 3.

For quantitative results, we performed t-tests on the group means, and report statistically-significant differences between groups at the $p < .05$ level. For open-ended responses, we coded and tabulated faculty comments, and report the most common responses.

Results

In spring 2010, 1,124 UW-Madison clinical faculty received 2010 wave 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 50% response rate.

Differential Response by Demographic Characteristics

At 50%, the response to the clinical/CHS version of the 2010 *Worklife* survey is lower than the response rate of 56% for the Tenured/Tenure-track (TT) faculty version. As with the TT version, Women clinical faculty were more likely than Men to respond, and Faculty of Color were less likely to respond than were Majority faculty.

Most clinical faculty are in the School of Medicine & Public Health (SMPH), although some are found in almost every school/college, and in some social science disciplines. Clinical faculty in the SMPH had lower response rates than clinical faculty elsewhere at UW-Madison. In addition, those at the “Assistant” rank had lower response rates than faculty who had been promoted at least once. There was little difference in response rates of clinical faculty at the associate or full professor levels. Faculty in the Professor (CHS) track were more likely to respond than faculty in the “Clinical Professor” track.

Hiring

Overall, faculty members were somewhat to very satisfied with their hiring experience at UW-Madison. They were least satisfied with their department’s efforts to obtain resources for them, and were most pleased with their interactions with search committees.

We found one gender difference in this section, in that Women faculty were less satisfied with their departments’ efforts to obtain resources for them at the time of hire. Faculty who are Non-US Citizens were less satisfied overall, and specifically with their department’s efforts to meet them and in their interactions with their search committees. Additionally, faculty from the Social Studies division were less satisfied with their departments’ efforts to meet them during the hiring process.

Collaboration

Those clinical/CHS faculty who engage in research activities were somewhat satisfied with their opportunities for research collaborations both within and outside their departments. The group as a whole reports that their research is somewhat interdisciplinary, and that interdisciplinary research is only somewhat recognized and rewarded by their departments.

The experiences of Women and Non-Mainstream faculty were similar in a number of ways in this area. In three areas examined in the survey (collaboration within and outside of their departments, and outside of UW-Madison), Women and Non-Mainstream clinical faculty engaged in fewer research collaborations with colleagues, perceived fewer potential collaborators in each realm, and used their networks less effectively⁶ than their comparison groups (but the difference was only significant in one instance). There were no gender differences in levels of satisfaction with opportunities to collaborate, but Non-Mainstream faculty were less satisfied at the departmental level and felt that their interdisciplinary work was less recognized and rewarded than the comparison group of faculty doing Mainstream research. In contrast, Faculty of Color and Non-US Citizen faculty had more collaborators in all areas and used their networks

⁶ We defined “network utilization” as the ratio of actual collaborators to potential collaborators.

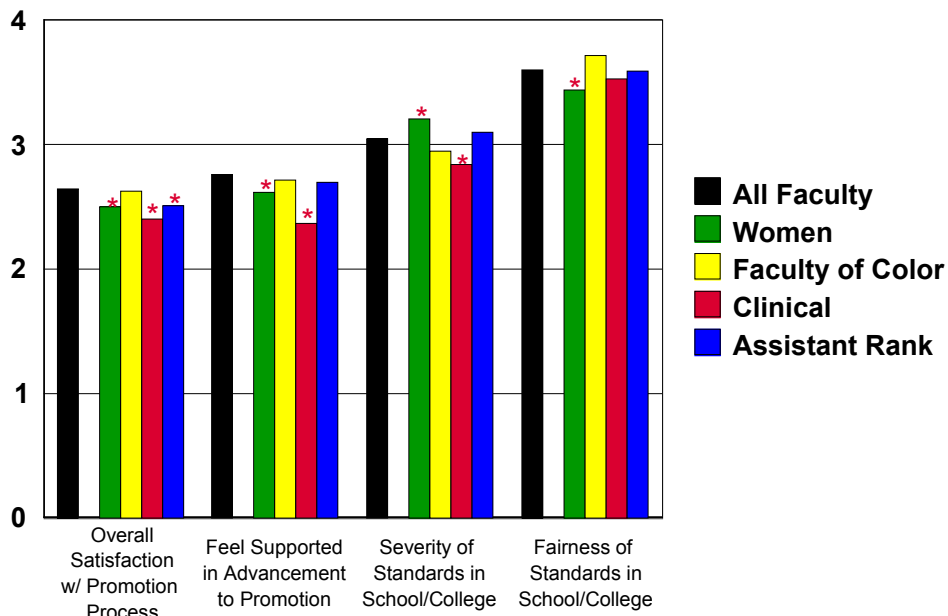
more effectively. Additionally, Faculty of Color were more satisfied with their opportunities for collaboration both within and especially outside of their departments.

Promotional Process at UW-Madison

In general, the CHS and clinical faculty at UW-Madison reported understanding the criteria for achieving promotion only a little, and were only somewhat satisfied with the experience overall. The faculty generally believed that departmental and school or college committees set standards of excellence for promotion at an appropriate level and were mostly fair in applying these standards.

There were very few differences between Faculty of Color and Majority faculty regarding the promotional process overall. The experiences of Women faculty were consistently more negative for many measures in this section compared to Men. This lower level of satisfaction extended to a variety of questions in the promotional process, including such areas as the clarity of general and specific expectations and criteria for promotion, feeling unsupported during the process, and believing that the criteria applied during the promotion process were not consistent with their stated responsibilities at time of hire.

Figure 1. Selected Means, Promotion Items



* Indicates significant t-test, $p < .05$, with comparison group. E.g., Women vs. men, Faculty of Color vs. Majority faculty, Clinical vs. CHS faculty, Assistant rank vs. Associate/Full Rank. Higher values indicate higher levels of satisfaction, support, severity, and fairness.

When considering the severity of the standards of excellence for promotion that departmental and school or college committees set *and* the extent to which they applied them fairly, Women faculty believed their departmental and school or college committees set standards that were somewhat or too severe and applied them arbitrarily. Clinical Professors also reported that their school or college committees were somewhat or too severe in setting a standard of excellence, compared to their Professor (CHS) peers. Additionally, faculty members with Multiple Appointments were more likely than those with Single Appointments to report that their departmental committees applied promotional standards arbitrarily.

In the final question for this section, we asked faculty members in an open-ended question what UW-Madison could do to improve the promotion process for junior faculty. The most common suggestions

related to making the criteria and processes for promotion clear, stable, and explicit; communicating these criteria and processes to faculty very early in their appointments; and the use of mentoring or mentoring committees. A noticeable proportion of the respondents for this item noted that promotion had never been discussed with them, that they were unaware of any specific promotion process, or had no idea how the process worked.

Workload

In this section, we explored the distribution of academic activities and work across different faculty groups at UW-Madison. The clinical/CHS faculty reported working an average of about 52 hours per week, spending the most time on clinical work, teaching, and administrative tasks. The faculty felt that their workload is somewhat but not excessively heavy.

We found differences in responses from various groups throughout this section. For example, Clinical Professors and Assistant Rank faculty taught fewer graduate and professional courses than their comparison groups. Additionally, these groups performed less clinical inpatient and outpatient teaching in the last year, spent fewer weeks on service supervising students and residents, and had fewer postdoctoral fellows and informal advisees. Women, Clinical Professors, and Assistant Rank faculty performed less internal service activity and less board service activity. Faculty of Color reported serving on fewer departmental committees. Among the divisions, Social Studies faculty served on fewer internal committees but more external boards compared to Biological Sciences faculty.

Regarding academic productivity in the last year, clinical/CHS faculty focused on producing journal articles, conference papers and presentations, and grant proposals more than other kinds of research productivity. Women faculty produced a significantly lower number of conference papers and presentations compared to Men; however, this difference was related to women's overrepresentation in the Clinical Professor track (clinical professors do not typically have research duties). In the divisions, Social Studies faculty produced fewer articles, conference papers or presentations, and book chapters. Clinical Professors and Assistant Rank faculty also produced fewer articles, conference papers, and other creative or scholarly works than their comparison groups. However, while Clinical Professors wrote significantly fewer grant proposals than those in the Professor (CHS) titles, Assistant Rank faculty wrote more of this type than faculty of other ranks.

Regarding workload and perception of its heaviness, we saw with interest that Women faculty work significantly less hours per week than Men faculty (49 vs. 54 hours) but also reported that their workload is too heavy in comparison—a finding similar to that found in the TT results. We also saw that Clinical Professors and Assistant Rank faculty work fewer hours in a week than their comparison groups, but there was no difference in perceived heaviness of workload for these groups.

Climate⁷

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; and to gauge the overall climate, the climate for Women, and the climate for Faculty of Color at the department and school or college levels.

The faculty as a whole reported a fairly positive climate in terms of their personal experiences. For example, they felt they were often treated with respect by others in their departments, including colleagues, students, staff, and their chairs. They reported relatively positive interactions such as feeling

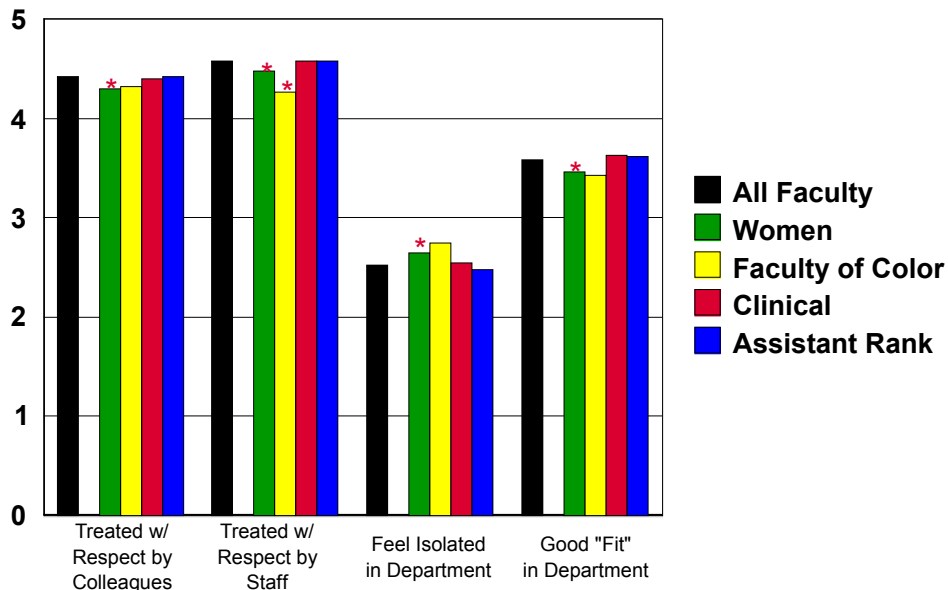
⁷ Climate is defined by the Campus Climate Network Group (2002) as “Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect.”

that they were solicited for their opinion on work-related matters and that their research and scholarship were usually valued by their colleagues. Additionally, the group felt that they were a good fit in their departments, and only rarely felt isolated in their departments or on the campus at large (though somewhat more frequently at the campus level.) In thinking about their voice in departmental decision-making processes, the faculty felt that they had a voice and that all meeting participants were able to participate. However, they did report that they rarely had a voice in their department's resource allocation activities.

We also asked the faculty to rate the experience of climate for others. The faculty felt that the climate in their departments is generally positive, and the climate at the school or college level is also positive (but less so than in the department). They reported that the climate for Women and the climate for Faculty of Color were positive at both levels.

Looking to differences among the faculty, we saw that the climate scores for some faculty were consistently more negative than that of their comparison groups. Women faculty were less satisfied with climate on all measures for the 2010 survey, significantly so for most. Additionally, Faculty of Color show a few significant differences on some measures, including being treated with less respect by staff in their departments, feeling less able to navigate unwritten rules, and feeling that they have to work harder to be perceived as a legitimate scholar. Faculty who are Non-US Citizens reported being treated with more respect by their department chairs, being less likely to do work that is not recognized or rewarded by their departments, feeling that their research and scholarship were valued more, and perceiving the climate overall to be more positive at both levels (though not significantly) than faculty who are US Citizens. Assistant Rank faculty felt that they had less voice in their department's decision-making processes and resource allocation. This group also perceived a significantly more positive climate for Women at the school or college level.

Figure 2. Selected Means, Climate Items



* Indicates significant t-test, $p < .05$, with comparison group. E.g., Women vs. Men, Faculty of Color vs. Majority faculty, Clinical vs. CHS faculty, Assistant rank vs. Associate/Full Rank. Higher values indicate higher levels of respect, isolation, value of research, "fit".

Diversity⁸

In this section we asked the faculty a series of questions regarding the demonstrated commitment to diversity in their departments and at UW-Madison, their personal commitment to increasing diversity at the institution, and if they had taken intentional actions to increase diversity in the 6 months prior to completing the survey. Overall, the faculty agreed slightly that commitment to diversity is demonstrated at both the departmental and campus levels (more so at the campus level), but agreed more strongly that they were personally committed to increasing diversity among faculty, staff, and students. A minority (about 38%) indicated that they had intentionally engaged in an action intended to increase diversity.

Women and Faculty of Color perceived significantly less demonstrated commitment to diversity at both the department and university levels than did other faculty. However, there was no difference between Women and Faculty of Color and their comparison groups in terms of personal commitment to increasing diversity on the campus or in engaging in intentional actions to increase diversity. Faculty in the Social Studies division were more personally committed to increasing diversity on the campus, and had engaged in more actions toward that end than Biological Sciences faculty. Additionally, Assistant Rank faculty engaged in fewer actions intended to increase diversity than Associate or Full Rank faculty.

Mentoring

In this section, we asked faculty members how often they met with their mentors, inside and outside of their departments in the academic year. On average, faculty members met with their official departmental mentors about 12 times, but with other departmental mentors and mentors outside their departments between 21 and 25 times. Between one-third and one-half of the faculty reported that they had not met with a mentor in each of the three categories we addressed: official department mentor, other department mentors, and mentors outside the department. Moreover, less than half of the faculty (about 45%) felt that they received adequate mentoring while at UW-Madison.

We did not find any gender differences among the CHS and Clinical Professors in terms of their participation in mentoring, but Women faculty were less likely to report that they received adequate mentoring at UW-Madison. Faculty of Color met with significantly fewer mentors outside their departments, and were also more likely (though not significantly) to say that they never met with mentors. Despite this, Faculty of Color were more likely (but again, not significantly) to report that they received adequate mentoring. Finally, Clinical Professors were far more likely to say that they never met with any kind of mentor within or outside of their departments, but do not report any less satisfaction with their mentoring experience.

Sexual Harassment⁹

This section was designed to determine the extent to which faculty had experienced sexual harassment in the last three years, if at all, and their perception of how seriously the problem is treated on the UW-Madison campus. A small proportion (7%) of the faculty reported having experienced at least one harassment incident, with an average of 3 incidents. Overall, the faculty who responded to the item felt that sexual harassment is taken very seriously at UW-Madison and that it is a little to somewhat common experience on campus.

A higher percentage of Women faculty (approximately 10%) reported that they had experienced sexual harassment than Men faculty (about 5%). Gay/Lesbian faculty members reported experiencing a higher (but not significant) rate of harassment than Heterosexual/Bisexual faculty, but report significantly fewer

⁸ 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.”

⁹ UW-Madison defines sexual harassment as including unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when such conduct influences employment or academic decisions, interferes with an employee’s work, and creates an intimidating, hostile, or offensive work or learning environment.

incidents overall. Faculty of Color reported fewer incidents of harassment and felt more sure about what steps to take if a person came to them with a problem of sexual harassment. In this wave of the survey, Social Studies faculty did not report experiencing sexual harassment. Assistant Rank faculty, compared to faculty of other ranks, felt that sexual harassment is less common on the UW-Madison campus and were less sure of what steps to take if an incident should occur.

Notably, both Women faculty and Assistant Rank faculty were significantly more likely to report that they did not know how seriously sexual harassment is treated on the campus, how common it is, what steps to take, or how effective those steps may be. Clinical Professors were also more likely than CHS Professors to report that they do not know the effectiveness of the procedures for resolving sexual harassment complaints.

Satisfaction with UW-Madison

This section of the survey asked clinical/CHS faculty to evaluate their degree of satisfaction with their jobs, career progression at UW-Madison, resources provided by the institution, and salaries. In addition, we asked the faculty to report if they received any outside job offers, whether and how seriously they had considered leaving the institution, and for what reasons they would leave.

As a whole, faculty members reported that they were somewhat satisfied with their jobs and their career progression at UW-Madison, and were neither dissatisfied nor satisfied with resources provided to support various aspects of their work. They were neither dissatisfied nor satisfied with their salaries. When asked what factors contributed most to their job satisfaction, faculty reported that their colleagues, specific aspects of their jobs (such as opportunities for leadership), and good climate in their units were the most important factors. They identified climate in the unit as the primarily factor detracting from their satisfaction, and cited workload issues and lack of resources as additional factors of job dissatisfaction.

Figure 3. Factors Contributing Most to Faculty Satisfaction

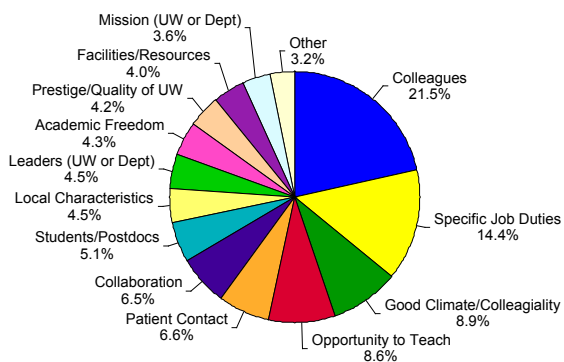
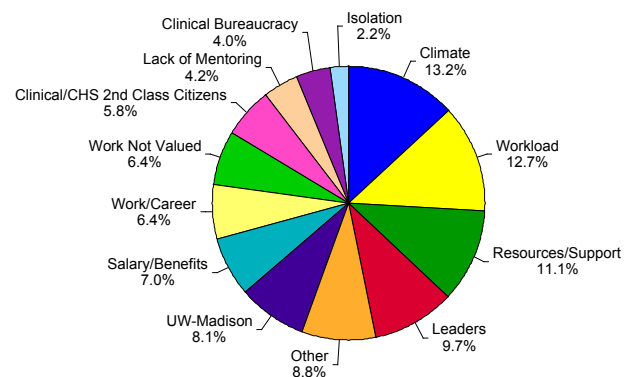


Figure 4. Factors Detracting Most From Faculty Satisfaction



Assessing the potential for leaving the institution, faculty reported that they are neither likely nor unlikely to leave UW-Madison in the next three years. Additionally, only a small proportion (about 13%) of the clinical/CHS faculty reported having received an outside job offer in the last five years. For those who received an offer, the most common adjustments offered in response were in salary, clinical load, and other areas defined by the faculty.

In reporting their reasons for staying at UW-Madison, the faculty most commonly cited local characteristics (e.g., City of Madison), their colleagues and collaborators, and personal factors such as family. When discussing reasons for which they would consider leaving UW-Madison, the most common factor was simply “salary,” followed by reduced workloads and demands, and a desire for a change, challenge, or new opportunities.

Among different faculty groups, Women faculty were less satisfied overall at UW-Madison. There were few significant differences in satisfaction according to race and ethnicity. Faculty who are Non-US Citizens were more satisfied overall with being a faculty member than faculty who are US Citizens. Additionally, Assistant Rank faculty reported being less satisfied with their career progression than Associate or Full Rank faculty.

Faculty from the Social Studies departments were the most likely to consider leaving UW-Madison in the near future.

Conclusions and Future Research

Findings from the clinical/CHS faculty version of the *2010 Study of Faculty Worklife* survey illustrate the very different experiences that faculty in the Clinical Professor and Professor (CHS) titles at UW-Madison have, compared to their Tenured/Tenure-Track (TT) counterparts. Although not explicitly contrasted in this study, the differences were so great that separate analyses of the clinical and TT results were necessary. A future report will focus specifically on the School of Medicine and Public Health (SMPH), and make direct comparisons among the three tracks in that one school.

Some findings that might be explored in much more depth include the stark differences in attitudes about the promotional process; in particular, what the Clinical Professors find problematic about the transition to the associate rank compared to their CHS Professor peers. The concerns about heavy workloads that Clinical Professors and CHS Professors reported (especially in open-ended items), compared to the relative lack of such concern among TT faculty in the Biological Sciences, could be an area of future study. Addressing the reasons why clinical Faculty of Color report not being treated with respect by UW-Madison and/or Hospital staff could greatly improve the climate experience of this group. Finally, the issue of mentoring for clinical faculty should be explored more fully, as more than half of all respondents reported that they were not receiving adequate mentoring (compared to less than 30% of TT faculty.)

The *Study of Faculty Worklife* is an extraordinary longitudinal data source, which can answer many questions about faculty perceptions of their workplace, and correlations between these perceptions and important career outcomes such as productivity, attrition, and satisfaction. We intend to continue fielding the study for both TT and clinical faculty, with the next wave planned in 2013.