



The 2010 *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 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.

Methodology

To date, three waves of this study have been implemented, in 2003, 2006, and 2010.² 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 sample³. 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 2010 survey contained nine major sections: Hiring, Collaboration, the Tenure 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.

Faculty survey responses were compared for several variables, most of which are self-explanatory (e.g., gender, race/ethnicity, untenured, 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.

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.

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

³ Because all clinical faculty were surveyed in 2010, the SVM clinical faculty responses are included with the clinical faculty report and not in this TT report. See (http://wiseli.engr.wisc.edu/docs/Report_Wave3_2010C.pdf) for these results.

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_2010TT.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_2010TT.pdf), Appendix 3.

Results

During the Spring semester, 2,141 UW-Madison TT faculty received 2010 wave survey instruments. Of those, 1,189 responded, for a 56% response rate.

Differential Response by Demographic Characteristics

The 56% response rate to the 2010 *Worklife* survey suggests that a large segment of tenured and tenure-track (TT) faculty at UW-Madison are represented in survey responses. Although response rates did vary across different groups of faculty, the pool of respondents is reasonably representative of the UW-Madison faculty.

Women were more likely than Men to respond, with 61% of Women TT faculty responding to the survey compared to 53% of Men faculty. Women Faculty of Color responded at similar rates to Majority Women faculty, but Men Faculty of Color, particularly Asian men, tended to respond at much lower rates than Majority Men.

Across different divisions, the Arts & Humanities faculty had the lowest response at 52%, and the Biological Sciences had the strongest at 57%. Comparing across schools and colleges, faculty in the School of Human Ecology had the highest response while the Business School faculty were least likely to respond.

Tenured and Untenured faculty had similar response rates, although full professors were slightly more likely to respond compared to associate or assistant professors.

Hiring

Overall, faculty members were very satisfied with their hiring experience at UW-Madison. They were least satisfied with their startup packages, and most pleased with their interactions with search committees.

No gender differences were found in satisfaction with the hiring process. Faculty of Color were significantly more satisfied with their departments' efforts to meet them during the hiring process. Science Department faculty were less satisfied with each element of the hiring process we inquired about, sometimes significantly so. Perhaps the most striking finding in this section relates to faculty who considered their research to be Non-Mainstream. As a group, they were significantly less satisfied than Mainstream faculty on each of the measures, except for satisfaction with startup packages.

Collaboration

The faculty were generally satisfied with their opportunities for research collaborations both within and outside their departments. The group as a whole reported that their research was somewhat interdisciplinary, and that interdisciplinary research was only somewhat recognized and rewarded by their departments.

Women faculty, Faculty of Color, and faculty who perform Non-Mainstream research reported a number of similar experiences in the area of collaboration. Responses to questions about collaboration within and outside of their departments, and outside of UW-Madison, indicate that these three groups engaged in fewer research collaborations with colleagues, perceived fewer potential collaborators in each realm, and used their networks less effectively⁶ than their comparison groups. Furthermore, they are all significantly more dissatisfied with their intra- and inter-departmental opportunities for collaboration. Faculty from Science Departments have the most success with research collaboration. Compared to their Non-Science peers, faculty in the Science departments had more current collaborators, perceived more potential collaborators, and used their networks more effectively. This difference is not accounted for by

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

the higher proportions of Women faculty, Faculty of Color, and Non-Mainstream faculty among the Non-Science disciplines.

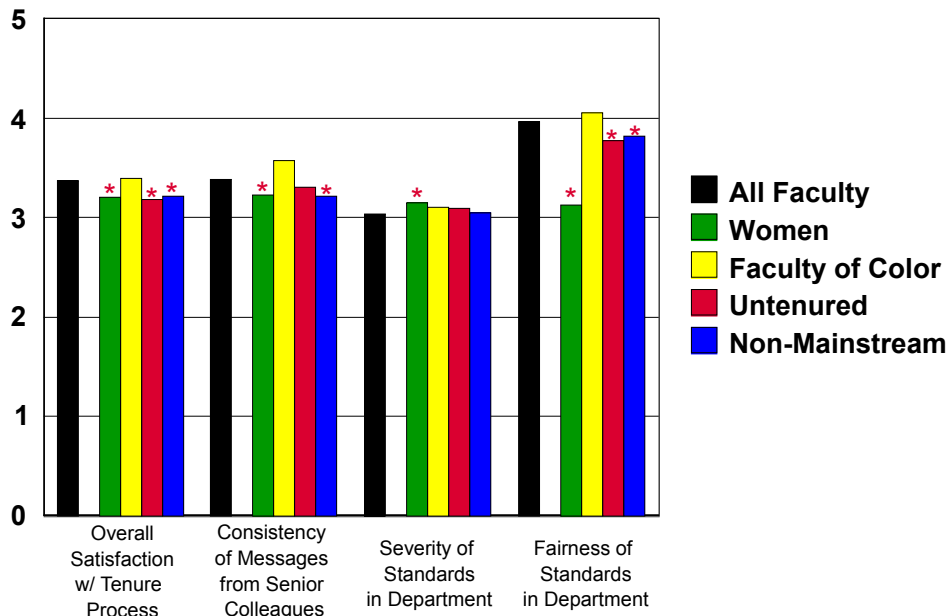
When asked in an open-ended question what UW-Madison could do to better support faculty engaged in interdisciplinary research, the faculty most frequently suggested (1) increased funding; (2) inclusion and validation in tenure, merit, and promotion processes; (3) facilitating the formation and maintenance of collaborative relationships; and (4) removing institutional barriers to collaboration. However, a substantial number of respondents also responded by saying that nothing additional needs to be done, and that UW-Madison is already a good place in which to collaborate.

Tenure Process at UW-Madison

In general, the faculty at UW-Madison reported understanding the criteria for achieving tenure well and a moderate satisfaction with the experience overall. They felt that departmental and executive committees set standards of excellence for tenure evaluations at an appropriate level and that departmental and divisional committees applied those standards fairly.

Among the divisions, Physical Sciences faculty were the most satisfied with the tenure process, while Arts & Humanities faculty were the least satisfied. The experiences of Women faculty, Untenured faculty and Non-Mainstream faculty were significantly more negative for many measures in this section in relation to their comparison groups. This lower level of satisfaction extends to questions regarding the tenure process overall and in specific areas, such as feeling supported during the process, and understanding the clarity of general and specific tenure expectations and criteria. There were very few differences between Faculty of Color and Majority faculty regarding the tenure process.

Figure 1. Selected Means, Tenure Items



* Indicates significant t-test, $p < .05$, with comparison group. E.g., Women vs. Men, Faculty of Color vs. Majority faculty, Untenured vs. Tenured, Non-Mainstream vs. Mainstream. Higher values indicate higher levels of satisfaction, consistency, severity, and fairness.

When considering the appropriateness of the standards of excellence for tenure evaluation that departmental and divisional committees set and the extent to which these standards were applied fairly, Women faculty reported that both departmental and divisional committees set standards that were

somewhat or too severe and applied them arbitrarily. Though the difference was not significant, Faculty of Color also reported that the standards their departmental committees set were somewhat or too severe. Among the divisions, Physical Sciences faculty believed that both committees set standards that were not severe and that both applied standards fairly, while Arts & Humanities faculty believed that departmental committees' standards were too severe and too arbitrary. Untenured faculty and Non-Mainstream faculty also reported that their departmental and divisional committees were more arbitrary.

In the final item for this section, we asked faculty members an open-ended question about what UW-Madison could do to improve the tenure process for junior faculty. The most common suggestions related to (1) the clarity, consistency, and stability of criteria for achieving tenure; (2) removing or reducing faculty members' teaching requirements; and (3) improved mentoring programs. However, a substantial number of respondents also indicated that they are satisfied with the current process.

Workload

In this section, we explored the distribution of academic activities and work across different faculty groups at UW-Madison. The faculty reported working an average of about 57 hours per week, spending the most time on scholarship and research, teaching, administrative tasks, and meeting with students. The faculty felt that their workload was somewhat but not excessively heavy.

We found substantial differences among faculty groups throughout this section. The types of courses taught differed primarily by division. For example, Biological Sciences faculty taught the fewest undergraduate courses but by far the most graduate or professional courses, while Arts & Humanities faculty taught the most undergraduate and the fewest graduate or professional courses. In the area of student advising, Women faculty had fewer graduate, professional, or postdoctoral student advisees, and more informal advisees. Non-US Citizen faculty advised fewer students overall compared to US Citizen faculty. Additionally, the number of graduate student advisees was significantly higher for Non-Science Department faculty than for Science Department faculty. Science Department and Untenured faculty reported doing less internal (departmental or university committees) service work than Non-Science and Tenured faculty, and Women faculty had less external committee or board service activity than did Men faculty.

Regarding academic productivity in the last calendar year, the faculty focused on submitting journal articles, conference papers and presentations, and grant proposals more than other forms of academic output. Women faculty produced a significantly lower number of edited books and chapters, compared to Men. Women faculty also produced fewer articles and conference papers and presentations. Science Department faculty produced the most articles, conference papers and presentations, and grant proposals.

Concerning workload and perception of its heaviness, Women faculty reported working significantly less hours per week than Men faculty (56 vs. 58 hours), but were more likely than men to declare that their workload was too heavy. In contrast, Biological Sciences faculty reported working the most hours per work week among the divisions, but felt that their workload was the least onerous. Arts & Humanities faculty reported the shortest work week among the divisions by approximately two hours. On average faculty in Science Departments reported working more hours per week than faculty in Non-Science Departments, as did Untenured faculty compared to Tenured faculty.

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

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."

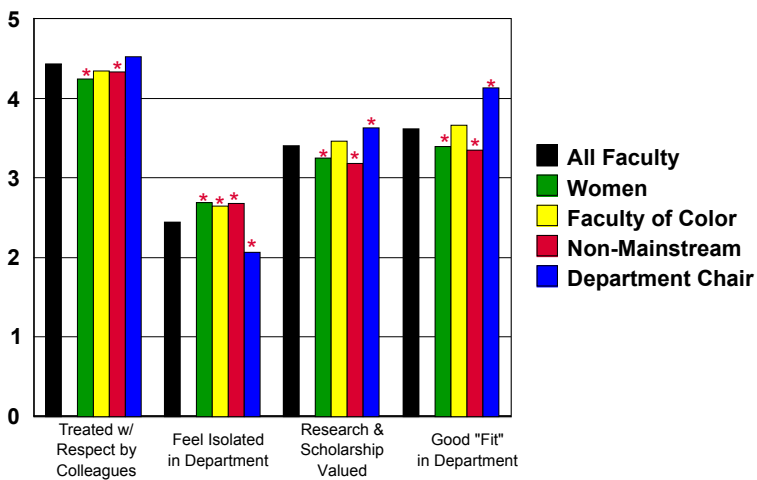
climate, the climate for Women, and the climate for Faculty of Color at the department and school or college levels.

The faculty as a whole reported a fairly positive climate overall in terms of their personal experiences. For example, they were often treated with respect by others in their departments, including colleagues, students, staff, and their chairs. They had relatively positive interactions with others in their departments, including such particulars as feeling that they were solicited for their opinions on work-related matters and that their research and scholarship was usually valued by their colleagues. Additionally, faculty members rarely felt isolated in their departments or on the campus at large, and believed they were usually a good fit in their departments. In thinking about their voice in departmental decision-making processes, faculty members reported that they do have a voice and that all meeting participants are able to participate. However, they did report that they only sometimes have a voice in their department's resource allocation activities.

We also asked the faculty to rate the experience of climate for others. The faculty believed that the climate in their departments is generally positive, and that the climate at the school or college level is also positive (but less so than in the department). They perceived the climate for women to be positive at both levels, and gave slightly lower (but still positive) ratings of the climate for faculty of color.

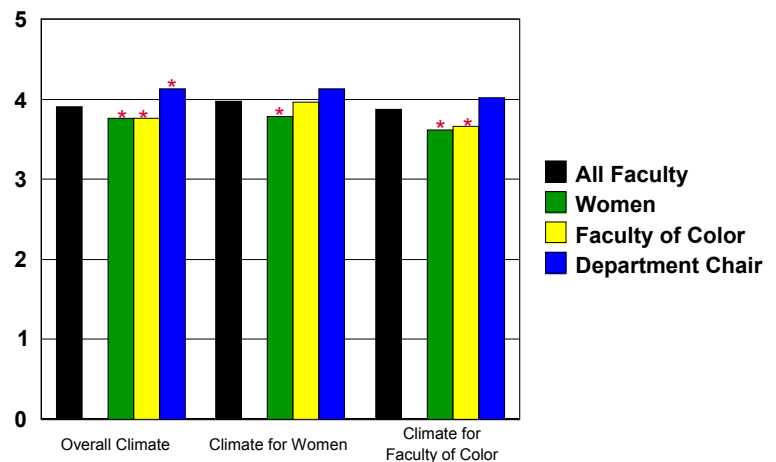
Looking to differences among faculty, survey results show that the climate scores for some faculty groups were consistently more negative than those of their comparison groups. Women faculty were less satisfied with climate on all measures for the 2010 survey, significantly so for most. Additionally, Faculty of Color were also significantly less satisfied on some measures, including being treated with less respect by students in their departments, feeling excluded from an informal network in their departments, and feeling isolated in their departments and on the UW-Madison campus. Faculty of Color also reported that they had to work much harder to be perceived as legitimate scholars. Among the divisions, Arts & Humanities faculty were the least satisfied with their climate experience, while Social Studies faculty reported being the most satisfied. Finally, Non-Mainstream faculty were less satisfied with their personal experiences of climate and gave less positive ratings of the climate experiences for other groups. These findings are consistent with previously reported experiences of climate by Women, Faculty of Color, and Non-Mainstream faculty in Waves 1 and 2 of the study.

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, Non-Mainstream vs. Mainstream, Chair vs. Not Chair. Higher values indicate higher levels of respect, isolation, value of research, "fit".

Figure 3. Selected Means, Climate Items



* Indicates significant t-test, $p < .05$, with comparison group. E.g., Women vs. Men, Faculty of Color vs. Majority faculty, Chair vs. Not Chair. Higher values indicate more positive climate.

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 have 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, but agreed more strongly that they are personally committed to increasing diversity among faculty, staff, and students. The majority (about 71%) indicated that they had intentionally engaged in an action intended to increase diversity.

For some faculty groups, those who perceived the least amount of demonstrated commitment to diversity from the campus or department tended to be the most personally committed to increasing it. For example, compared to Men and Majority Faculty, Women and Faculty of Color reported seeing less demonstrated diversity commitment at both the department and the university levels, being more personally committed to increasing diversity on the campus, and engaging in more intentional actions to increase diversity. However, there are some counter examples in which groups that perceived a strong campus and departmental commitment to diversity were also highly committed to increasing it. Faculty from the Social Studies (compared to all other divisions) saw the highest demonstrated commitment to diversity at the departmental level, were the most committed to increasing diversity, and reported performing the most actions to increase diversity. Likewise, Department Chairs perceived a higher demonstrated commitment to diversity (especially in their departments), were more committed personally, and reported engaging in more actions to increase diversity than Non-Chairs.

Science Department faculty were less personally engaged in increasing diversity, but were more likely to report that a commitment to diversity was demonstrated at the institutional level. Non-Mainstream faculty perceived less commitment to diversity demonstrated at both department and campus levels, but were no more committed to increasing diversity themselves than were Mainstream 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 mentors between 13 and 17 times per year. Approximately 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. A large proportion of the faculty (about 71%) felt that they received adequate mentoring while at UW-Madison.

Faculty members in the Biological Sciences engaged in much more mentoring, especially with other mentors in their departments, than did faculty in other divisions, while those in the Arts & Humanities were the least engaged in mentoring. Untenured faculty reported having considerably fewer mentors within their department, but were also the least likely to say that they had no mentors. Women faculty, Arts & Humanities faculty, and Non-Mainstream faculty all reported that they did not receive adequate mentoring at UW-Madison in relation to their comparison groups. This finding holds after controlling for both female gender and for Arts & Humanities divisional membership.

Sexual Harassment⁹

This section was designed to determine the extent to which faculty have experienced sexual harassment in the last three years, if at all, and their perception of how seriously the problem is treated on the UW-

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.

Madison campus. A small proportion (6%) of the faculty reported experiencing at least one harassment incidence, with an average of 2 incidents. Overall, the faculty who responded to the item believed that sexual harassment is taken very seriously on the campus and that it is a little to somewhat common experience on campus.

A much higher percentage of Women faculty (approximately 14%) reported that they had experienced sexual harassment than did Men faculty (about 2%). Reports of experiencing sexual harassment were also much more common for faculty in the Arts & Humanities than in other divisions. Gay/Lesbian faculty members reported experiencing more harassment than Heterosexual/Bisexual faculty, but the difference was not significant for this wave of the study.

Women faculty reported that they are less sure than Men faculty that UW-Madison handles incidents of sexual harassment well, but were also more likely to say that they do not know how well it is handled or how common it is on the campus. Science Department faculty were more certain of the process and more likely to say they knew what steps to take in the face of a sexual harassment incident than faculty in Non-Science Departments. Additionally, Untenured faculty were less sure of the steps to follow when an incident of sexual harassment occurred and of the effectiveness of those procedures.

Satisfaction with UW-Madison

This section of the survey asked 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, their career progression at UW-Madison, and with resources provided to support various aspects of their work. The faculty were between somewhat dissatisfied and neither dissatisfied nor satisfied with their salaries. They reported that their colleagues, good departmental climate, and elements of their job (e.g., mentoring students) were some of the most important factors contributing to their satisfaction. Factors detracting from job satisfaction included salary, access to resources, and issues in their departments.

Figure 4. Factors Contributing Most to Faculty Satisfaction

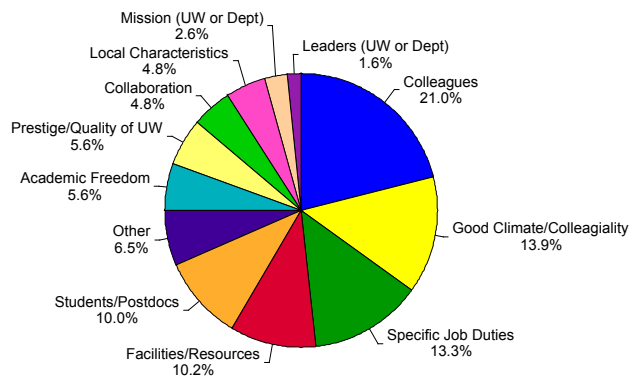
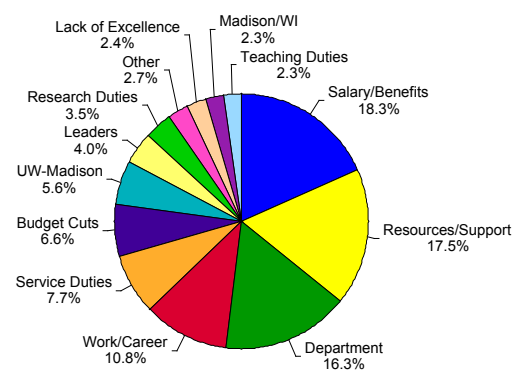


Figure 5. Factors Detracting Most From Faculty Satisfaction



Assessing the potential for leaving the institution, faculty reported that are neither likely nor unlikely to leave UW-Madison in the next three years. However, about one-fourth (28%) of the faculty reported having received an outside job offer in the last five years. For those who received such offers, the most common adjustments campus offered in response were in areas of (1) salary; (2) equipment, laboratory, or research startup; and (3) administrative responsibilities.

In sharing their reasons for staying at UW-Madison, the faculty most commonly cited local characteristics, factors relating to institutional climate and interpersonal interactions, personal factors, and

UW-Madison itself. When discussing reasons for which they would consider leaving UW-Madison, the most common factor was simply “salary,” followed by career advancement opportunities. There were many additional groups of “other” reasons, including resources, support, or funding; unhappiness with institutional administrators and their leadership decisions; and feeling unappreciated and unsupported at the institution generally or in their departments specifically.

Among different faculty groups, Women faculty and Non-Mainstream faculty were less satisfied overall at UW-Madison. In the divisions, Arts & Humanities faculty and Physical Sciences faculty were the least satisfied, while those from the Biological Sciences and Social Studies were the most satisfied. Biological Sciences faculty were the most satisfied with their salaries, but their overall score for this item was still in the “neutral” middle category. Arts & Humanities faculty were the least satisfied with their salaries of all four divisions. Social Studies faculty and Untenured faculty were the most satisfied with the resources provided to support various aspects of their work. As with other general areas of satisfaction, Non-Mainstream faculty were less satisfied with available resources.

Women faculty, Faculty of Color, faculty from the Arts & Humanities, and Non-Mainstream faculty were the most likely to consider leaving UW-Madison in the near future, while faculty from the Biological Sciences were the least likely to consider leaving. However, there were no differences in reported outside offers between these groups, and very few differences in adjustments following an offer.

Conclusions and Future Research

Overall, findings from the *2010 Study of Faculty Worklife* largely replicate findings from previous faculty climate surveys at UW-Madison. The climate gaps between Women and Men faculty, Faculty of Color and Majority faculty, and between faculty who do Non-Mainstream research in their departments and their more Mainstream colleagues persisted. Untenured faculty continued to be unsure about what to do if a problem with sexual harassment is reported to them. Faculty continued to be satisfied with their hiring processes, except for their startup packages.

Some new items in the survey, however, point to some new areas of exploration. The large number of “non-official” departmental mentors was surprising. New questions relating to diversity yielded some surprising findings, and more work could be done to understand the different response patterns for different groups. More investigation into the differing reports of productivity between Women and Men faculty would be useful; how many of the differences are accounted for by rank, years of service, discipline, or other confounding variables? More investigation into the differing perceptions of workload between Men and Women faculty, and the extent to which time commitments outside the workplace might be contributing to the observed differences, would help illuminate the findings. One area of inquiry that should also be pursued is a thorough investigation of the “Non-Mainstream” research faculty—who are they, how are they different from others, and why do they consistently report experiencing a more negative climate here?

The 2010 survey instrument contains very few items that are exactly identical to items in the 2003 and 2006 survey, and therefore direct comparisons of item responses cannot show change over time. More sophisticated analyses are planned to investigate changes over time.

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, with the next wave planned in 2013.