



## 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<sup>1</sup>. 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.<sup>2</sup> 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<sup>3</sup>. 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)<sup>4</sup>. In 2012, we also asked faculty members whether they self-identify as a person with a disability, have 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.

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<sup>1</sup> 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.

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

<sup>3</sup> 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.

<sup>4</sup> 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\\_2012CHS.pdf](http://wiseli.engr.wisc.edu/docs/Report_Wave4_2012CHS.pdf)), Appendix 3.

## **Results**

During Spring of 2012, 1,122 UW-Madison CHS/Clinical faculty received 2012 wave survey instruments. Of those, 500 responded, for a 45% response rate.

### **Differential Response by Demographic Characteristics**

The 45% response rate to the 2012 *Worklife* survey suggests that a large segment of CHS/Clinical faculty at UW-Madison are represented in survey responses. Although response rates did vary across different groups (e.g., between Women and Men), the pool of respondents is fairly representative of the UW-Madison clinical faculty.

Most clinical faculty are employed 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 have lower response rates than clinical faculty elsewhere in the UW-Madison (41.6%). In addition, newer clinical faculty, those at the “Assistant” rank, have lower response rates than faculty who have been promoted at least once (40%). There was little difference in response rates of clinical faculty at the associate or full professor levels (50% and 53%, respectively). Faculty in the CHS track were more likely to respond than faculty in the “clinical professor” track (42% versus 47%).

### **Hiring**

Questions in this section examined CHS/Clinical 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 CHS/Clinical faculty members were somewhat to very satisfied with their overall hiring experiences (3.81) and each of the hiring elements about which we inquired. The lowest level of satisfaction for the whole group came with their startup package (3.51), and they were most pleased with their interactions with search committees (3.89).

We did not observe any changes for the entire respondent group between 2010 and 2012. However, we did see that Non-Citizen faculty members were more satisfied with several hiring elements, including the overall experience, with their department’s efforts to meet with them, and with their search committee interactions.

### **Climate<sup>5</sup>**

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 CHS/Clinical 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, 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

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<sup>5</sup> 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.”

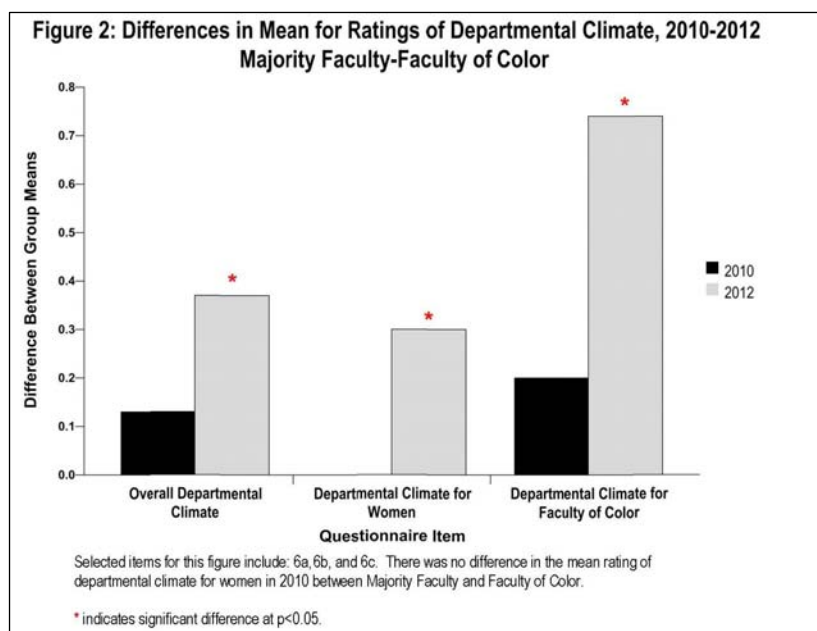
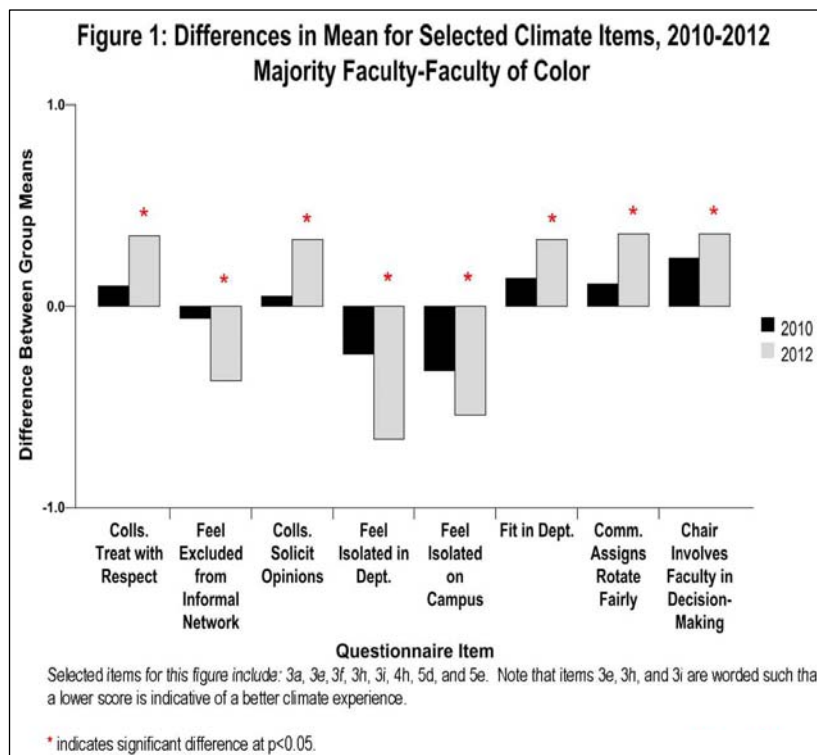
generally positive (3.71). They perceived the climate for women to be positive (3.90), and gave slightly lower (but still positive) ratings of the climate for faculty of color (3.87).

Our results show that the climate for some faculty groups was consistently more negative than for their comparison groups, including those for Women faculty, Faculty of Color, and Faculty with Disabilities.

We observed some climate changes, both positive and negative, between 2010 and 2012. On the positive side, we found that in 2012 all CHS/Clinical faculty felt their colleagues valued their research and scholarship more than in 2010, and that their chair involved them in departmental decision-making more often. On the negative side, we found that several subgroups, including Women faculty, Majority faculty, Citizen faculty, and Hetero/Bisexual faculty, reported being treated with respect by students less often in 2012. Finally, we noted that many climate differences that had not been significant between Faculty of Color and Majority Faculty became so in 2012, as seen in Figures 1 and 2. In the majority of instances, these changes indicated a more negative climate for Faculty of Color, including their rating of departmental climate for their own group, which decreased significantly between 2010 and 2012. We also observed changing climate experiences, both positive and negative, between Women faculty and Men faculty, Assistant Rank and Associate/Full Rank professors, and CHS and Clinical faculty.

### Diversity<sup>6</sup>

In this section we asked the faculty about the commitment to diversity demonstrated by their departments and on the campus, and about their



<sup>6</sup> 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.”

personal commitment to increasing diversity at UW-Madison, including actions they may have taken toward that end. We also asked faculty 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, CHS/Clinical faculty agreed slightly that commitment to diversity is demonstrated at the departmental level, and they somewhat agreed that they were personally committed to increasing diversity at UW-Madison. Women and Faculty of Color, however, were less likely to agree that commitment to diversity was demonstrated in their departments than were members of their comparison groups.

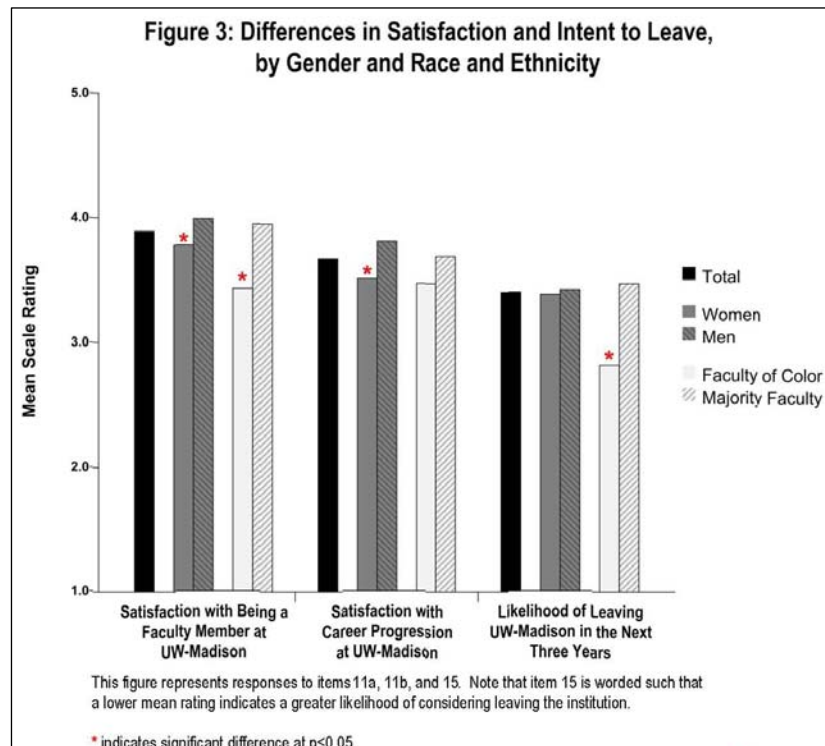
An overwhelming majority (76%) of CHS/Clinical faculty agreed that they were familiar with the concept of implicit or unconscious bias in the context of a professional setting, and approximately one-quarter of respondents (27%) said that they had personally experienced or witnessed an incident in the previous 12 months in which bias could be at play. The situations identified in these incidents included disrespectful or inequitable treatment, subtle factors within interpersonal interactions, and the treatment of students and residents.

Between waves, the proportion of faculty who reported intentionally engaging in an action to increase diversity during the six months prior to 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.

### Satisfaction

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

Consistent with results from previous waves in the Study, we found several differences in satisfaction among faculty subgroups. Women faculty and Faculty of Color were less satisfied with being faculty members and with their career progress at UW-Madison. Women faculty and Faculty with Disabilities were also significantly less satisfied with their salaries than were members of their comparison groups. Faculty of Color were more likely to consider leaving UW-Madison in 2012 than were Majority Faculty. Some of these mean differences are shown in Figure 3.



The factors that faculty members identified as contributing most to their satisfaction did not change between waves, but those that detracted from their satisfaction did shift somewhat. While 2010 respondents frequently referred to issues between the UW and Meriter hospitals, those comments were virtually non-existent for this wave. Rather, faculty comments indicated that divisions and tensions among those on different title series tracks were a more prominent concern. Additionally, faculty comments indicated a new factor, the turmoil in Wisconsin state politics that occurred in 2011, as a cause of dissatisfaction with one's job at UW-Madison in 2012.

We observed both positive and negative changes in satisfaction for CHS/Clinical faculty between waves. For example, several faculty subgroups were significantly more satisfied with their salaries in Wave 4, including Men faculty, Majority faculty, Citizen faculty, and faculty in the Biological Sciences. However, we noted several significant changes for Women faculty between 2010 and 2012. In 2012, Women faculty were significantly less satisfied than men faculty, including with being a faculty member at UW-Madison, with resources supporting their clinical work, and with their salaries. Additionally, Faculty of Color in 2012 became significantly less satisfied with being faculty members at UW-Madison, and also became significantly more likely to consider leaving the institution in the next three years when compared to Majority faculty.

### **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 Clinical faculty and CHS faculty persisted and in some cases 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 2012 results to those from 2003 or 2006. More sophisticated analyses are planned 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.