



**Study of Faculty Worklife at the
University of Wisconsin-Madison
2016**

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

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

YYYY

2. Was the date you were last hired at UW-Madison as a faculty member after January 1, 2012?

- Yes
 No → **Go to question 4**

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

	Not at all	A little	Somewhat	Very	Extremely	NA
a. ...the overall hiring process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...the department’s effort to obtain resources for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...the department faculty’s efforts to meet you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...your interactions with the search committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...your start-up package?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. The next questions are about your interactions with others in your work environment and your participation in the decision-making process in your department.

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

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

5. Thinking about interactions with colleagues and others in your department...

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

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

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

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

Please choose the response that best completes the following statements about climate in your department.

	Very negative	Negative	Mediocre	Positive	Very positive	Don't know
a. In my department, the overall climate is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. In my department, the climate for women is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. In my department, the climate for faculty of color is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. In my department, the climate for gay, lesbian, bisexual, and/or transgender (GLBT) faculty is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. In the calendar year 2015, to what extent has each recent or potential change listed below decreased or increased your enthusiasm for working at UW–Madison?

	Decreased my enthusiasm a great deal	Decreased my enthusiasm somewhat	Neither increased nor decreased my enthusiasm	Increased my enthusiasm somewhat	Increased my enthusiasm a great deal	NA
a. New faculty tenure policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Budget cuts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. New classroom technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Department or unit restructuring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Potential for increased summer teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. New shared governance policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. New post-tenure review process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Human resources redesign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Creation of the Office of the Vice Chancellor for Research and Graduate Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Merger of UW Medical Foundation and UW Hospital and Clinics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Major endowments to the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Retention of valued colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Hiring of new colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. New or refurbished buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Other change – please tell us below:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. The next questions are about sexual harassment. The 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, or creates an intimidating, hostile or offensive work or learning environment. Please use this definition as you answer the next two questions.

Within the last three years, how often, if at all, have you experienced sexual harassment on the UW–Madison campus?

- Never 1–2 times 3–5 times More than 5 times
-

10. Thinking about sexual harassment at UW–Madison...

	Not at all	A little	Somewhat	Very	Extremely	Don’t know
a. ...how <u>seriously</u> is sexual harassment treated on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...how <u>common</u> is sexual harassment on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...how <u>well</u> do you know the steps to take if a person comes to you with a problem with sexual harassment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...how <u>effective</u> is the process for resolving complaints about sexual harassment at UW–Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. The next questions are about hostile and intimidating work environments. UW–Madison policy describes a hostile or intimidating environment as experiencing “unwelcome behavior pervasive or severe enough that a reasonable person would find it hostile and/or intimidating and that does not further the university’s academic or operational interests.” Behaviors can take the form of abusive expression, intimidating physical contact or gestures, conspicuous exclusion or isolation, sabotage of a person’s work, or abuse of authority.

Given this definition, within the last three years, how often have you...

	Never	1-2 times	3-5 times	More than 5 times
a. ...personally <u>experienced</u> hostile or intimidating behavior on the UW–Madison campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...personally <u>witnessed</u> hostile or intimidating behavior directed at someone else on the UW–Madison campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Thinking about hostile or intimidating behavior at UW–Madison...

	Not at all	A little	Somewhat	Very	Extremely	Don’t know
a. ...how <u>seriously</u> is hostile or intimidating behavior treated on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...how <u>common</u> is hostile or intimidating behavior on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...how <u>well</u> do you know the steps to take if a person comes to you with concerns about someone who is behaving in a hostile or intimidating way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...how <u>effective</u> is the process for resolving complaints about hostile or intimidating behavior at UW–Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. The next questions are about your workload. Please answer questions 13–15 about your current workload. If you are currently on leave, please answer about your workload before you went on leave.

Thinking about how you spend/spent your time in an average week, what percent of your work week do/did you spend on each of the following work-related activities?

	Percent of time
a. Teaching (including preparing materials for class, lecturing, supervising TAs, etc.)	%
b. Meeting or communicating with students outside of class (office hours, advising, supervising research, writing letters of recommendation, etc.)	%
c. Scholarship or conducting research (including writing, attending professional meetings, grant writing, artistic activity, etc.)	%
d. Administrative responsibilities (including compliance activities)	%
e. Committee work/University service	%
f. External paid consulting	%
g. Clinical work	%
h. Extension/Outreach activities	%
i. Service to the profession (including reviewing manuscripts, service to professional organizations)	%
j. Other work-related activities. Please specify: <input type="text"/>	%
Total:	100 %

14. Thinking about your current workload or, if currently on leave, about your workload before you went on leave, how many hours do/did you work in a typical work week?

Hours per week

15. Thinking about your current workload or, if currently on leave, about your workload before you went on leave, how would you rate the reasonableness of your overall workload?

Much too light Too light Just right Too heavy Much too heavy

16. In the past 12 months, how many of each of the following did you submit?

	Number
a. Papers for publication in peer-reviewed journals?	<input type="text"/>
b. Papers for presentation at conferences?	<input type="text"/>
c. Books: authored?	<input type="text"/>
d. Books: edited?	<input type="text"/>
e. Chapters in books?	<input type="text"/>
f. Grant proposals?	<input type="text"/>
g. Other scholarly or creative works? Please specify: <input type="text"/>	<input type="text"/>

17. UW–Madison has implemented a number of programs designed to improve the working environments of faculty on the UW–Madison campus. In the questions below, please help us to evaluate some of these campus-wide initiatives. For each program, please rate your perception of the value of the program and indicate whether you have used the program.

	Not familiar					Have you ever used or participated in this program?	
	with program	Not at all valuable	Somewhat valuable	Quite valuable	Very valuable	Yes	No
a. Extension of the tenure or CHS promotion clock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Dual Career Hiring Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Provost’s Strategic Hiring Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Anna Julia Cooper Postdoctoral Fellowships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Workshops for Search Committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Family Leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Ombuds for Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. New Faculty Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Women Faculty Mentoring Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Committee on Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Office of Campus Child Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Sexual Harassment Information Sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Vilas Life Cycle Professorships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. <i>Forward Together</i> Diversity Framework (2014)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Women in Science and Engineering Leadership Institute (WISELI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. The next questions are about early- and mid-career faculty support, including mentoring. If your current rank is Professor or Professor (CHS), go to question 20.

We are interested in your experience as you move to the next promotion level. If you are an Assistant Professor, “promotion” refers to the tenure process/promotion to Associate Professor. If you are an Associate Professor, “promotion” refers to the process of being promoted to Full Professor. With that definition in mind, please answer the questions below.

	Not at all	A little	Somewhat	Very	Extremely	NA
a. How <u>satisfied</u> are you with the promotion process overall?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How <u>well</u> do you understand the criteria for your promotion process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. How <u>reasonable</u> do you find the requirements and standards for promotion such as the level of scholarship, teaching requirements, and service requirements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. How <u>supported</u> do you feel in your advancement to promotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. How <u>helpful</u> do you find the mentoring that you receive from <u>inside</u> your department in working towards promotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. How <u>helpful</u> do you find the mentoring that you receive from <u>outside</u> your department in working towards promotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. How <u>mixed</u> are the messages you get from colleagues regarding the requirements for promotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. How <u>close</u> is the fit between the way you do research, teaching, and service and the way they are evaluated for promotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. How <u>confident</u> are you that promotion decisions are based primarily on performance rather than on politics, relationships, or demographics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. What could UW–Madison do to provide you with more support as you move through the promotion process?

20. The next questions are about your satisfaction with UW–Madison as an employer.

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

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	NA
a. ...to support your <u>research and scholarship</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...to support your <u>teaching</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...to support your <u>clinical work</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...to support your <u>extension or outreach activities</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. How satisfied are you with your salary?

- | | | | | |
|-----------------------|--------------------------|---------------------------------------|-----------------------|-----------------------|
| Very
dissatisfied | Somewhat
dissatisfied | Neither satisfied
nor dissatisfied | Somewhat
satisfied | Very
satisfied |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- | | Very
dissatisfied | Somewhat
dissatisfied | Neither
satisfied nor
dissatisfied | Somewhat
satisfied | Very
satisfied |
|---|-----------------------|--------------------------|--|-----------------------|-----------------------|
| a. ...being a faculty member at UW–Madison? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. ...with your career progression at the UW–
Madison? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

23. What factors contribute most to your satisfaction at UW–Madison?

24. What factors detract most from your satisfaction at UW–Madison?

25. In the past 12 months, have you been contacted by another university or a headhunting firm inquiring about your interest in applying for a position elsewhere?

- Yes No

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

- | | | | | |
|-----------------------|-----------------------|--------------------------------|-----------------------|-----------------------|
| Very likely | Somewhat
likely | Neither likely nor
unlikely | Somewhat
unlikely | Very
unlikely |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- | | Not at
all | To some
extent | To a great
extent | NA |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. To increase your salary? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. To improve your prospects for tenure or enhance your career in other
ways? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. To find a more supportive work environment? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. To increase your time to do research/artistic activity? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. To reduce stress? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. To improve the employment situation of your spouse or partner? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Retirement? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. To adjust your clinical load? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Because of concerns about changes to tenure policies? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Because of concerns about budget cuts? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Because of concerns about changes to post-tenure review processes? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Because of another reason – please tell us below: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

28. The next questions are about you. As with the entire survey, responses to the following questions will be kept confidential. Information from this survey will always be presented in aggregated form above the departmental level (such as college/school or division) so that individual respondents cannot be identified.

Are you Hispanic or Latino?

- Yes No

29. Check all of the following that describe your race:

- American Indian or Alaskan Native Asian Black or African American
 Native Hawaiian or Other Pacific Islander White
 Other → Please tell us:

30. Which of the following best describes your sexual orientation?

- Straight Gay or lesbian Bisexual
 Other → Please tell us:

31. Which of the following best describes your gender identity?

- Male Female
 Other → Please tell us:

32a. Do you identify as a person with a disability?

- Yes No

32b. Do you have a chronic physical or mental health condition?

- Yes No

32c. If you answered “yes” to questions 32a or 32b, do you need or use any accommodations?

- Yes No

33. What is your citizenship status?

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

34. What is your current title?

- Assistant Professor Associate Professor Professor
 Assistant Professor (CHS) Associate Professor (CHS) Professor (CHS)
 Other → Please tell us:

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

THANK YOU for your time!

Please return your completed questionnaire in the postage-provided envelope to:

UWSC, 475 N Charter St, B607, Madison, WI 53706.

Results will be posted at <http://wiseli.engr.wisc.edu/facworklife.php> in late 2016.