



The 2016 *Study of Faculty Worklife at UW-Madison*

Tenured & Tenure Track Faculty Results, 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.¹ 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, five waves of this study have been implemented, in 2003, 2006, 2010, 2012, and 2016.² 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 sample.³ 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. In 2016, we included a \$5 incentive for participation, funded entirely through WISELI's income-generating activities.

The 2016 survey contained nine major sections: Hiring, Departmental Climate, Faculty Morale, Sexual Harassment, Hostile & Intimidating Behavior, Workload, Diversity Programs at UW-Madison, Promotion, and Satisfaction with UW-Madison. Items included in each of these sections were kept as close as possible to those in the 2010 or 2012 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, disability).⁴ In 2016, we also asked faculty members whether they considered their own research to be in the "mainstream" in their departments. Those who answered *Not at all*, *A little*, or *Somewhat* are considered to be doing "non-mainstream research." This question was not asked in 2012.

¹ The survey has been variously 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. The 2016 survey was entirely self-funded by WISELI, through its income-generating activities.

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

³ Because all clinical faculty were surveyed in 2010, 2012, and 2016, the School of Veterinary Medicine (SVM) clinical faculty responses are included with the clinical faculty report and not in TT reports.

⁴ A detailed description of the construction of all variables is included in the full results report for 2016, (http://wiseli.engr.wisc.edu/docs/Report_Wave5_2016TT.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 qualitative results, we coded responses to open-ended items using the codebooks established for the 2012 survey. For new open-ended items, such as those in the Faculty Morale section, new codebooks were established using inductive content analysis procedures. All open-ended responses were coded and tabulated, and we report the most common responses.

Results

During Spring of 2016, 2,193 UW-Madison TT faculty received 2016 wave survey instruments. Of those, 1,285 responded, for a 58.6% response rate.

Differential Response by Demographic Characteristics

The 58.6% response rate to the 2016 *Worklife* survey suggests that a large segment of TT faculty at UW-Madison are represented in survey responses. Although response rates did vary across different groups, the pool of respondents is fairly representative of the UW-Madison faculty.

Women were more likely than men to respond to the survey (62.8% for women versus 56.4% for men). Women faculty of color tended to respond at slightly lower rates than majority women (55.9% versus 64.0%, respectively), while men faculty of color responded at the same rate as majority men (around 47% each). Faculty who are U.S. citizens tended to respond at higher rates than Non-Citizen faculty (59.1% versus 55.8%).

Across different divisions, Biological Sciences faculty had the highest response at 63.2%, and Humanities faculty had the lowest at 55.0%. Comparing across schools and colleges, faculty in the School of Veterinary Medicine had the highest response (76.5%), while faculty members from the Business School were least likely to respond (44.0%). Tenured and untenured faculty had similar response rates, although assistant (57.4%) and full professors (60.1%) were slightly more likely to respond compared to associate professors (55.3%).

Hiring

Questions in this section examined TT faculty members' perceptions of UW-Madison during the hiring process, and aspects of the hiring process that may be experienced positively or negatively.⁵

TT faculty members were generally very satisfied with their overall hiring experiences (4.03) and each of the hiring elements about which we inquired. The lowest level of satisfaction for the whole group came with their startup package (3.84), and they were most pleased with their interactions with search committees (4.34).

In the hiring section, there were very few changes from 2012 to 2016. New women faculty had some decrease in satisfaction—their responses to “department’s effort to obtain resources for you” (4.10 in 2012 vs. 3.74 in 2015) and “startup package” (4.08 in 2012 vs. 3.70 in 2016) decreased significantly. Faculty who were hired with tenure reported some increase in satisfaction—they were more satisfied with the process overall compared to 2012 (3.84 in 2012 vs. 4.31 in 2016), more satisfied with the department’s efforts to meet them (3.91 in 2012 vs.

⁵ Only faculty who were hired (with or without tenure) after January 1, 2012 were included in this section.

4.39 in 2016), and more satisfied with their interactions with the search committee (4.05 in 2012 vs. 4.51 in 2016).

Climate⁶

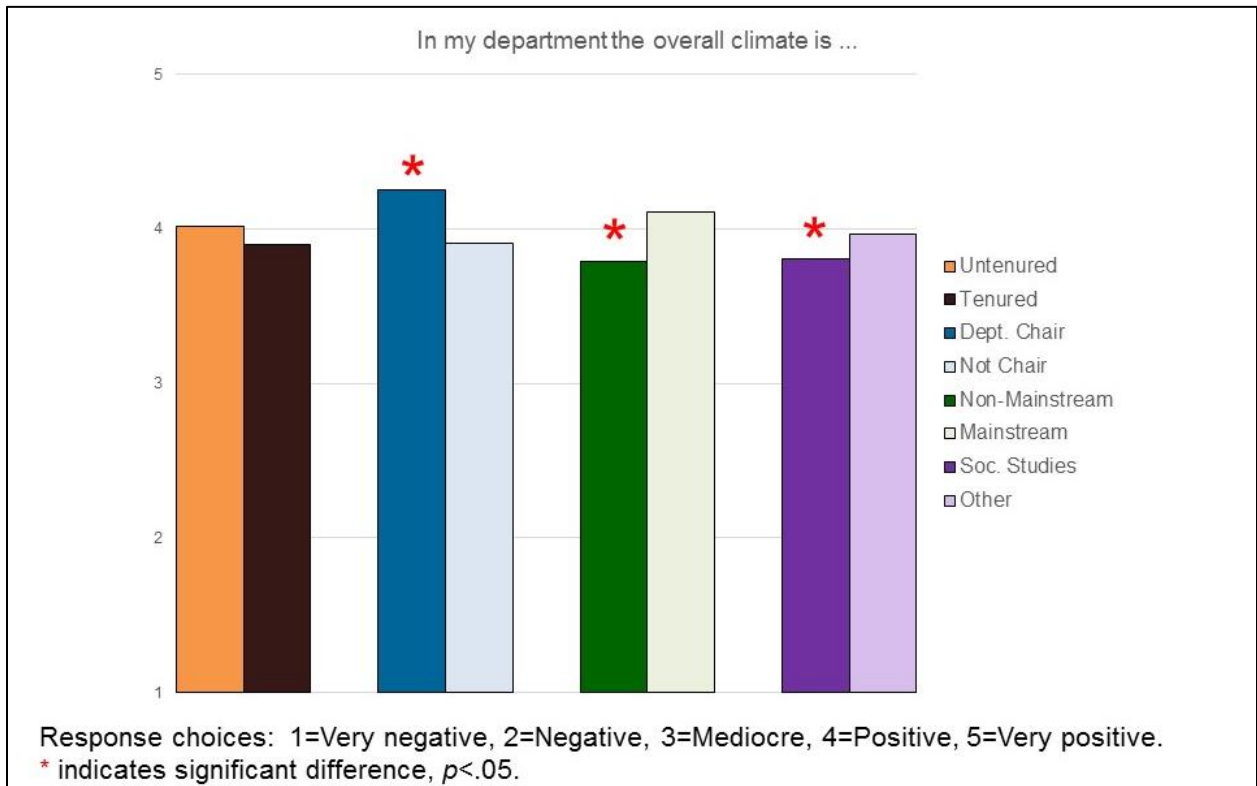
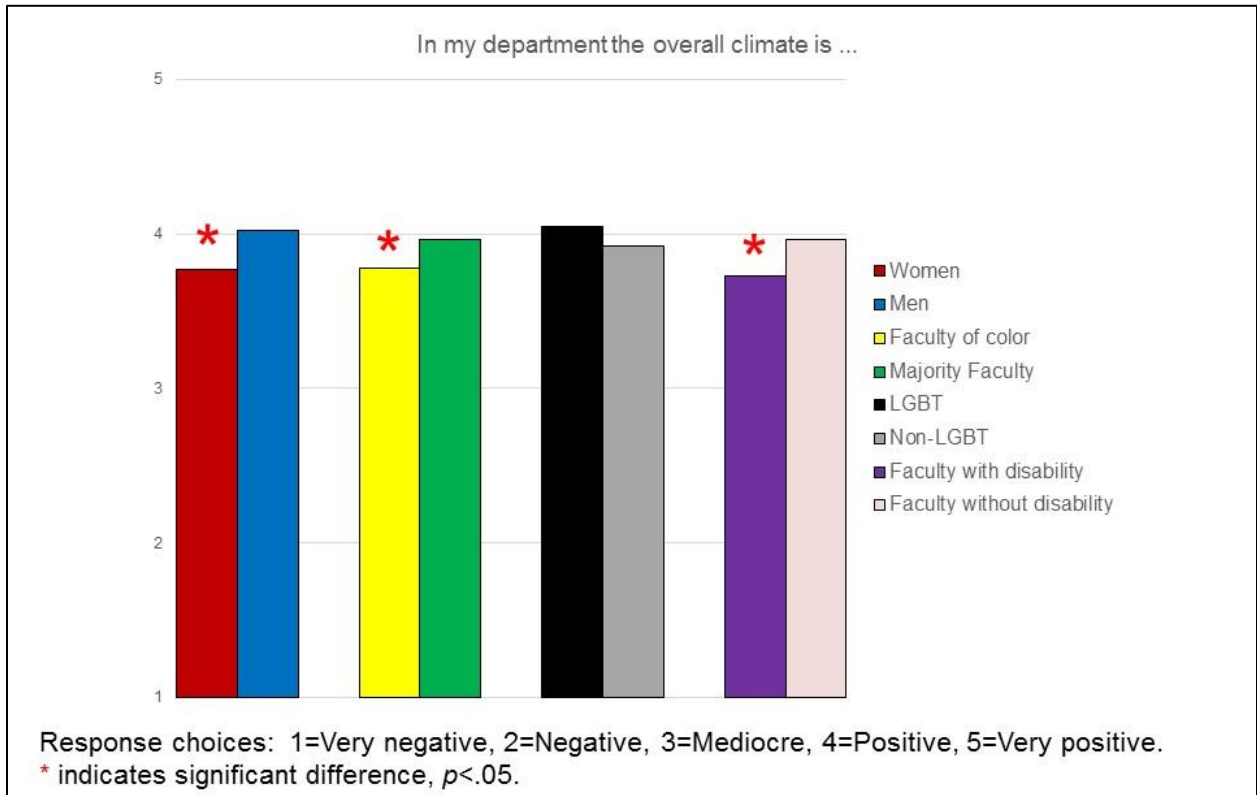
In this section, we asked faculty to assess their interactions with colleagues and others in their departments; provide their levels of satisfaction with those interactions; assess the extent to which they participate in departmental decision-making; and gauge the overall climate, the climate for women, faculty of color, and LGBT faculty all at the departmental level.

The TT faculty as a whole reported a fairly positive personal experience of climate. For example, they were often or very 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 somewhat or very valued by their colleagues. When rating the climate experience for others, the faculty believed that the climate in their departments was generally positive. They perceived the climate for women and LGBT faculty to be positive, and gave slightly lower (but still positive) ratings of the climate for faculty of color.

Our results show that the climate for some faculty groups was consistently more negative than for their comparison groups. The climate scores for Women, Faculty of Color, Faculty with Disabilities, and faculty who perform “Non-Mainstream” research were consistently more negative than scores for their comparison groups. Women faculty were less satisfied with climate on virtually all measures for the 2016 survey, as were “Non-Mainstream” faculty. Additionally, Faculty of Color and Faculty with Disabilities were less satisfied in some areas, including being treated with less respect by colleagues, feeling excluded from an informal departmental network, and feeling isolated both in their departments and on the UW-Madison campus. Faculty of Color also reported feeling that they had to work much harder to be perceived as legitimate scholars. Few differences emerged among the divisions, but when they arose, Biological and Physical Science Faculty were happier with their department climate than Social Studies or Arts and Humanities Faculty. These findings are largely consistent with previously reported experiences of climate by Women, Faculty of Color, Faculty with Disabilities and Non-Mainstream Faculty in previous waves of the study.

Despite these negative experiences, we observed some positive climate changes between 2012 and 2016. We found that all TT faculty reported increases in feeling respected by students, staff and their chairs; the degree to which their colleagues solicited their opinions about work-related matters; and the extent to which they felt their colleagues valued their research and scholarship. The total TT group was also more satisfied with their chairs’ efforts to obtain resources for them and to create a collegial work environment. Another positive climate change we observed in 2016, compared to earlier survey waves, was almost no statistical differences in climate between LGBT faculty and “straight” faculty in 2016. In previous waves, LGBT faculty reported more negative climate on many variables.

⁶ 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.”

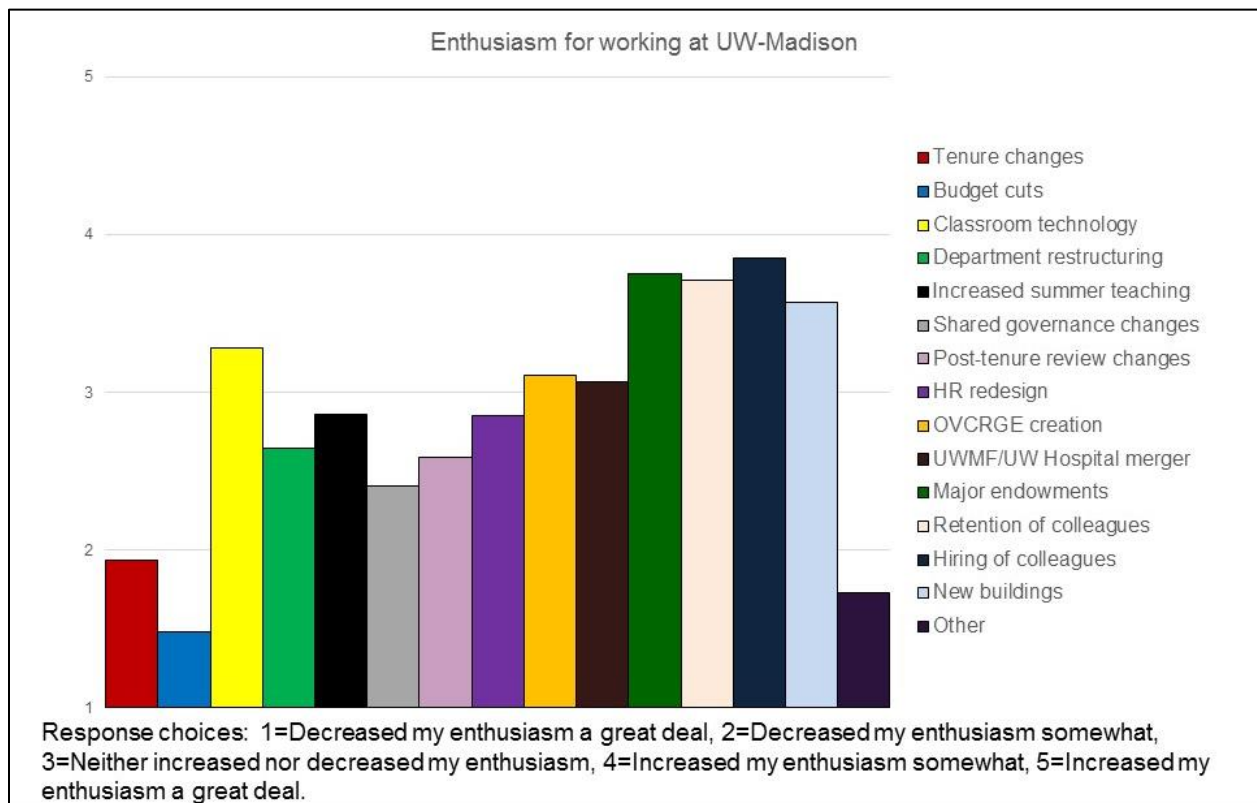


Morale

In the 2015/16 academic year, several external changes affecting UW-Madison led to concerns that faculty morale—their enthusiasm for working at UW-Madison (our operationalization of “morale”)—may be decreasing. These external changes included factors such as tenure, post-tenure review, changes to faculty governance, and continually decreasing funding from the State that has meant stagnant or declining budgets, cuts to benefits, and salary stagnation. However, other changes may be positively affecting faculty morale. In the 2016 survey we asked a new question about how a number of changes in faculty working conditions affected their enthusiasm for working at UW-Madison.

Overall, the number one factor significantly decreasing faculty morale was “budget cuts,” with most faculty (57.8%) responding that the recent budget cuts had “decreased my enthusiasm for working at UW a great deal.” About one-third of faculty (31.6%) said that the changes to faculty tenure policies decreased their moral a great deal. These two changes were, by far, the greatest negative influences on faculty morale at UW-Madison. The morale of Women Faculty, Faculty with Disabilities, Non-Mainstream Faculty, Social Studies and Arts & Humanities Faculty were more negatively affected by these changes.

In contrast, several changes increased faculty morale, especially the hiring and/or retention of new colleagues. Faculty morale also increased due to major endowments to the university.

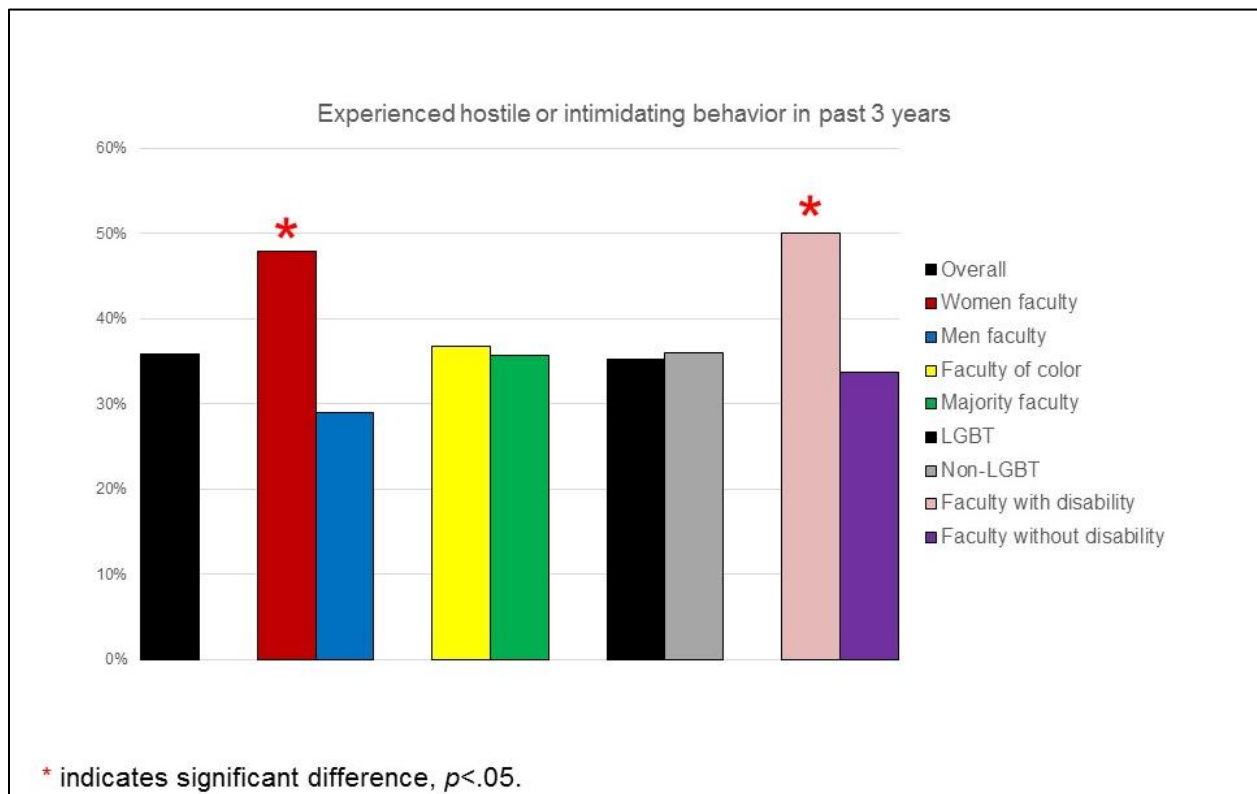


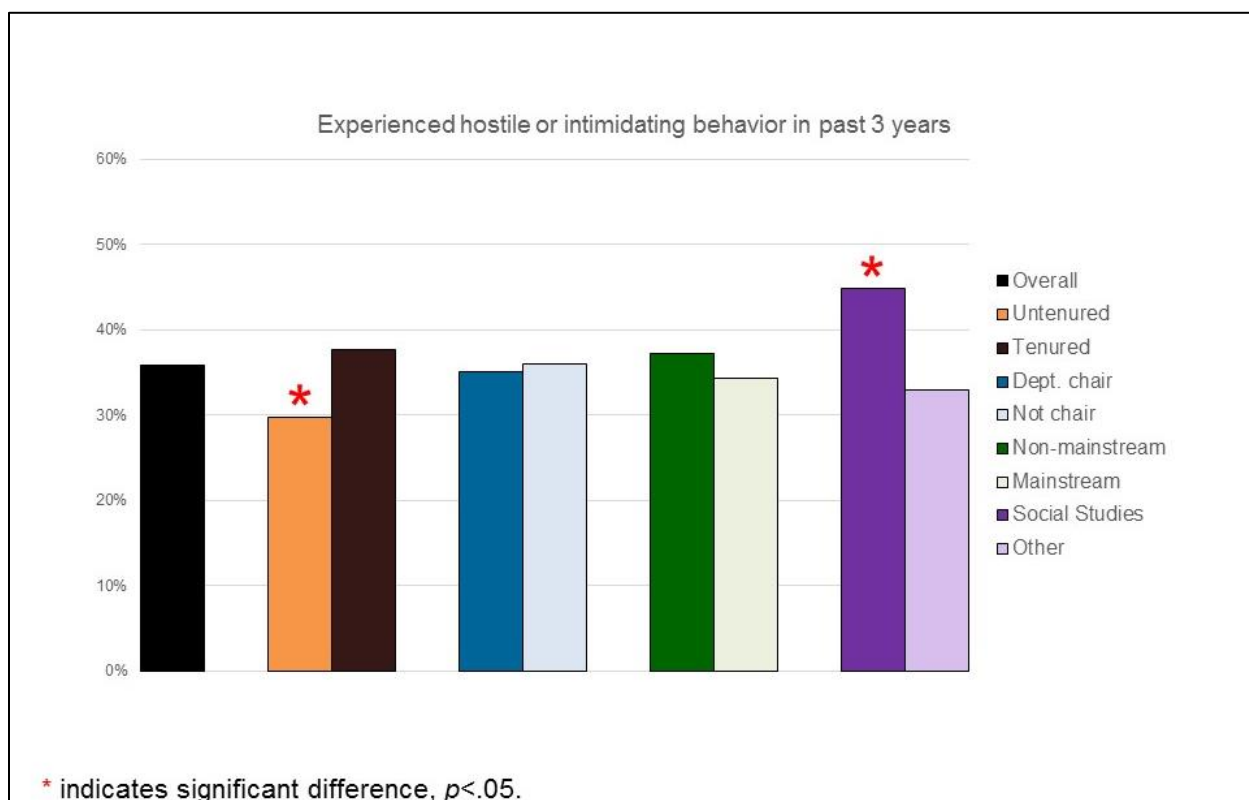
Harassment: Sexual Harassment and Hostile & Intimidating Behavior

In 2016, we reprised our questions about sexual harassment (SH) from the 2010 survey, and added new items that asked faculty about their experiences with hostile and intimidating (H&I) behavior, as a number of new campus policies with regards to H&I behavior have been implemented in the past year or two. With regards to sexual harassment, we were very happy

to see that the rates of women faculty saying they have experienced sexual harassment in the past three years has declined significantly, and that the rates for faculty in the Arts & Humanities division has also declined. Interestingly, even though reported incidence of sexual harassment has declined, perceptions that SH is treated seriously on campus and that the process for resolving complaints is effective have significantly decreased, while perceptions that sexual harassment is common on campus has increased. It is important to note that for these questions, the target group is not limited to faculty and therefore the increased visibility of the issue of SH for students is undoubtedly influencing these changes.

The measure of incidence of hostile and intimidating behavior is rather surprising—over 35% of faculty report personally experiencing H&I behavior in the past three years, and over 40% have witnessed these behaviors. Women, Faculty with Disabilities, Social Studies faculty, and Tenured faculty have significantly higher incidence rates of H&I, with Women and Faculty with Disabilities approaching a 50% rate of incidence. Faculty are not very familiar with H&I processes, but those who did respond to the items indicate that H&I behavior is only a “little” or “somewhat” common (mean=2.72), in contrast to faculty who think that sexual harassment is “somewhat” common (mean=3.03), an interesting perception given the much higher incidence rates for H&I behaviors.





Workload and Productivity

Faculty workload and productivity items were last asked in 2010. In the past six years, faculty have been working about one hour more per week, but interestingly they do not report that their workload is more unreasonable than in 2010. Women faculty reported fewer hours worked in 2010, but this difference was not significant in 2016. Faculty in the Biological Sciences report the most hours worked (59.87) compared to the other divisions.

The distribution of job duties for faculty have remained largely unchanged, although faculty report spending slightly less time “meeting or communicating with students outside of class,” less time on “administrative responsibilities,” and less time on “paid consulting.” We added a new category, “service to the profession,” in the 2016 survey, and faculty report spending about 6% of their time on this type of service. The distribution of duties among various groups of faculty can be different. For example, Women faculty spend more time meeting with students outside of class, more time on university committee work, and less time on paid consulting than Men Faculty. Faculty of Color report spending more time on research and scholarship and less time on administrative responsibilities compared to Majority Faculty.

With the increase in work hours, faculty reported increased academic productivity, especially for journal papers, grant proposals, and other scholarly or creative works submitted. Faculty submitted slightly fewer book chapters in 2016 compared to 2010. Women Faculty reported submitting fewer journal articles and conference papers than men. We found no significant differences in the types of academic products developed by Faculty of Color compared to Majority faculty. Untenured faculty submitted fewer journal papers, conference papers, and books, but more grant proposals than Tenured faculty.

UW Diversity-Related Programs

The *Study of Faculty Worklife* was originally designed to help WISELI evaluate the success of the 5-year National Science Foundation ADVANCE grant that funded the new programming WISELI implemented. Part of this assessment used a rating system in the survey to measure faculty familiarity and satisfaction with a number of diversity-related programming on campus. These items were last asked in 2006; we asked them again in 2016 to see whether the programs were continuing to satisfy faculty, especially those who participate in them.

Over the last decade, most of the programs included in our survey showed a significant decrease in visibility from 2006 to 2016; however, this is most likely due to a change in measurement. In 2006, the lowest measure of awareness (1 on a scale of 1 to 5) people could select was “never heard of program,” but in 2016 the lowest measure was “not familiar with program.” Many more people may have heard of a program but not be familiar enough with the details to rate its effectiveness. For example, more faculty in 2016 said that they were not familiar with the tenure clock extension policy than faculty in 2006 said that they have never heard of the tenure clock extension policy (2006). The only significant increase in the visibility of a program was for the Vilas Life Cycle Professorships (VLCP) program. In 2006, 36% of faculty had never heard of the program but in 2016 only 24% were not familiar with it.

The satisfaction ratings of many of our diversity programs decreased between 2006 and 2016. Of those who have used the many programs we listed, faculty who used the Dual Career Hiring Program, the New Faculty Workshops, and the Women Faculty Mentoring Program all saw significant decreases in participant satisfaction with those programs, compared to 2006, although almost every program saw a decrease in mean satisfaction scores. The VLCP program, on the other hand, not only increased its visibility in the past decade, it had a non-significant increase in satisfaction among those who used it. The other programs with non-significant increases in faculty-user satisfaction were the Strategic Hiring Initiative, the Anna Julia Cooper Fellowships, and the Committee on Women.

Promotion Experiences

In 2016, we asked some new questions about the promotion process. Both Assistant and Associate rank faculty responded to these questions; faculty at the “full” rank did not. We cannot investigate changes over time, but we can look at differences among different groups of faculty. These questions were primarily asked to ascertain needs of mid-career faculty. We find that associate professors working towards full-professor status feel less-supported in that advancement compared to assistant professors, and feel that the mentoring they are receiving (both from inside their department and from outside) is not helpful. Other than those two differences, Associate Professors have no differences in how satisfied they are with the promotion process, how well they understand the criteria for promotion, how reasonable those criteria are, and how confident they are that the promotion process is not biased.

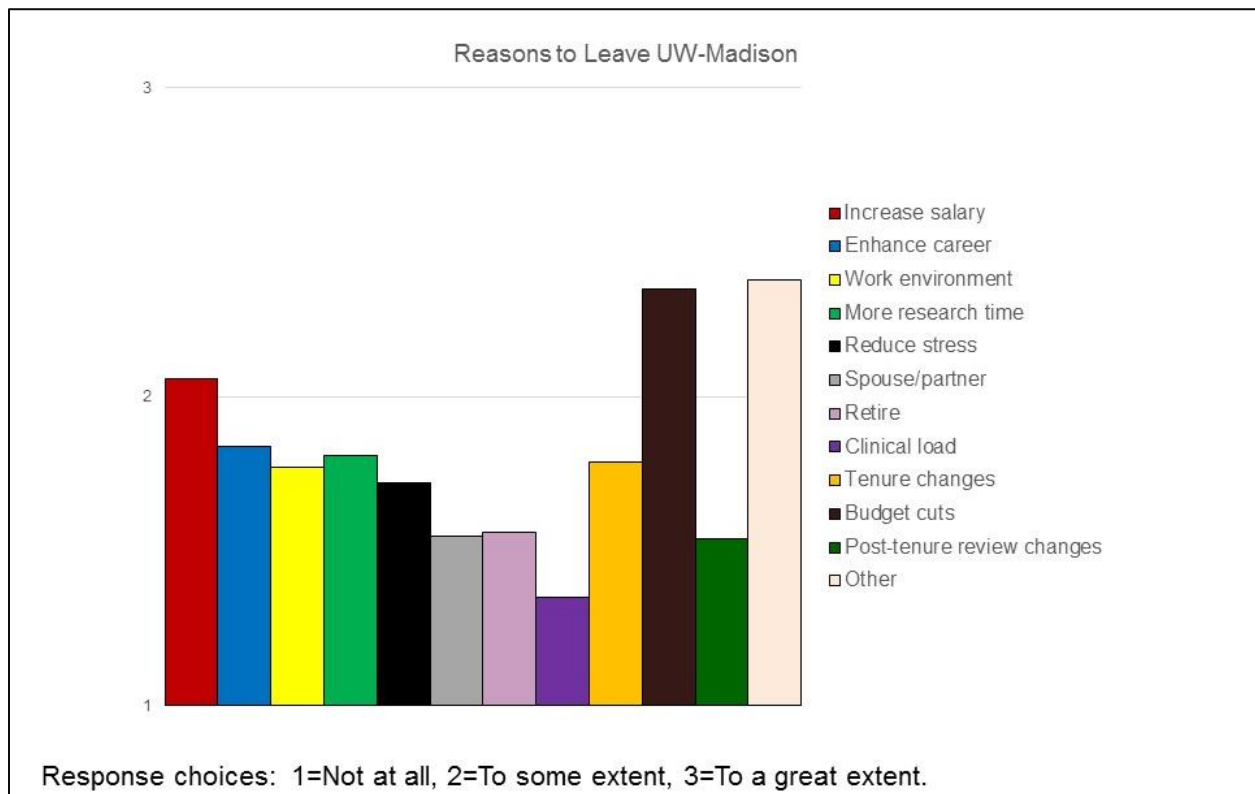
Satisfaction

In this section, we asked faculty members about their satisfaction with being a faculty member and their career progression at UW-Madison; with the resources that support their research and scholarship, teaching, clinical work, and extension and outreach; and with their salaries. In open-ended items, we asked them to share what factors both contribute to and detract from their satisfaction at UW-Madison. We also asked them about the likelihood that they would leave UW-Madison in the next three years, and asked about the extent to which they had considered a number of reasons for leaving the institution.

Consistent with results from previous waves of the Study, we found that Women, Faculty of Color, and Faculty with Disabilities were significantly less satisfied with their experiences as faculty members and with their career progress at UW-Madison. Non-mainstream faculty and faculty in the Arts & Humanities division were least satisfied with their jobs, while Untenured faculty, Department Chairs, and faculty in the Biological Sciences division were most satisfied. Consistent with previous waves, LGBT faculty were slightly less-satisfied with their jobs compared to non-LGBT faculty, but the difference was not significant.

Faculty at UW-Madison are most satisfied with the people they interact with at the University. Colleagues, students, and a collegial working environment are the reasons faculty write in most commonly when expressing their reasons for satisfaction, and these reasons have changed little throughout the years. The top areas for dissatisfaction include salary and state politics—write-in items that have been at the top in previous waves. A new area for dissatisfaction appeared in 2016—about 20% of faculty wrote in “budget cuts” as a top area of dissatisfaction.

Budget cuts also emerged as a primary reason that faculty cited as why they might leave UW-Madison in the next three years. About 46% of faculty indicated that budget cuts affected their reasons to leave “a great deal,” compared to 29% who said they considered leaving because of salary “a great deal.”



A majority of faculty (67%) indicated that they had been approached by another university about leaving the UW-Madison, and our underrepresented faculty (Women, Faculty of Color, Faculty with Disabilities) report a higher intention to leave than others.

Conclusions and Future Research

Overall, findings from the 2016 *Study of Faculty Worklife* largely replicate findings from previous faculty climate surveys at UW-Madison, although the identification of “budget cuts” as a primary reason for low faculty morale and high intent to leave is a new finding. Also new is the

collection of baseline data for incidence of Hostile & Intimidating Behavior (HIB); a seemingly high incidence of 36% is surprising and alarming. It is over three times higher than the incidence of sexual harassment among women faculty. The climate gaps between women and men, faculty of color and majority faculty, faculty with disabilities and those without, non-mainstream faculty and others, and chairs and non-chairs persist. Future research will continue to track HIB in the hopes of reducing it, and will assess the extent to which climate gaps for underrepresented groups such as women and racial/ethnic minorities have been reduced in some departments or schools/colleges compared to others. The *Study of Faculty Worklife* is an extraordinary longitudinal data source, helping us answer many questions about faculty perceptions of their workplace. Our ongoing analyses will contribute to our greater understanding of our faculty members' experiences on our campus.