



Study of Faculty Worklife at the University of Wisconsin-Madison, 2010

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, clinical health sciences (CHS), or clinical tracks.

HIRING – We want to know what makes the University of Wisconsin-Madison (UW-Madison) attractive to job applicants, and how applicants experience the hiring process.

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

1a. Was this **after January 1, 2006**?

Yes No → **Go to question 3**

2. 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="checkbox"/>
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="checkbox"/>
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="checkbox"/>
d. ...your interactions with the search committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...your start up package?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

COLLABORATION – We would like to know more about patterns of collaboration among UW-Madison faculty.

3. Thinking about your research collaborations with <u>UW-Madison</u> faculty, currently...	Number of colleagues
a. ...how many colleagues in your department do you collaborate with on research?	<input type="text"/>
b. ...how many additional colleagues in your department are potential research collaborators?	<input type="text"/>
c. ...how many colleagues <u>outside</u> your department do you collaborate with on research?	<input type="text"/>
d. ...how many additional colleagues <u>outside</u> your department are potential research collaborators?	<input type="text"/>

4. Thinking about your research collaborations with <u>UW-Madison</u> faculty...	Not at all	A little	Somewhat	Very	Extremely	NA
a. ...how satisfied are you with opportunities to collaborate with faculty in your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...how satisfied are you with opportunities to collaborate with faculty in <u>other</u> departments at UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...how much is interdisciplinary research recognized and rewarded by your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...how interdisciplinary is your current research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...how mainstream is your current research within your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

5. What could the UW-Madison do to better support faculty engaged in interdisciplinary research?

THE TENURE PROCESS AT UW-MADISON – We are interested in how untenured and recently-tenured faculty experience the tenure process.

6. Are you tenured?

Yes No → Go to question 7

6a. Did you first receive tenure at a university other than UW-Madison?

No Yes → Go to question 15

6b. Did you first receive tenure at UW-Madison after January 1, 2006?

Yes No → Go to question 15

7. Thinking about the tenure process in your department, how well do/did you understand...	Not at all	A little	Somewhat	Very	Extremely	NA
a. ...the criteria for achieving tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...the <u>research</u> expectations for achieving tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...the <u>teaching</u> expectations for achieving tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...the <u>service</u> expectations for achieving tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...the <u>outreach and extension</u> expectations for achieving tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. ...the <u>clinical</u> expectations for achieving tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

8. Thinking about the tenure process in your department...	Not at all	A little	Somewhat	Very	Extremely	NA
a. ...how satisfied are/were you with the tenure process overall?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...how clearly are/were the criteria for tenure communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...how much are/were your other responsibilities reduced so you could build your research program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. ...how supported do/did you feel in your advancement to tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. ...how consistent are the messages you received from senior colleagues about the requirements for tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. ...how well does/did the way you do research, teaching and service fit with the way they are/were evaluated for tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. ...how consistent are/were the criteria for tenure with the stated responsibilities of your position at the time of your hire?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

9. In setting a standard of excellence for tenure evaluation in your field, how lax or severe is/was...	Too lax	Somewhat lax	Standard is just right	Somewhat severe	Too severe	NA
a. ...your departmental executive committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...your divisional committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

10. In applying the standards for tenure in your field, how arbitrary or fair is/was...	Always arbitrary	Mostly arbitrary	Sometimes arbitrary, sometimes fair	Mostly fair	Always fair	NA
a. ...your departmental executive committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...your divisional committee?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

11. Regarding the tenure process at UW-Madison, how useful are/were the following sources of information:	Not at all	A little	Somewhat	Very	Extremely	NA
a. Your department chair?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. Official mentors at UW-Madison, within your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. Other mentors at UW-Madison, within your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. Mentors at UW-Madison, outside your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. Mentors outside UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. Department feedback on your progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. Peers at UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
h. Peers outside UW-Madison?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
i. Workshops?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
j. Websites?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
k. Sample dossiers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
l. Other? Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

12. At any time since you started working at UW-Madison, have you had your tenure clock slowed or stopped for personal reasons, including care giving for a child or parent, your own health concerns, or a family crisis?

Yes, within the past year
 Yes, more than a year ago but within the past five years
 Yes, more than five years ago
 No → Go to question 14

13. How supportive was your department concerning having your tenure clock stopped or slowed?

Very unresponsive
 Somewhat unresponsive
 Neither unresponsive nor supportive
 Somewhat supportive
 Very supportive
 Not applicable

14. What could be done to improve the tenure process for junior faculty at UW-Madison?

WORKLOAD—Please answer the following questions about your workload, using as a reference the 2009/10 academic year. If you are on leave this year, please answer these questions referencing the 2008/09 academic year.

15. In the current academic year, excluding independent studies...	Number of classes
a. ...how many classes primarily for undergraduate students did you teach?	<input type="text"/>
b. ...how many classes primarily for graduate or professional students did you teach?	<input type="text"/>

16. In the current academic year, have you done clinical teaching in an outpatient setting?

Yes No → Go to question 17

16a. In the current academic year, on average per week, in how many outpatient sessions do you supervise students or residents? sessions per week

17. In the current academic year, have you done clinical teaching in an inpatient setting?

Yes No → **Go to question 18**

17a. Over the current academic year, how many weeks on service will you supervise students or residents?

weeks

18. In the current academic year, how many of each of the following types of advisees do you have?

	Number
a. Undergraduate students?	
b. Graduate or professional students?	
c. Postdoctoral associates, residents, or fellows?	
d. Informal student advisees?	

19. In the current academic year, excluding thesis committees, on how many formal and adhoc committees do you serve?

	Number
a. Departmental committees?	
b. University, school, divisional, or hospital committees?	
c. External committees or boards related to your discipline such as accreditation, editor of a journal, or officer of a professional association?	

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

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

21. During an academic year, how many hours is your typical work week?

22. As you think about how you spend your time in an academic year, what percent of your average work week do you spend on each of the following work-related activities?

	Percent of time
a. Teaching (including preparing materials for class, lecturing, 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, etc.)	%
d. Fulfilling administrative responsibilities	%
e. Fulfilling committee work/University service	%
f. External paid consulting	%
g. Clinical work	%
h. Extension/Outreach activities	%
i. Other work-related activities; please specify: _____	%
TOTAL	100%

23. In the current academic year, overall, how would you rate the reasonableness of your workload?

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

DIVERSITY & CLIMATE—We would like to know more about how you experience interactions with others in your work environment.

24. 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="checkbox"/>
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="checkbox"/>
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="checkbox"/>
d. ...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="checkbox"/>
e. ...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="checkbox"/>
f. ...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="checkbox"/>
g. ...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="checkbox"/>
h. ...do you feel isolated in your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
i. ...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="checkbox"/>

25. Thinking about interactions with colleagues and others in your department...	Not at all	A little	Somewhat	Very	Extremely	NA
a. ...how satisfied 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="checkbox"/>
b. ...how satisfied 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="checkbox"/>
c. ...how well are you able to navigate 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="checkbox"/>
d. ...how reluctant 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="checkbox"/>
e. ...how valued 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="checkbox"/>
f. ... how much harder 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="checkbox"/>
g. ... how comfortable 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="checkbox"/>
h. ...how well 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="checkbox"/>

26. 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="checkbox"/>
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="checkbox"/>
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="checkbox"/>
d. ...do committee assignments rotate fairly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
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="checkbox"/>

27. 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.”

These questions are about climate at UW-Madison.	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="checkbox"/>
b. In my department, the climate for <u>women</u> is....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. In my department, the climate for <u>faculty of color</u> is....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. In my school or college, the overall climate is....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. In my school or college, the climate for <u>women</u> is....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. In my school or college, the climate for <u>faculty of color</u> is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

28. Thinking of diversity broadly as race, ethnicity, gender, ability/disability, sexual orientation, or other personal characteristics that make us different from one another...

...how much do you agree or disagree with the following statements about commitment to diversity at UW-Madison?	Strongly disagree	Somewhat disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Somewhat agree	Strongly agree
a. Commitment to diversity is demonstrated in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Commitment to diversity is demonstrated at the UW-Madison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am committed to increasing the diversity of faculty, staff and students at UW-Madison.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. In the last 6 months, have you intentionally engaged in an action to increase the diversity of faculty, staff, and/or students at UW-Madison?
 Yes No

30. This academic year at UW-Madison, how often do you...	Less than annually	Annually	Once per semester	Monthly	Weekly	Daily	Never or no mentor
a. ...meet with official mentors in your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...meet with other mentors within your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...meet with other mentors outside your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

31. While at UW-Madison, do you feel as though you have received adequate mentoring?
 Yes No Not applicable

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.

32. Using this definition, within the last three years, how often, if at all, have you experienced sexual harassment on the UW-Madison campus? **Check one.**
 Never 1 to 2 times 3 to 5 times More than 5 times

33. Thinking about sexual harassment at UW-Madison...	Not at all	A little	Somewhat	Very	Extremely	Don't know
a. ...how seriously is sexual harassment treated on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
b. ...how common is sexual harassment on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. ...how well 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="checkbox"/>
d. ...how effective 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="checkbox"/>

SATISFACTION WITH UW-MADISON – We want to know more about your satisfaction with UW-Madison as an employer.

34. 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"/>

35a. What factors contribute most to your satisfaction at UW-Madison?

35b. What factors detract most from your satisfaction at UW-Madison?

36. In the last five years, while at UW-Madison, have you received a formal or informal outside job offer that you took to your department chair or dean?

Yes No → **Go to question 38**

37. Has that formal or informal outside job offer(s) resulted in adjustments to...	Yes	No
a. ...salary?	<input type="radio"/>	<input type="radio"/>
b. ...summer salary?	<input type="radio"/>	<input type="radio"/>
c. ...administrative responsibilities?	<input type="radio"/>	<input type="radio"/>
d. ...course load?	<input type="radio"/>	<input type="radio"/>
e. ...clinical load?	<input type="radio"/>	<input type="radio"/>
f. ...leave time?	<input type="radio"/>	<input type="radio"/>
g. ...special timing of tenure clock?	<input type="radio"/>	<input type="radio"/>
h. ...equipment, laboratory, or research startup?	<input type="radio"/>	<input type="radio"/>
i. ...employment for spouse or partner?	<input type="radio"/>	<input type="radio"/>
j. ...other? Please specify: _____	<input type="radio"/>	<input type="radio"/>

38. 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"/>

39. 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="checkbox"/>
b. To improve your prospects for tenure?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
c. To enhance your career in other ways?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
d. To find a more supportive work environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
e. To increase your time to do research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
f. To pursue a nonacademic job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
g. To reduce stress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
h. To address child-related issues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
i. To improve the employment situation of your spouse or partner?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
j. To lower your cost of living?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
k. Retirement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
l. To adjust your clinical load?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
m. Other? Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

40a. Please share any other thoughts about your reasons for staying at UW-Madison.

40b. Please share any other thoughts about why you would consider leaving UW-Madison.

41. 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 research and scholarship?

b. ...to support your teaching?

c. ...to support your clinical work?

d. ...to support your extension or outreach activities?

42. How satisfied are you with your salary?

Very dissatisfied Somewhat dissatisfied Neither satisfied nor dissatisfied Somewhat satisfied Very satisfied

PERSONAL DEMOGRAPHICS—As for the entire survey, responses to the following questions will be kept confidential. Information from this survey will be presented in aggregate form **above the departmental level** (such as college/school or division) so that individual respondents cannot be identified.

43. What is your sex? Male Female

44. Are you Hispanic or Latino? Yes No

45. Please check all the categories that describe your race.

African American or Black Caucasian or White
 Asian Native Hawaiian or other Pacific Islander
 American Indian or Alaskan Native Other; please explain:

46. What is your sexual orientation?

Heterosexual Gay or Lesbian Bisexual

47. What is your citizenship status?

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

48. What is your current title?

Assistant Professor Associate Professor Professor
 Assistant Professor (CHS) Associate Professor (CHS) Professor (CHS)
 Clinical Assistant Professor Clinical Associate Professor Clinical Professor
 Other, please specify _____

49. Which department/unit/section/division did you have in mind when completing this survey?

THANK YOU for your time! Results will be posted at <http://wiseli.engr.wisc.edu/facworklife.php> in late 2010.