



## **The 2019 Study of Faculty Worklife at UW-Madison**

### **Tenured & Tenure Track Faculty Results**

#### **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, six waves of this study have been implemented, in 2003, 2006, 2010, 2012, 2016, and 2019.<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. In 2016 and 2019, we included a \$5 incentive for participation, funded entirely through WISELI's income-generating activities.

The 2019 survey contained nine major sections: Hiring, Departmental Climate, Sexual Harassment, Hostile & Intimidating Behavior, Workload, Diversity Programs at UW-Madison, Promotion, Satisfaction with UW-Madison, and Intent to Leave. In order to make comparisons over time, items included in each of these sections were kept as similar as possible to those in the identical nine sections of the 2016 survey.

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).<sup>4</sup> In 2019, 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."

---

<sup>1</sup> 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 2019 survey was entirely self-funded by WISELI, through its income-generating activities.

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

<sup>3</sup> 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. In 2019, the SVM clinical faculty will be included in a special report for the SVM.

<sup>4</sup> A detailed description of the construction of all variables is included in the full results report for 2019, (LINK [HERE](#)), 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 2016 survey<sup>5</sup>. For new open-ended items, such as those in the Satisfaction 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 2019, 2,092 UW-Madison TT faculty received 2019 wave survey instruments. Of those, 1,117 responded, for a 53.4% response rate.

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

The 53.4% response rate to the 2019 *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 (58.0% for women versus 50.8% for men). Faculty of color tended to respond at the same rates as majority faculty, however, Asian faculty (whether US Citizens or not) responded at much lower rates than other racial/ethnic groups. Faculty who are U.S. citizens tended to respond at higher rates than Non-Citizen faculty (54.5% versus 48.3%).

Across different divisions, Biological Sciences faculty had the highest response at 55.1%, and Humanities faculty had the lowest at 50.9%. Comparing across schools and colleges, faculty in the School of Veterinary Medicine had the highest response (68.6%), while faculty members from the Business School were least likely to respond (43.9%). Untenured faculty members were less likely to respond than tenured (54.1% vs. 50.9%), with full professors having the highest response rates compared to Assistant and Associate. See Table RR3 in the full report for demographic characteristics of respondents and non-respondents.

## **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.<sup>6</sup>

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

We saw significant improvements in the perceptions of the hiring process for new faculty between 2016 and 2019. Faculty were more pleased with the department's efforts to obtain resources, the department faculty's efforts to meet the candidate, and the startup package.

---

<sup>5</sup> One exception is item #23, factors detracting from satisfaction. We created an entirely new codebook for this item.

<sup>6</sup> Only faculty who were hired (with or without tenure) after January 1, 2016 were included in this section.

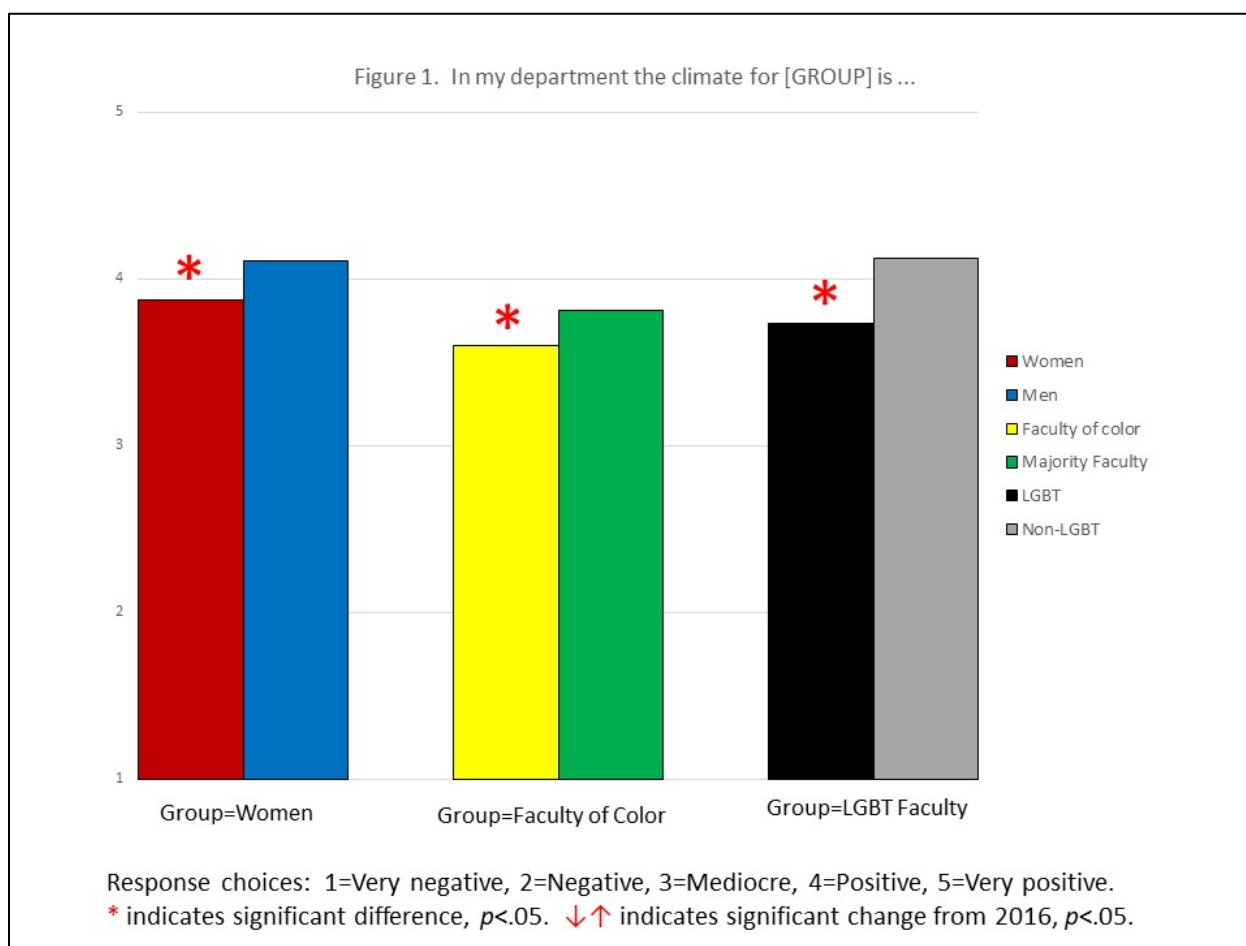
These improvements were generally seen across the board, for all subgroups; no subgroup reported a significant decrease in satisfaction between 2016 and 2019.

Although not always statistically significant due to low numbers, faculty with disabilities reported among the lowest satisfaction with the hiring process of any faculty subgroup, and almost all of these measures decreased between 2016 and 2019 (although not significantly so.) Another interesting group difference is for new faculty in the biological sciences (BIO). In 2016, new BIO hires showed similar satisfaction scores as faculty in other divisions, but in 2019, they had a significantly lower rating than faculty in other divisions. In 2016, the BIO interactions with the search committee were rated significantly higher than those from other divisions, but in 2019 they were significantly lower.

## Climate<sup>7</sup>

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.

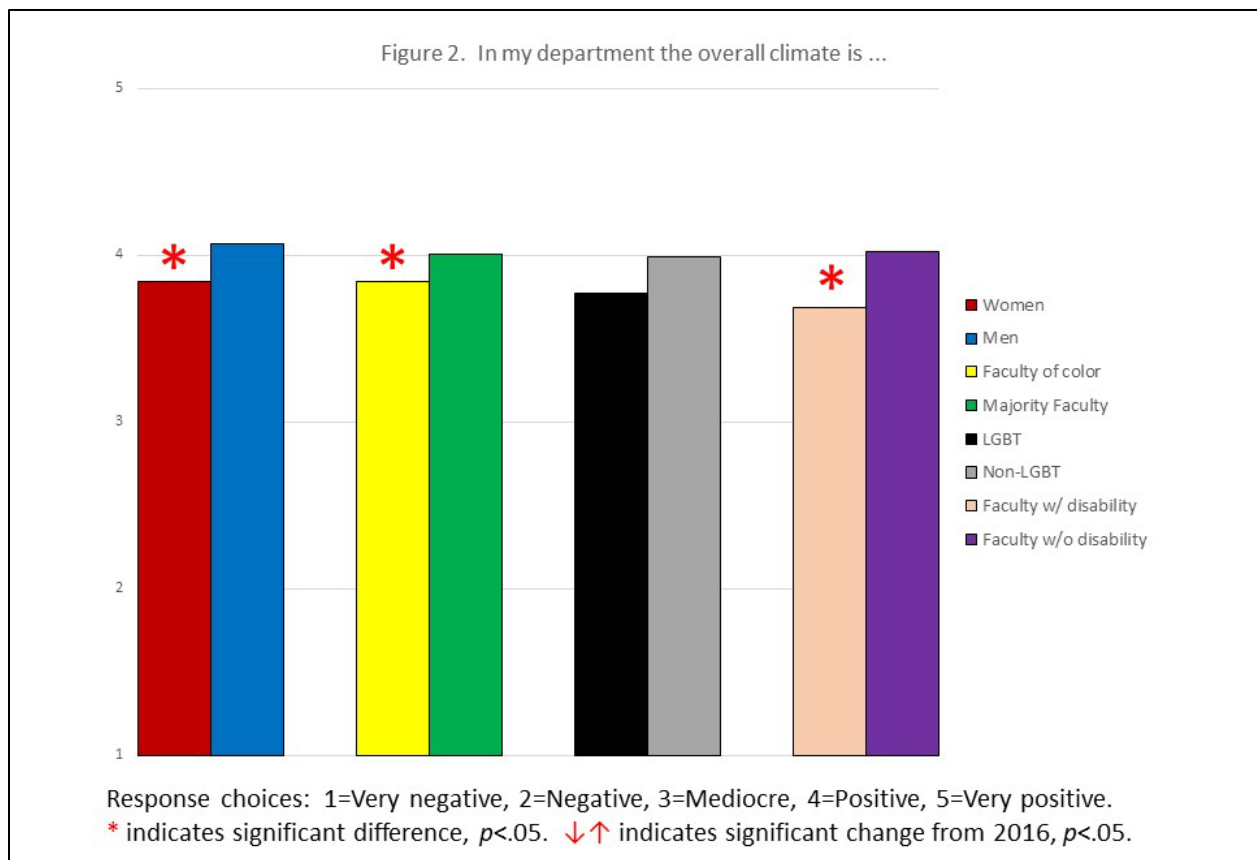
The TT faculty as a whole reported a fairly positive personal experience of climate. For example, they were often or very often treated with respect by their departmental colleagues,

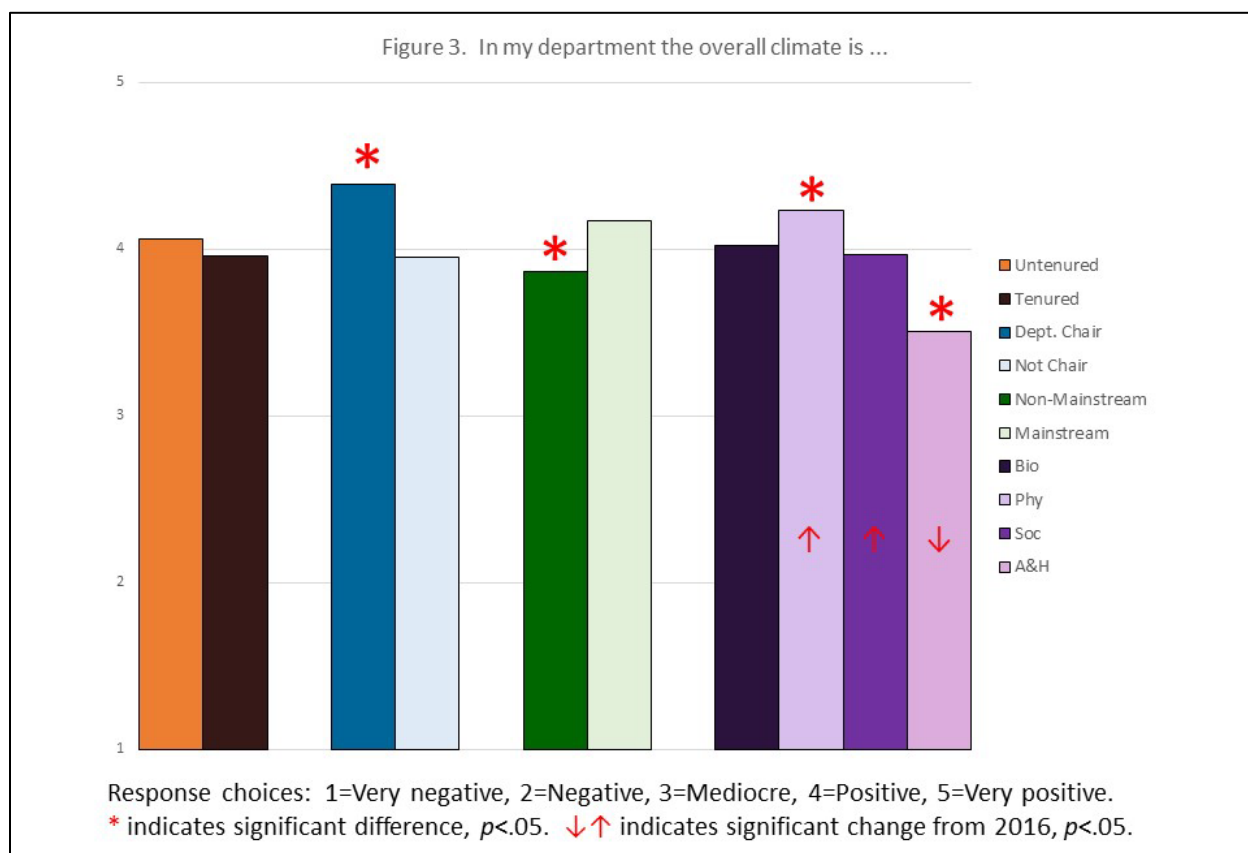


<sup>7</sup> Climate is defined by the Campus Climate Network Group (2002) as, "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect."

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. Women, Faculty of Color, and LGBT faculty all rate the climate for their group lower than the rating provided by their comparison group (Figure 1).

Our results show that the climate for some faculty groups was consistently more negative than for their comparison groups (Figures 2 and 3.) The climate scores for Women, Faculty of Color, Faculty with Disabilities, faculty in the Humanities, 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 2019 survey, as were “Non-Mainstream” faculty. Additionally, Faculty of Color, Faculty with Disabilities, and faculty in the Humanities gave a lower rating of overall climate in their departments and were less satisfied in some specific areas, including being treated with less respect by colleagues, feeling isolated both in their departments, being reluctant to voice concerns, and feeling less of a “fit” in their departments (Figures 1, 2). Faculty of Color and Faculty with Disabilities also reported feeling that they had to work much harder to be perceived as legitimate scholars, while Faculty with Disabilities and Humanities faculty felt their research and scholarship was less valued. These findings are largely consistent with previously reported experiences of climate by Women, Faculty of Color, Faculty with Disabilities and Non-Mainstream Faculty in earlier waves of the study. The less-positive experience on a majority of measures for Arts & Humanities faculty is new in this wave.



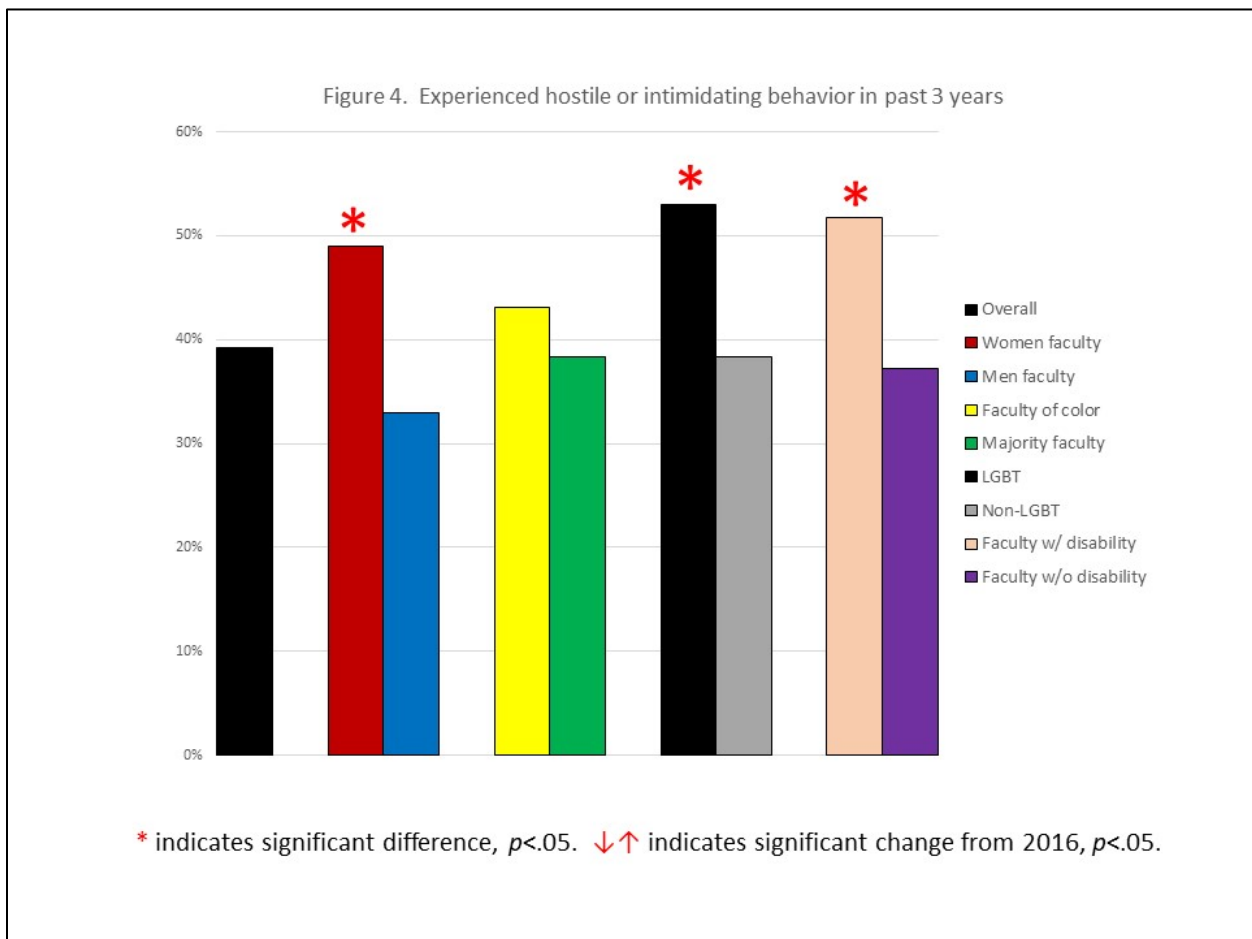


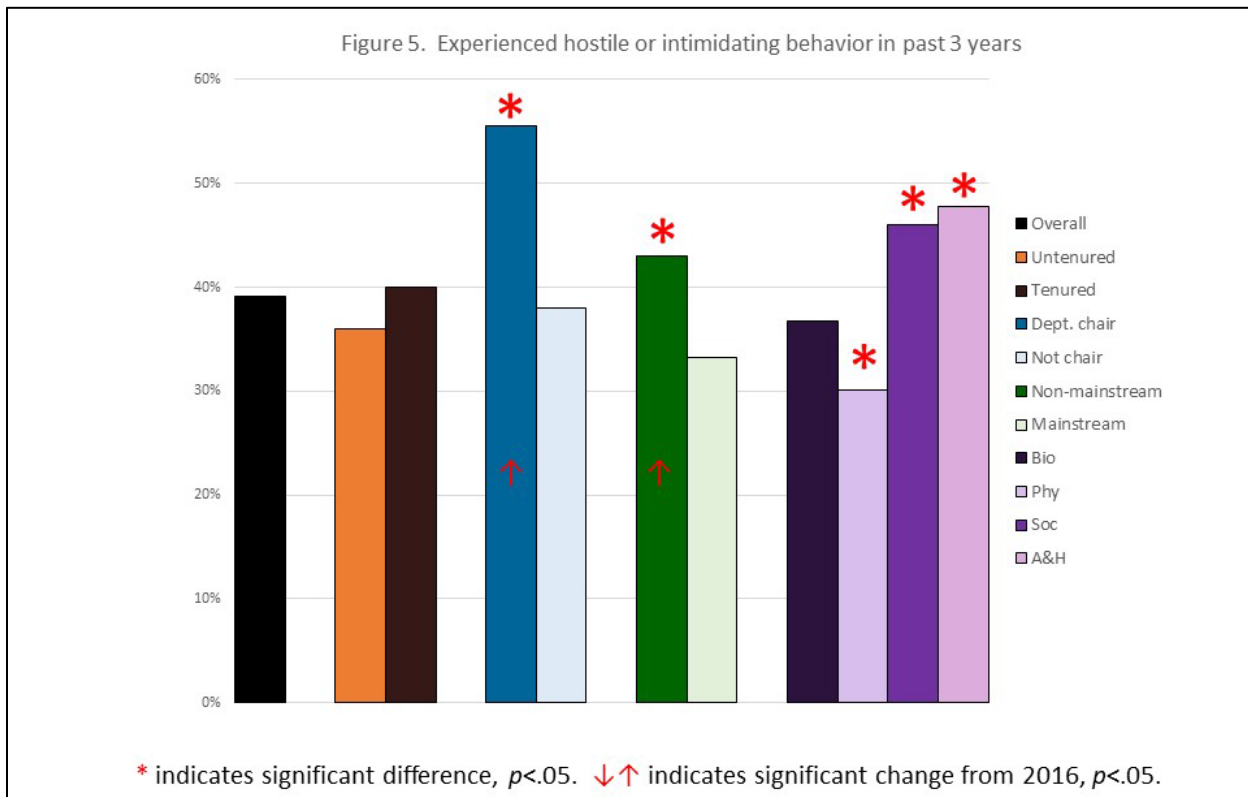
Very few changes were observed between the 2016 and 2019 results. Perhaps the most consistent change was a significant increase in the satisfaction of faculty with their chairs' efforts to obtain resources for them. Another change to pay attention to is that faculty who work in healthcare settings reported generally worse interactions with patients in 2019 compared to 2016. Given the rapidly changing healthcare environment, the current struggles facing academic health centers, and the growing concern about physician burnout, these trends are concerning and deserve further study and attention.

### Harassment: Sexual Harassment and Hostile & Intimidating Behavior

In 2019, we reprised our questions about sexual harassment (SH) and hostile and intimidating behavior (HIB) from the 2016 survey. With regards to sexual harassment, after observing a large decrease in 2016, we now see an increase in reports of experiencing sexual harassment among women faculty, although it is not a statistically-significant increase. This increase appears to be happening for many groups, and is especially large (statistically significant) for faculty in Social Science departments, and Untenured faculty. However, there is an increasing perception of sexual harassment being treated very seriously on campus, and significantly more faculty say they know the steps to take if a person comes to them with a sexual harassment issue.

The measure of the incidence of hostile and intimidating behavior has increased slightly since 2016. Almost 40% of faculty report personally experiencing HIB behavior during the past three years, and almost 50% have witnessed these behaviors, a significant increase since 2016. Women, LGBT faculty, Faculty with Disabilities, Social Science faculty, and Tenured faculty have significantly higher incidence rates of HIB, with Women, LGBT Faculty and Faculty with Disabilities approaching a 50% rate of incidence (Figure 4). In 2019, Department Chairs also report a significantly higher incidence of HIB than in 2016, with over 55% of Department Chairs reporting that they have experienced at least one incident of hostile and intimidating behavior in the past three years (Figure 5). Compared to 2016, more faculty in 2019 are familiar with HIB as a concept, and are significantly more likely to say that HIB is treated seriously on campus, is common, that they know the steps to take if someone comes to them with a HIB issue, and that the process for handling HIB is effective.

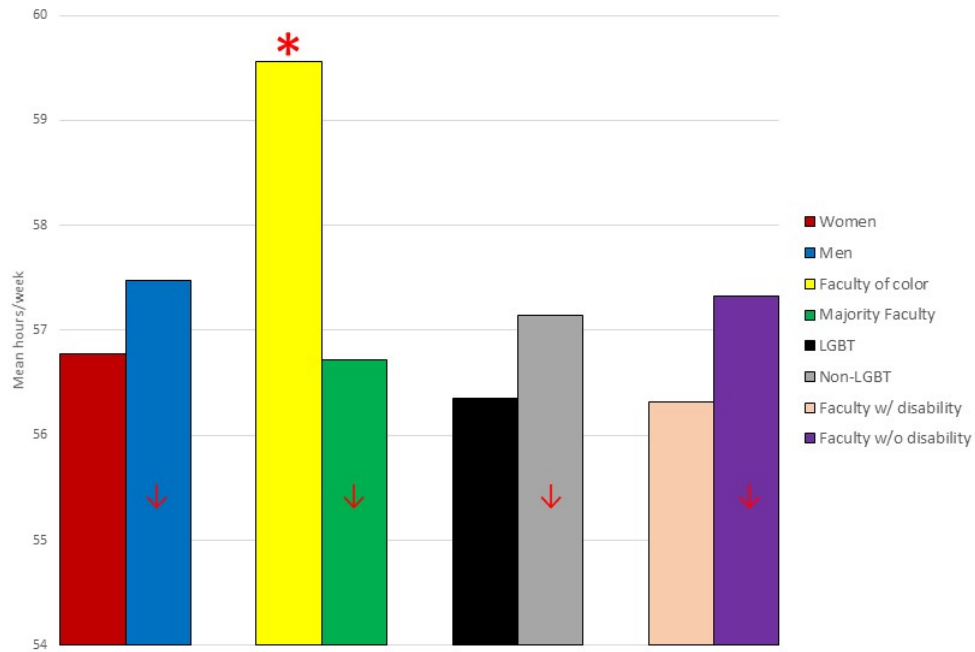




## Workload and Productivity

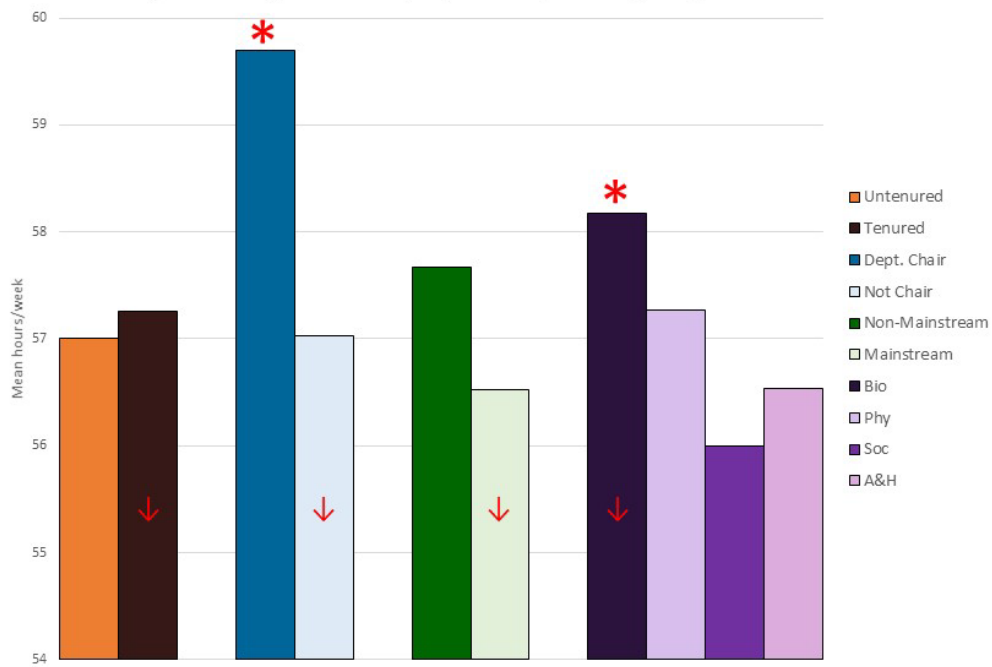
The most notable change in faculty workload and productivity between 2016 and 2019 is that faculty report working an hour less per week in 2019 than they did in 2016, from a mean of 58.4 hours in 2016 to 57.2 hours in 2019. This reduction brings the reported work hours back to the mean reported in 2010 (57.3 hours/week). Faculty of Color, faculty in the Biological Sciences, and Department Chairs report working significantly more hours than their comparison groups, with Faculty of Color reporting the highest mean hours/week of any faculty group (Figures 6 and 7.) This may stem from the significantly higher reports of “working harder to be perceived as a legitimate scholar” for Faculty of Color versus their Majority counterparts (Table DC8a.) In terms of how reasonable faculty believed their workload to be, no change was reported between 2016 and 2019; however Women faculty and faculty in the Arts & Humanities reported more often that their workloads were “too heavy” or “much too heavy”, compared to Men faculty/faculty in other divisions. Notably, given the almost 60-hour-per-week schedule, Faculty of Color report a heavier workload than Majority faculty, although this is not statistically significant. This rating of workload “reasonableness” for Faculty of Color is actually slightly lower than it was in 2016, even though the actual number of hours increased.

Figure 6. During an academic year, how many hours is your typical work week?



\* indicates significant difference,  $p < .05$ . ↓↑ indicates significant change from 2016,  $p < .05$ .

Figure 7. During an academic year, how many hours is your typical work week?



\* indicates significant difference,  $p < .05$ . ↓↑ indicates significant change from 2016,  $p < .05$ .

The distribution of job duties for faculty overall have remained largely unchanged. Some faculty subgroups have seen changes over time, however, such as faculty in the Physical Sciences. The percentage of time they report spending on research decreased significantly from 2016 to 2019, but the amount of time this group spends on committee work/university service has increased. The same pattern appeared for LGBT faculty, and although the increase in service work was not statistically significant, the increase from 8.5% in 2016 to 11.2% in 2019 is quite large. The distribution of duties among various groups of faculty can be different. For example, Women faculty spend 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. Faculty in the Biological Sciences spend the least time on teaching and most on Research, while for faculty in the Arts & Humanities the opposite is true. Faculty in the Physical Sciences spend the most time with students outside of class than faculty in other divisions.

Although work hours may have decreased between 2016 and 2019, scholarly output did not, with the possible exception of slightly fewer book chapters. Women Faculty reported submitting fewer journal articles, conference papers, and grant proposals 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. Faculty with Disabilities produce fewer conference papers and grants. By division, not surprisingly Biological and Physical Science faculty produce the most journal papers, conference papers, and grant proposals, while faculty in Social Sciences and Arts & Humanities produce the most books (authored, edited, and book chapters.) Some of the trends we see for Women faculty and Faculty with Disabilities may be related to the trends for untenured faculty and faculty in the various divisions.

### **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. In 2019, we asked for feedback about 11 different campus programs, all of which were also asked about in 2016.

In only three years, seven of the 11 programs saw a significant increase in the percentage of faculty who had at least heard of the program, and the other 4 increased their name-recognition albeit not significantly. Similarly, 8 of the programs saw their value significantly increase in the past three years, and the other three had non-significant increases in perceived value of the program. Most of the programs also show an increase in participation, with faculty reporting participation in WISELI's "Searching for Excellence & Diversity" workshops for members of faculty hiring committees showing the largest increase in participation, from 25.2% of respondents in 2016 to 37.0% of respondents in 2019. Participation in the Provost's Strategic Hiring Initiative also increased substantially, more than doubling between 2016 (5.8%) and 2019 (12.1%).

It is interesting to note some of the group differences in valuing these programs across the university. Women faculty value almost all of these programs more than Men faculty, with a few notable exceptions. Men and women equally value the "Searching for Excellence & Diversity" workshops, the Committee on Women, and Campus Child Care. Men faculty value the Women Faculty Mentoring Program far more than women faculty themselves, a very interesting trend.

Women's value of the WFMP did not change between 2016 and 2019, but men's value of the program increased substantially.

Faculty of Color and LGBT faculty did not value any of these programs more or less than their majority/non-LGBT counterparts. Faculty with Disabilities valued Family Leave, and the Strategic Hiring Initiatives, more than other faculty. Untenured faculty value the Tenure Clock Extension program, and the Vilas Life Cycle Professorship program, more than their tenured counterparts. Department Chairs value Family Leave less than other faculty. Finally, many divisional differences appear in the value of these programs. One of the most interesting ones is that faculty in the Arts & Humanities showed a significant decline in how much they value the Dual Career Hiring program, the only decline in value for any program by any group in the survey. In general, faculty in the Physical Sciences tended to value all of the programs less than faculty in other divisions.

### **Promotion Experiences**

In 2016, we asked some new questions about the promotion process and we repeated the items in 2019. Both Assistant and Associate rank faculty responded to these questions; faculty at the "full" rank did not. Very little change occurred for the items between 2016 and 2019. Faculty in the Social Sciences and Arts & Humanities reported that promotion/tenure requirements were more reasonable in 2019 than in 2016, while Biological and Physical Science faculty felt they were less reasonable, although this decrease is not statistically-significant. At the same time, Arts & Humanities faculty were significantly less-confident in 2019 that promotion decisions are based on performance rather than on politics, relationships, or demographics. The only other change was that LGBT faculty were less likely to indicate that there is a close fit between the way they do their jobs, and how they are evaluated for promotion.

There are fewer within-group differences in 2019 compared to 2016. No significant differences emerged between Women and Men faculty, between Faculty of Color and Majority faculty, or between LGBT and non-LGBT faculty for any of the 11 items we asked about promotion. In 2016, there were a few gender, race, and sexual orientation differences, which all disappeared in 2019. Significant differences between Faculty with Disabilities and Non-Disabled faculty were fewer in 2019, although some still appear. Faculty with Disabilities are less likely to report that they understand the criteria for promotion, that the requirements for promotion are reasonable, and that the fit between their work and how it is evaluated for promotion is good. They are more likely to report that they get mixed messages about promotion requirements. Untenured faculty are no different from Tenured faculty on any of the measures, and faculty who report doing "Non-Mainstream" research are less happy on almost ALL the items compared to more Mainstream colleagues. These trends for untenured and non-mainstream faculty are identical to trends we saw in 2016.

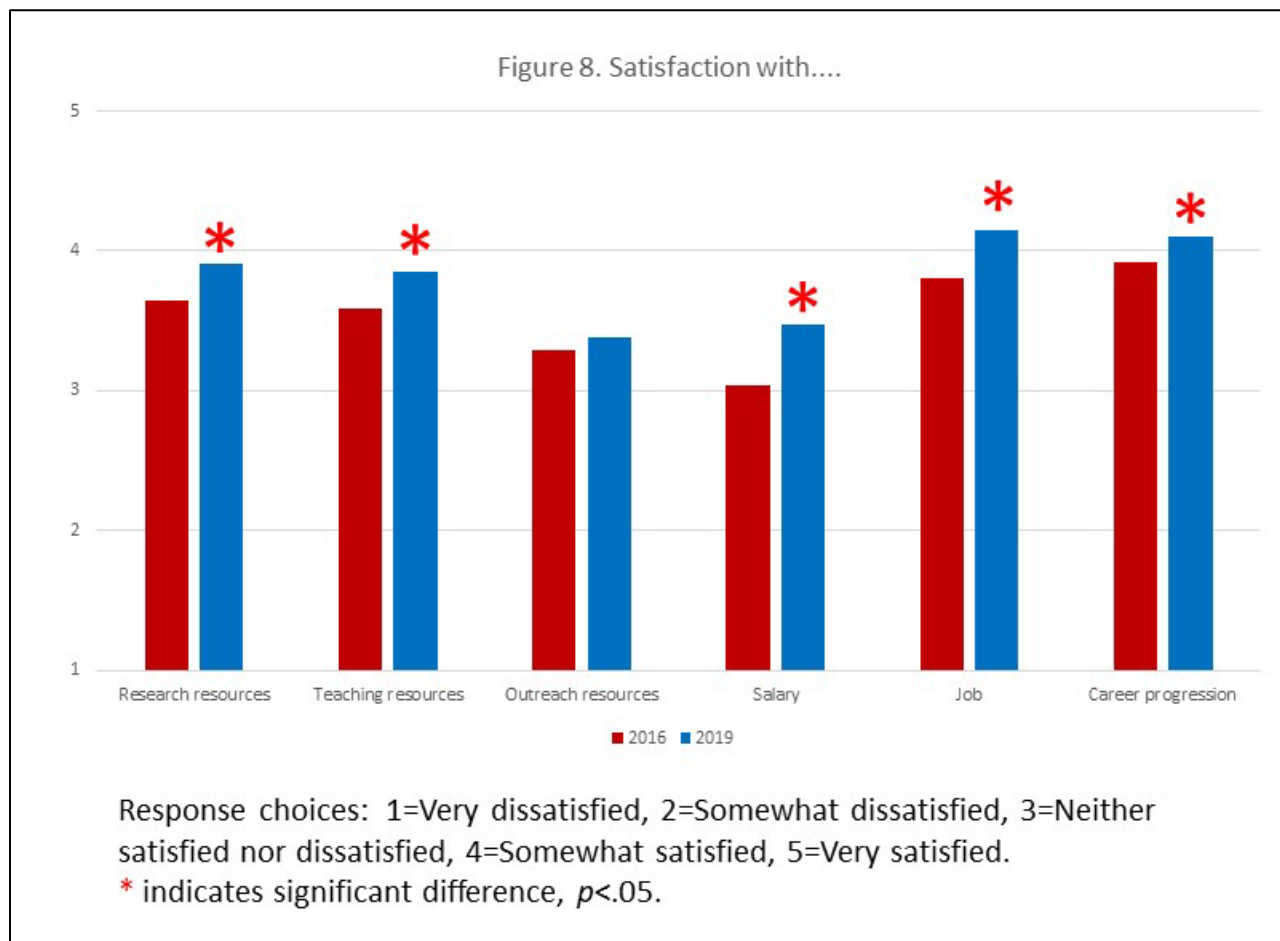
Finally, some differences emerge for these tenure/promotion items by divisional affiliation. Generally, faculty in Physical Sciences are the most satisfied with tenure/promotion processes, while faculty in Arts & Humanities are least satisfied. One exception is that faculty in Biological Sciences are significantly more happy with the mentoring they receive compared to faculty in any other division.

### **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

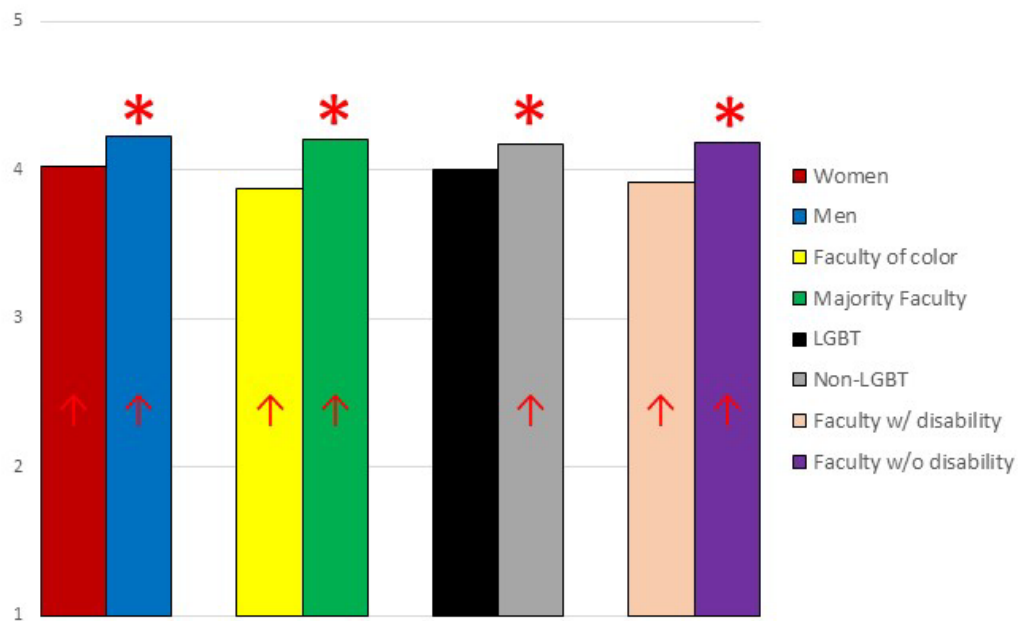
open-ended items, we asked them to share what factors both contribute to and detract from their satisfaction at UW-Madison.

In 2019, virtually all faculty reported a significantly increased satisfaction with the resources UW-Madison provides to support research and scholarship, as well as teaching (Figure 8.) Faculty in the Social Sciences were especially satisfied, as were Untenured faculty and Department Chairs. Satisfaction with clinical resources and extension resources changed very little between 2016 and 2019.



Overall satisfaction with being a faculty member at UW-Madison also increased significantly between 2016 and 2019, for almost all faculty groups (Figure 9.) 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; still, even for these underrepresented groups, the mean score on these variables was significantly improved since 2016. Non-Mainstream faculty and faculty in the Arts & Humanities division were least satisfied with their jobs, while Department Chairs, and faculty in the Physical 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.

Figure 9. In general, how satisfied are you being a faculty member at UW-Madison?



Response choices: 1=Very dissatisfied, 2=Somewhat dissatisfied, 3=Neither satisfied nor dissatisfied, 4=Somewhat satisfied, 5=Very satisfied.

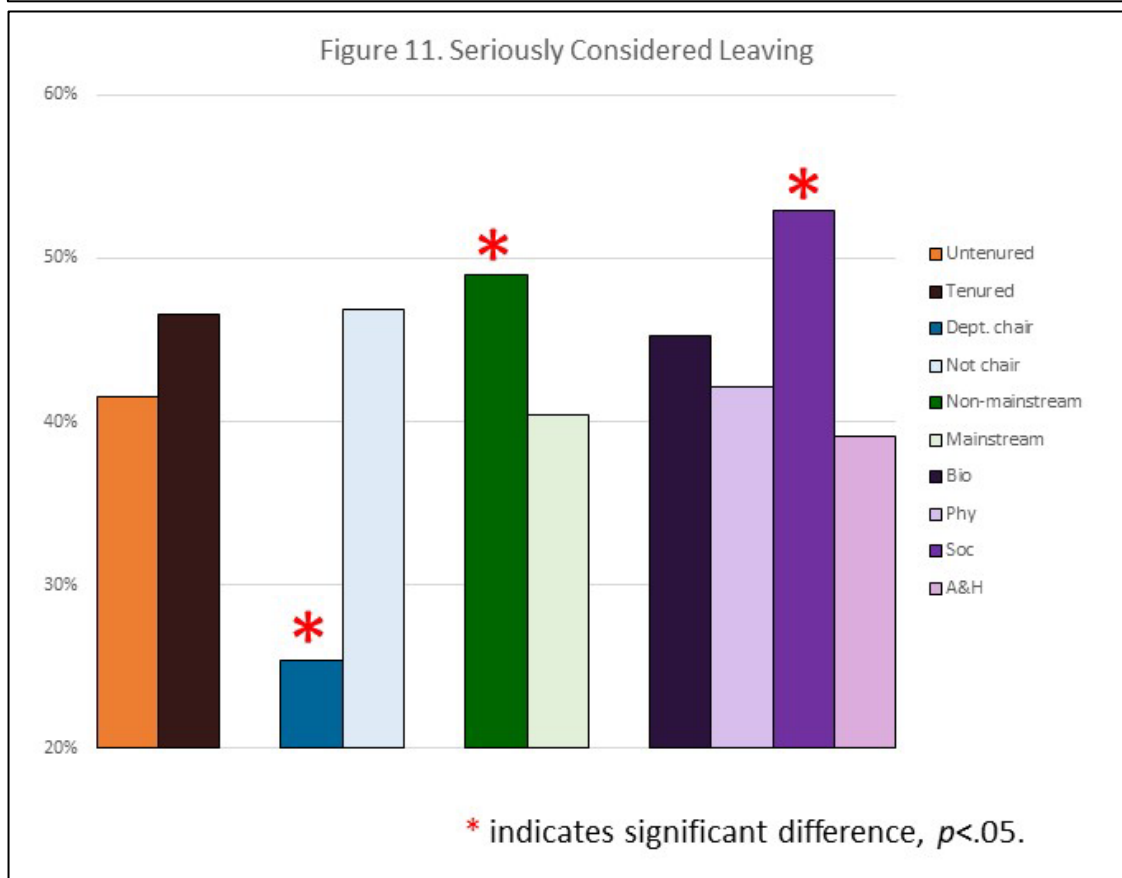
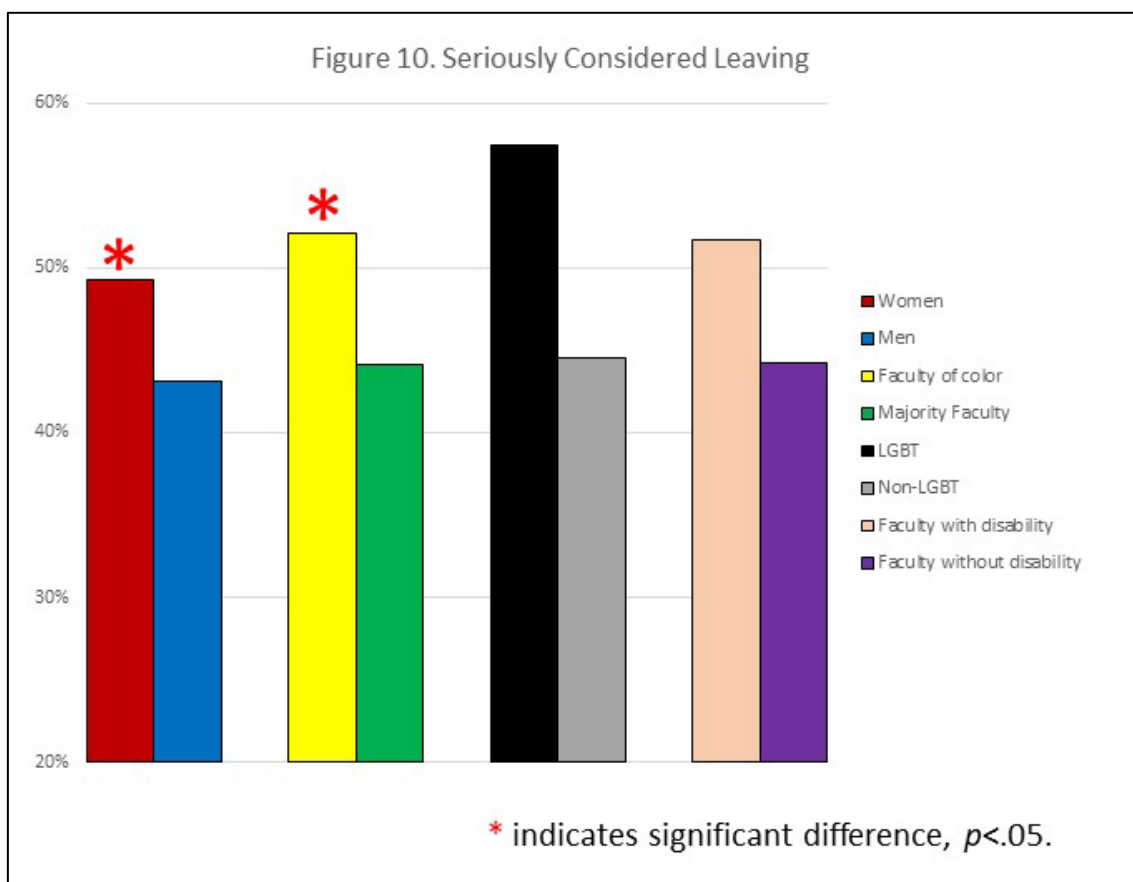
\* indicates significant difference,  $p < .05$ . ↓↑ indicates significant change from 2016,  $p < .05$ .

Perhaps one reason for the increased satisfaction is the increased satisfaction with salary. Faculty in 2019 reported significantly higher satisfaction with their salary, compared to 2016, and this is true for all groups except non-US Citizens, which had an increased satisfaction but not significantly so.

When asked to write in their reasons for satisfaction with their jobs, 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 the administrative burdens and bureaucracy present in faculty positions. Some of the write-in comments that were common in previous waves, “budget cuts” and “state government,” were much less common in 2019.

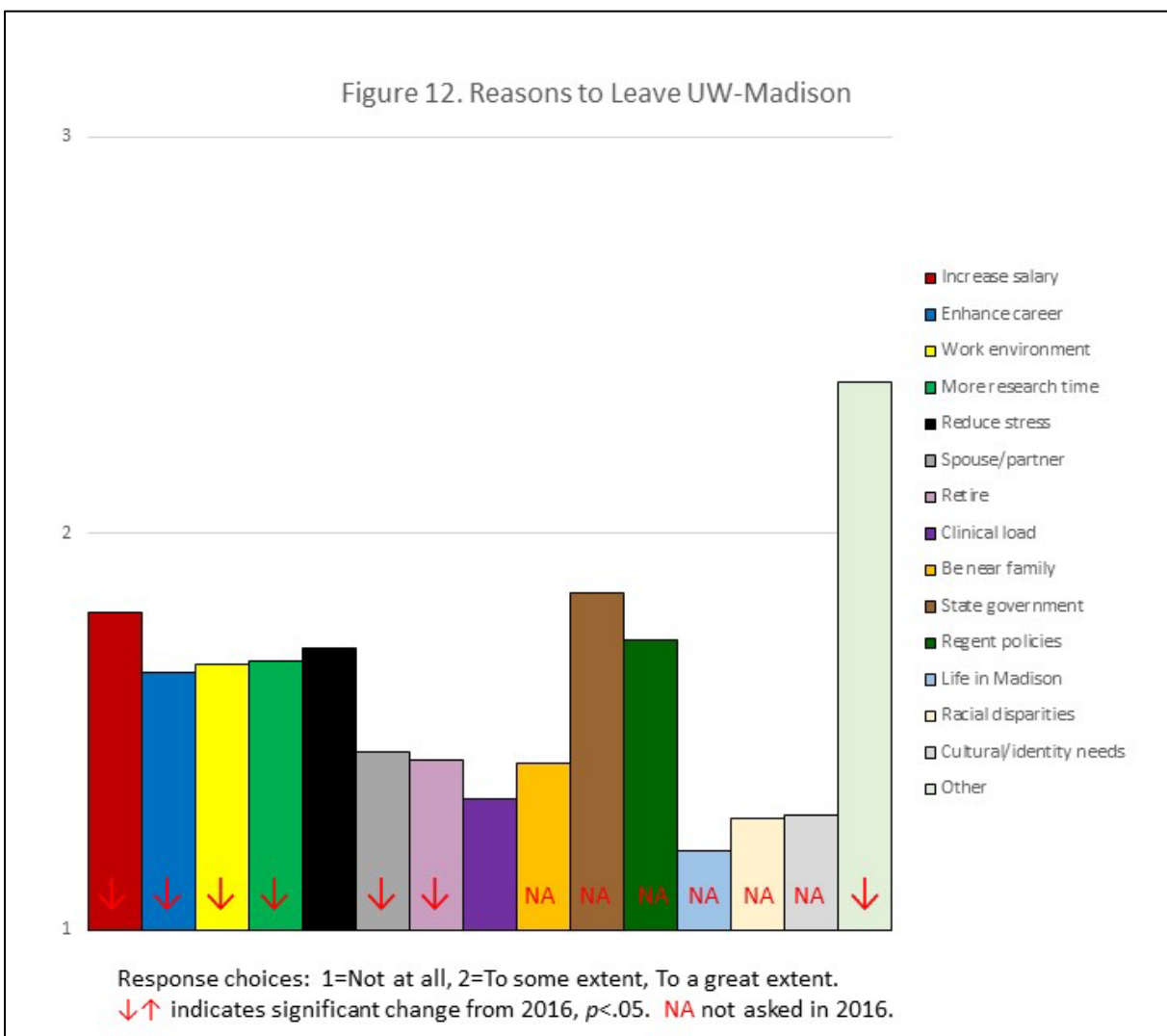
### Intent to Leave

In 2019, we added some new items about faculty intent to leave, and opportunity to leave, the UW-Madison. One of the new questions asked faculty whether they had seriously considered leaving UW-Madison in the past 12 months for non-retirement reasons. In this new question, almost 50% of faculty (45.5%) indicated that they had considered leaving, with Women, Faculty of Color, faculty in the Social Sciences, and faculty doing Non-Mainstream research indicating the highest intent to leave (Figures 10 and 11.)

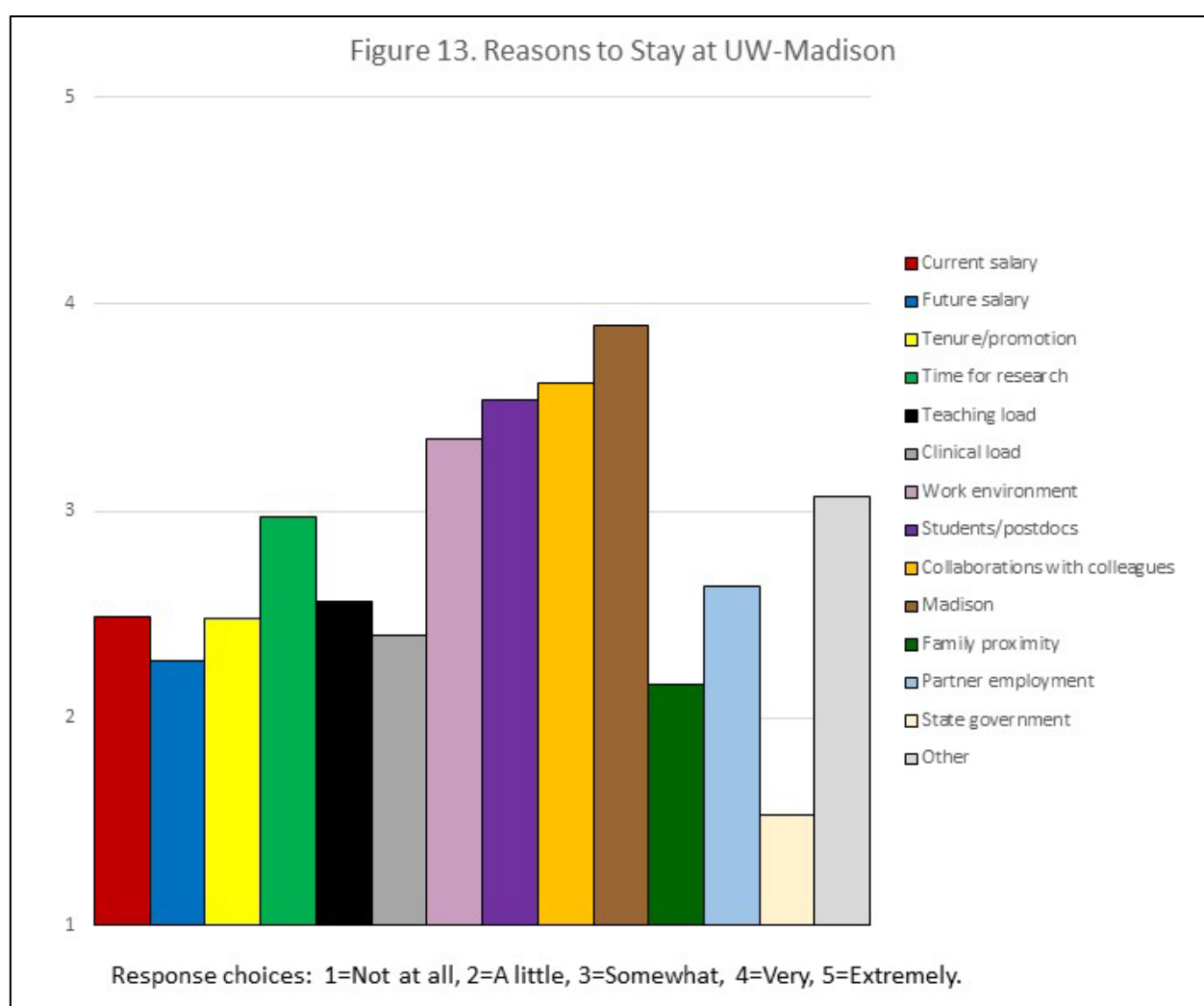


Although about half of faculty have thought about leaving in the past year, an even higher percentage—about 65%--have been contacted by another university in the past 12 months, and this percentage is similar to the percentage reported in 2016. Faculty in Social Studies and the Biological Sciences were the most likely to be approached, and Arts & Humanities faculty were much less likely to be approached. Untenured faculty were much less likely to be approached in 2019 than they were in 2016. Almost all Department Chairs (81.7%) reported being contacted by another university or headhunting firm.

We probed decisions about leaving or staying with two questions—one asked participants to rate the extent to which they considered a list of several reasons for leaving UW, and the other asked about reasons for staying. We added several new potential reasons to leave UW-Madison based on write-in comments from previous surveys, as well as from feedback from faculty affinity groups. In 2019, the top reason to leave was “concerns about the direction of state government”, replacing “to increase salary” in the top spot for the first time since we have implemented this question. “Concerns about Regent policies” and “Reduce stress” also appeared to be very important concerns (Figure 12.) Women, Faculty of Color, LGBT faculty, and Faculty with Disabilities were all more likely to indicate that “Racial and ethnic disparities” “meeting cultural and/or identity needs”, and “quality of life in Madison” were all reasons to leave, compared to their peers.



In terms of reasons faculty provide for staying at UW-Madison, the top reason for most faculty was “quality of life in Madison and surrounding area”, although some groups (Faculty of Color, Faculty with Disabilities, Untenured faculty, and Non-Mainstream faculty) were significantly less likely to agree this is an important reason to stay. Aligning with earlier write-in comments, relationships with students/postdocs/trainees, collaborations with colleagues, and the work environment in general were important reasons to stay. “Time for research or artistic activity” is also a top reason to stay (Figure 13.) Some interesting group differences emerged. Except for the “quality of life” item, Untenured faculty were almost always significantly more enthusiastic about the reasons to stay at UW-Madison compared to their Tenured colleagues. Women faculty are more likely to stay for the sake of their partner’s job than their male colleagues. Faculty of Color do not see collaborations with colleagues as a good reason to stay, an area of faculty worklife that could be improved to increase retention. Finally, Faculty with Disabilities do not see their work environments as a reason to stay, something that could perhaps be investigated further.



Finally, after asking about all the potential reasons to stay and to leave UW-Madison, we asked faculty to indicate how likely they would be to leave the UW in the next three years. Faculty were significantly more likely to indicate they are *unlikely* to leave (higher response choices

indicate a less likeliness to leave.) Untenured faculty and Department Chairs, especially, indicated they are unlikely to leave UW-Madison in the next three years.

### **Conclusions and Future Research**

Overall, findings from the 2019 *Study of Faculty Worklife* largely replicate findings from previous faculty climate surveys at UW-Madison. Much has improved since 2016, most notably experience with the faculty hiring process, faculty workload, faculty satisfaction with the job, career progression, and salary. Sexual harassment and hostile and intimidating behavior continue to be issues on our campus, but clearly some strides have been made in terms of education and accountability.

In terms of department climate, Women faculty, Faculty of Color, and Faculty with Disabilities report consistently lower ratings of climate and satisfaction compared to their peers, indicating long-standing issues that still need to be addressed. Over time, we do seem to be closing these gaps, especially for Women faculty; many climate measures such as “treated with respect by colleagues,” “feel excluded,” “feel isolated,” and “I feel I fit in my department” have all reduced the gap between Men and Women faculty since 2010, even though that gap is still statistically significant. In contrast, Faculty of Color show either no change since 2010 on almost all of our climate measures, or *increasing* gaps, including the gaps in being treated with respect by patients and hospital/clinic administrators that are affecting all faculty with clinical appointments.

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.