



The 2022 Study of Faculty Worklife at UW-Madison

Tenured & Tenure Track Faculty Results

Introduction

The *Study of Faculty Worklife at UW-Madison* (SFW) was undertaken as part of the UW-Madison Inclusion in Science & Engineering Leadership Institute's (WISELI) broader effort to support the advancement of women and other persons underrepresented 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, seven waves of this study have been implemented, in 2003, 2006, 2010, 2012, 2016, 2019, and 2022.² 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, but new in 2022, respondents also had the option to respond via a web instrument as well. In 2016, 2019, and 2022 we included a \$5 incentive for participation to all participants in their initial survey mailer, funded entirely through WISELI's income-generating activities.

The 2022 survey contained nine major sections: Hiring, Departmental Climate, Sexual Harassment, Hostile & Intimidating Behavior, Productivity & Workload, Satisfaction with UW-Madison, COVID-Related Issues (new), Caregiving (new), 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 2019 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).⁴ In most surveys, 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."

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 2019 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 (<https://wiseli.wisc.edu/research/sfw/>).

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. In 2019 and 2022, the SVM clinical faculty will be included in a special report for the SVM.

⁴ A detailed description of the construction of all variables is included in the full results report for 2022, (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 items, we used content analysis procedure, in which there is a descriptive approach to both coding of the data and interpreting the quantitative counts of codes, to code responses to open-ended items repeated from past surveys using the codebooks established for the 2019 survey. Open-ended responses for the previously used items were coded and tabulated quantitatively, and we report the most common responses. For new open-ended items, such as those in the COVID section, new codebooks were established using a grounded theory approach. The COVID questions were analyzed using thematic analysis approaches and presented in narrative form.

Results

During Spring of 2022, 2,273 UW-Madison TT faculty received 2022 wave survey instruments. Of those, 1,217 responded, for a 53.5% response rate (Table RR1).

Differential Response by Demographic Characteristics (Tables RR1-RR6)

The 53.5% response rate to the 2022 *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 (58.7% for women versus 50.2% for men). Faculty of color responded at slightly lower rates than majority faculty, however, Black/African American and Asian faculty (whether US citizens or not) responded at much lower rates than other racial/ethnic groups. Faculty who are US citizens tended to respond at higher rates than non-citizen faculty (54.8% versus 48.1%).

Across different divisions, biological sciences faculty had the highest response at 58.3%, and Humanities faculty had the lowest at 46.8%. Comparing across schools and colleges, faculty in the School of Nursing had the highest response (85.7%), while faculty members from the Business School were least likely to respond (31.4%). Untenured and tenured faculty responded at almost identical rates, with little difference among ranks. See Table RR3 in the full report for demographic characteristics of respondents and non-respondents.

Hiring (Tables H1a-H2a)

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 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.

Almost every group experienced very slight declines in satisfaction with the hiring process between 2019 and 2022, although these were rarely statistically significant. This may not be surprising given the COVID pandemic and the increased use of Zoom meetings and the lack of

⁵ Only faculty who were hired (with or without tenure) after January 1, 2019 were included in this section.

in-person events in 2020-21. Some of the improvements included the increased satisfaction for faculty with disabilities with their search committee interactions, and faculty in the biological sciences division were significantly happier with their startup packages. At the same time, faculty in social science and arts & humanities departments were significantly *less* satisfied with their startup packages, as well as the efforts made to obtain resources for them. Some decline in departmental faculty efforts to meet the new hires was evident, and this reached significance for some groups (such as US citizens, and faculty with no disabilities.)

As in 2019, very few between-group differences in experience of the hiring process emerged in 2022. Perhaps the largest group difference was that LGBTQ+⁶ faculty were significantly less happy with the department's efforts to obtain resources, compared to their non-LGBTQ+ colleagues. LGBTQ+ faculty also reported significantly less satisfaction with their interactions with the search committee.

Climate⁷ (Tables DC1a-DC12a)

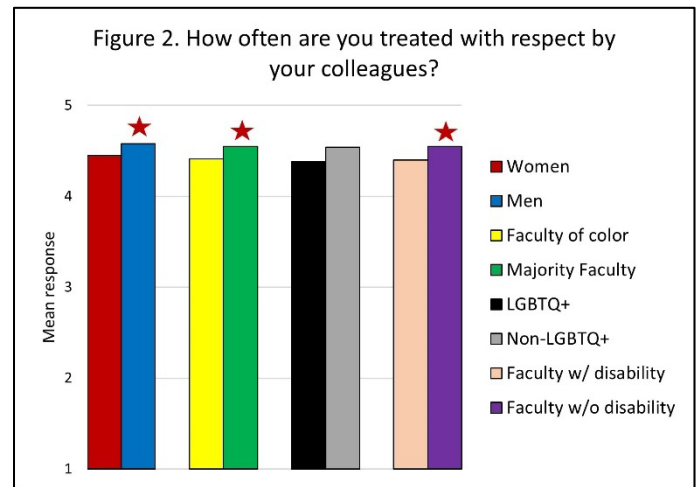
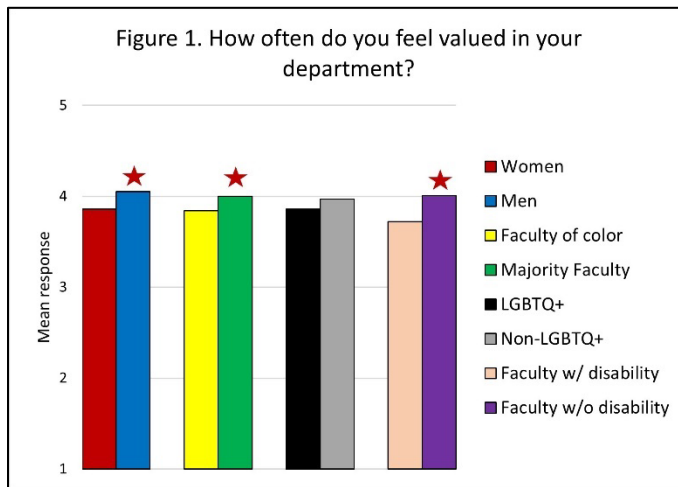
In this section, we asked faculty to assess their interactions with colleagues and others in their departments; provide their levels of satisfaction with those interactions; assess the extent to which they participate in departmental decision-making; and gauge the overall climate, the climate for women, faculty of color, and LGBTQ+ 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. New in 2022, we asked whether faculty felt valued, and like they belonged, in their department. The overall mean for these items is slightly lower than "often" (as opposed to "very often") which is somewhat surprising given the more positive scores on many other items.

Generally speaking, climate for identity subgroups that are underrepresented (defined by gender, race/ethnicity, LGBTQ+ status, and disability status) is typically reported to be less satisfactory than the climate for majority groups. Across all 31 measures of departmental/university climate, in 124 comparisons, only 6 indicated a better reported experience for the minority group compared to the majority, and none of these were statistically significant.

A typical finding can be seen in the following graphics. Figure 1 shows the significant differences in how faculty feel they are valued in their department, and Figure 2 shows differing perceptions of the extent to which faculty feel they are treated with respect by their colleagues. Gaps in mean perceptions appear for all four groups, and they are statistically significant for many groups (often, the LGBTQ+ gap is not significant, likely due to the lower sample size of our LGBTQ+ faculty population.)

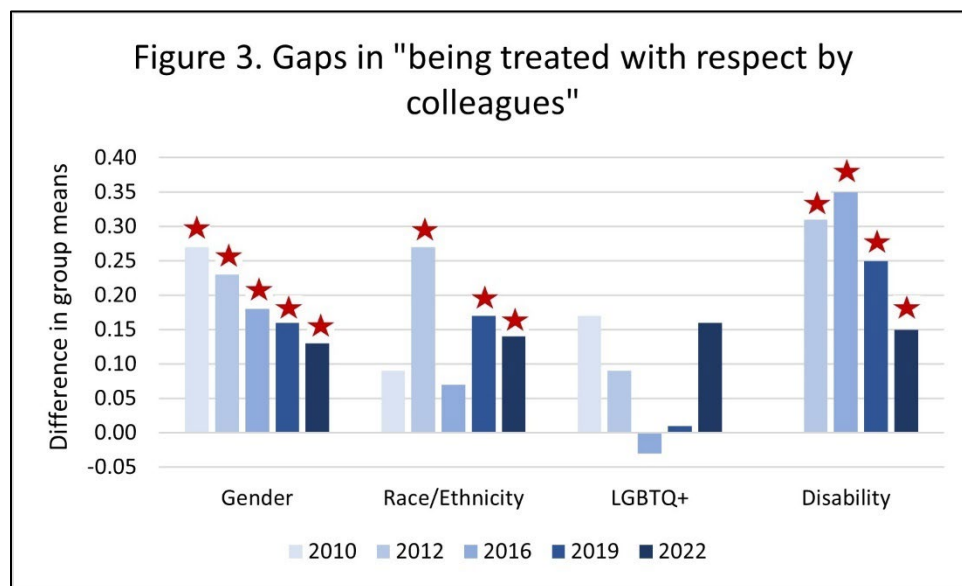
⁶ Lesbian, Gay, Bisexual, Transgender, and Queer. The '+' recognizes the limitless sexual orientations and gender identities used by members of the LGBTQ+ community.

⁷ 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."



Response choices for Figures 1 and 2: 1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very often.
 ★ indicates significant difference, $p < .05$.

These patterns have been consistent across all seven waves of the *Study for Faculty Worklife* surveys. In 2022, we wanted to ascertain whether these gaps are decreasing at all over time. Given that the gaps are still pervasive and often significant, are we making any progress?

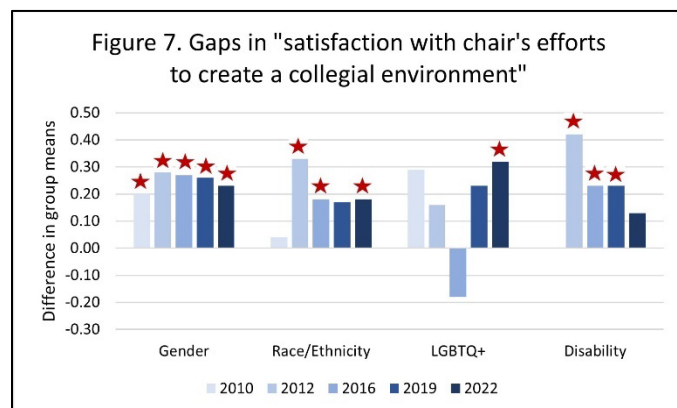
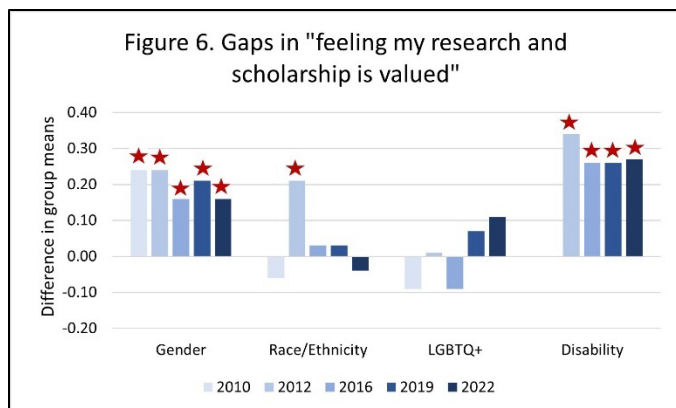
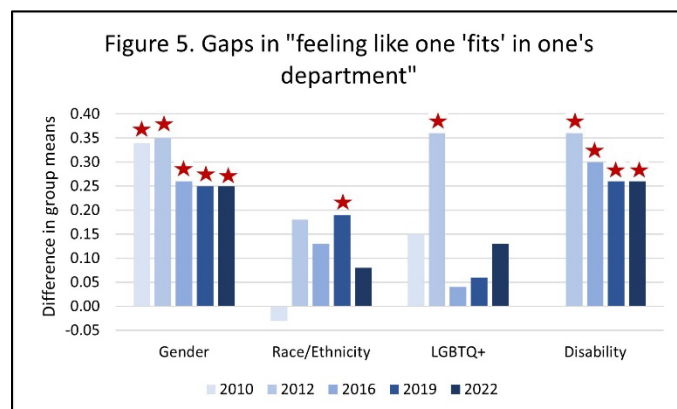
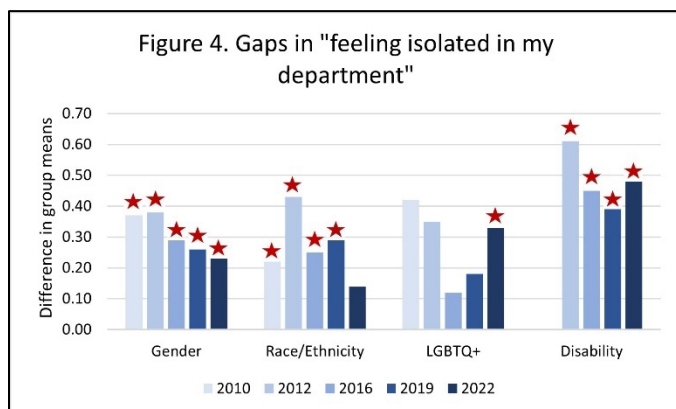


★ indicates significant difference between group means, $p < .05$.
 No measurement of disability status in the 2010 survey.

Figure 3 shows the size of gaps in perceptions of the "respect of colleagues" item from 2010 through 2022. A clear trend of decreasing gaps on this measure is seen for women vs. men, faculty of color vs. majority faculty, and faculty with disabilities vs. those without. The trend for LGBTQ+ gaps compared to non-LGBTQ+ faculty is less clear. For this group, it appears that things were improving, until perhaps 2019 or 2022, when gaps re-emerged.

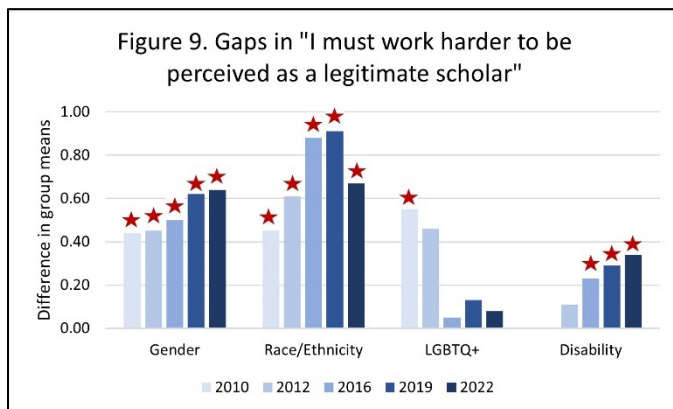
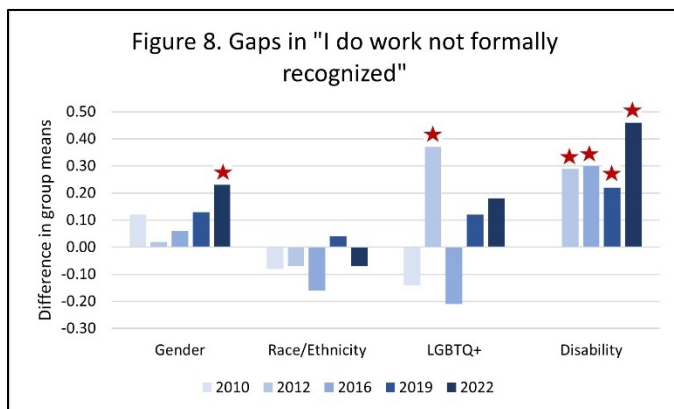
Examining the same trend graphs for measures of climate in other areas, we see similar patterns. For example in the area of feeling excluded or isolated, the gaps in "feeling isolated in the department" show a similar pattern, with generally decreasing gaps for women and faculty of

color. The u-shaped pattern for LGBTQ+ faculty emerges, and for faculty with disabilities we also see the gap increase in the latest survey (Figure 4). Similar patterns emerge in items about general feelings of inclusion (Figure 5), feeling one's work is valued (Figure 6), and satisfaction with one's department chair (Figure 7).



★ indicates significant difference between group means, $p < .05$.
No measurement of disability status in the 2010 survey.

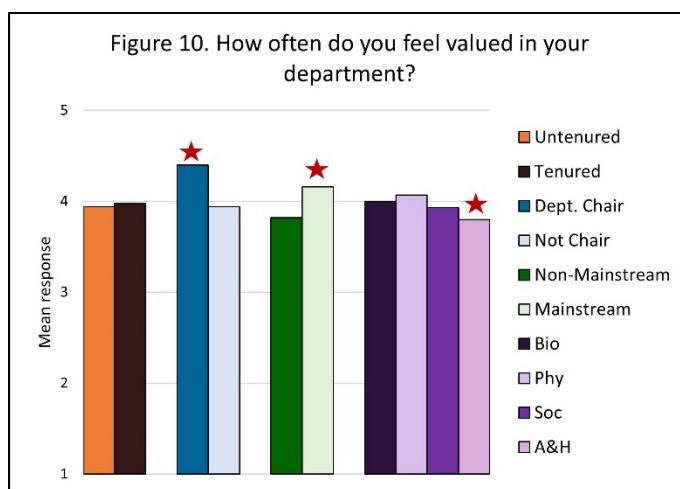
Despite the optimism for many of the areas of climate we measure, in the area of “feeling my work is valued”, some distressing trends are emerging—gaps are widening for underrepresented faculty. Figures 8 and 9 show these trends for the items “I do work that is not formally recognized in my department”, and “I must work harder than my colleagues to be perceived as a legitimate scholar.” It is notable in Figure 8 that faculty of color do not feel they are doing unrecognized work, particularly in the past two years when the differential impact of the pandemic in addition to the country’s racial reckoning have clearly had an impact on the workload of faculty of color. Hopefully the trends in Figure 8 indicate that the department sees and rewards this work. However, women faculty, LGBTQ+ faculty, and faculty with disabilities are increasingly feeling like they are doing unrecognized work. Figure 9 shows how our underrepresented faculty are increasingly feeling like their legitimacy as scholars is being questioned. Fortunately, this is one area that is not getting worse for our LGBTQ+ faculty.



★ indicates significant difference between group means, $p < .05$.
 No measurement of disability status in the 2010 survey.

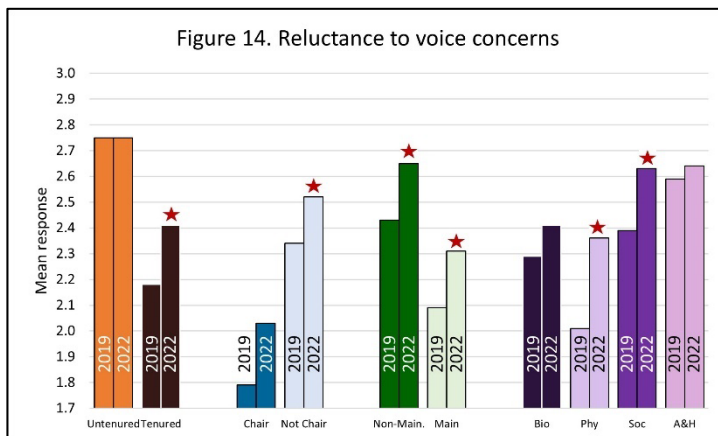
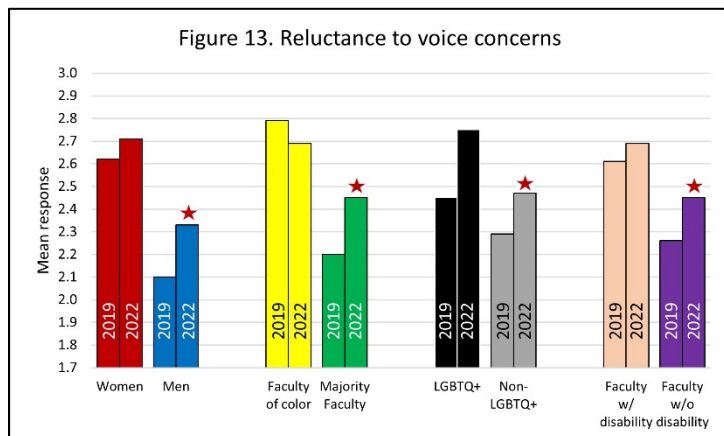
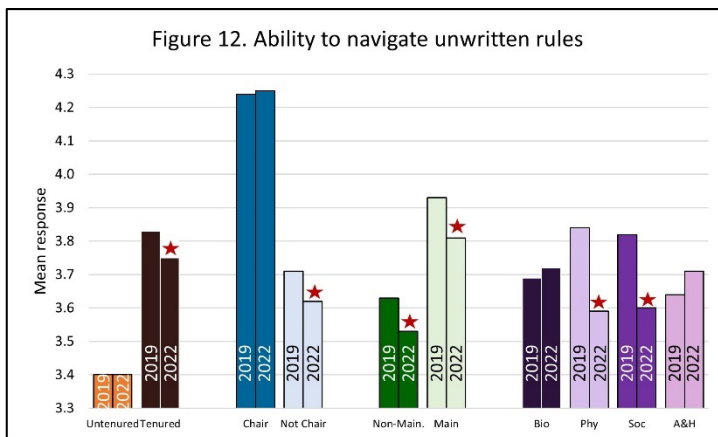
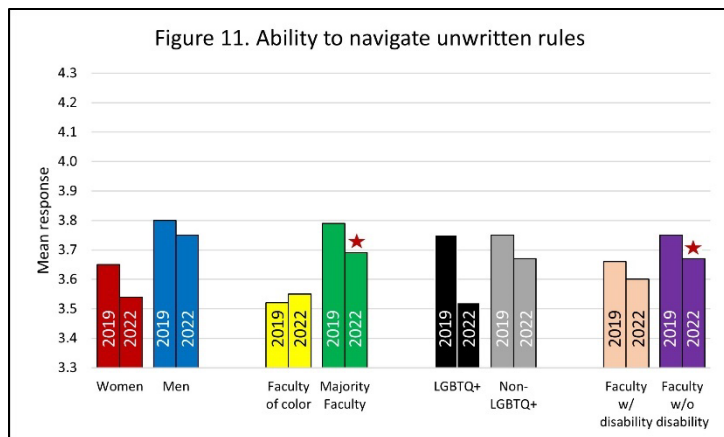
In summary, for many of the important measures of departmental climate, we are seeing a trend towards improvement, particularly for women and to a lesser extent for faculty of color and faculty with disabilities. LGBTQ+ faculty had appeared to show climate improvements in the early 2010s, but these have significantly reversed in 2019 and 2022, and is clearly an area for concern. Also an area of concern are some of the items indicating how the department values the scholarship of our underrepresented faculty groups.

In addition to looking at identity-based group differences, we also looked at other statuses that could affect the perceptions of climate, such as tenure status, division, whether one's research is out of the "mainstream" of the department, and whether one is a department chair. These differences are very similar to past studies. Overall, faculty in biological and physical sciences tend to be most satisfied with departmental climate, compared to their colleagues in social sciences and arts & humanities. Faculty who self-report that their research is outside the mainstream of their department respond in consistently negative ways to the climate items compared to their "mainstream research" counterparts. Untenured faculty have mixed results with better measures on some items such as feeling welcomed, included, and feeling their work is respected, but lower measures on items such as feeling respected by students or having a voice in departmental decision making. The faculty with the highest levels of satisfaction with department climate are those currently serving as department chairs. Figure 10 below is a typical example of these trends.



Response choices for Figures 10: 1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Very often.
 ★ indicates significant difference, $p < .05$. ↓ indicates significant change from 2019, $p < .05$.

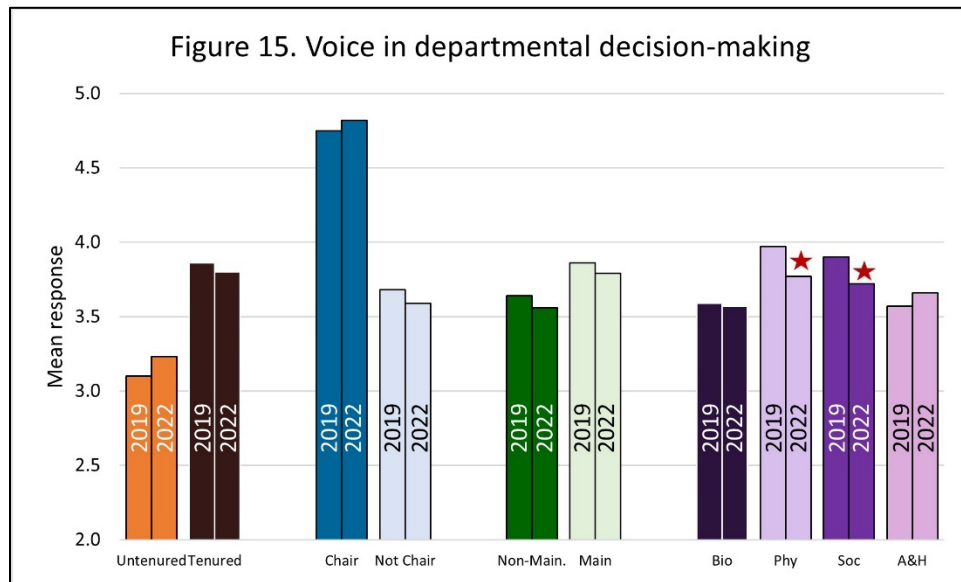
Two climate items showed a great deal of change from 2019 to 2022 for almost all faculty, in contrast to all the other items. In 2022, faculty felt significantly less “able to navigate unwritten rules” compared to 2019, while they were significantly more likely to indicate “reluctance to voice concerns.” Figures 11-14 show these trends for identity groups as well as other groupings of faculty at UW-Madison.



Response choices for Figures 11-14: 1=Not at all, 2=A little, 3=Somewhat, 4=Very, 5=Extremely.
 ★ indicates significant difference between 2019 and 2022, $p < .05$.

These trends in encountering unwritten rules, and feeling a reluctance to voice concerns, appears to be more keenly experienced by majority demographic groups, tenured faculty, and faculty in the physical and social sciences. Of note, faculty of color are the only group who exhibit opposite trends on both of these items, although those changes from 2019 to 2022 are not significant. But note, faculty of color indicate the lowest ability to navigate unwritten rules and the highest reluctance to voice concerns of almost any faculty group studied.

A series of five items measures satisfaction with departmental decision-making, and the findings in 2022 are quite similar to those in past surveys. Minoritized demographic groups and those doing non-mainstream research are the least happy with departmental decision-making processes. Perhaps the biggest change from 2019 on these items was by division; faculty in physical and social sciences were significantly less likely to agree that they have a voice in departmental decision-making (Figure 15), although note that their levels of voice in 2022 is decreasing to the levels reported by faculty in other divisions.

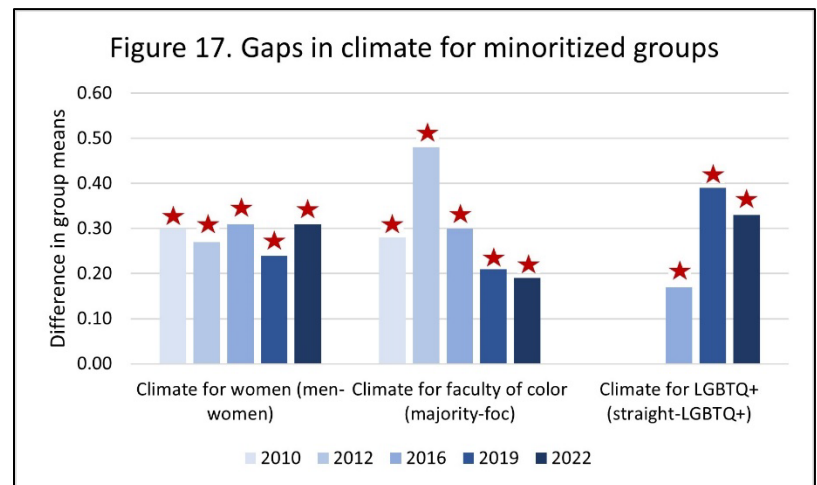
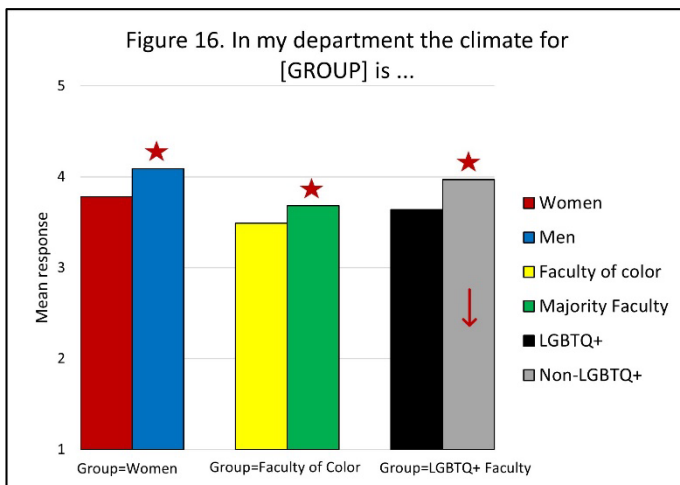


Response choices for Figures 11-14: 1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Almost always.

★ indicates significant difference between 2019 and 2022, $p < .05$.

A series of four items measures general climate—overall, and as experienced by minoritized groups in the department (women, faculty of color, and LGBTQ+ faculty.) For these items, we typically see that a majority group will overestimate the climate for their minority colleagues on a given dimension of diversity, and that department chairs will over-estimate the climate for these groups the most. These overestimations in acknowledging the climate experienced by minoritized groups make it difficult to improve that climate, if the majority groups do not even recognize there is a problem.

This pattern holds in 2022, as shown in Figure 16. Note that in 2022, majority faculty and non-LGBTQ+ faculty significantly reduced their assessments of the climate for faculty of color and LGBTQ+ faculty, respectively. If faculty of color and LGBTQ+ faculty hold steady (or even improve) their assessment of climate for their own group, then this should help close the gap in perceptions. In Figure 17, we show the trend in gaps in assessment of climate for women, faculty of color, and LGBTQ+ faculty. Indeed, there does seem to be a closing of the gap for LGBTQ+ and faculty of color, but not for women faculty.

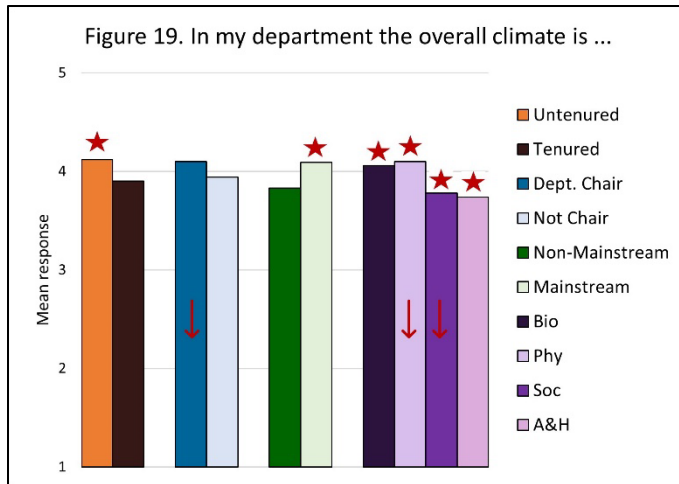
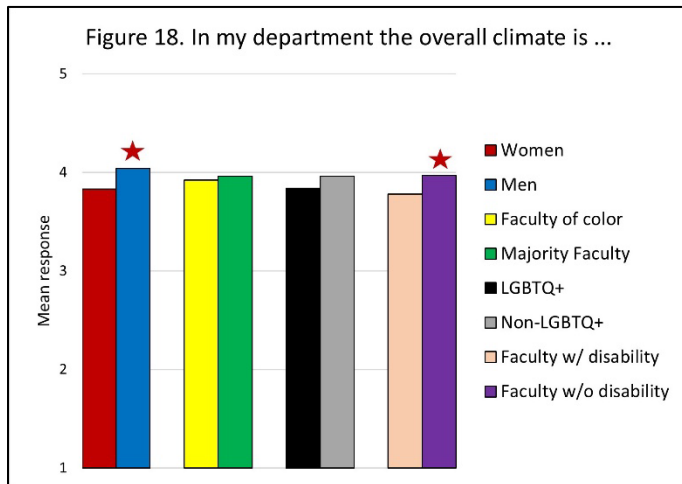


Response choices for Figures 16-17: 1=Very negative, 2=Negative, 3=Mediocre, 4=Positive, 5=Very positive.

★ indicates significant difference between groups and ↓ indicates significant change from 2019, $p < .05$ (Figure 16).

★ indicates significant difference between 2019 and 2022, $p < .05$ (Figure 17).

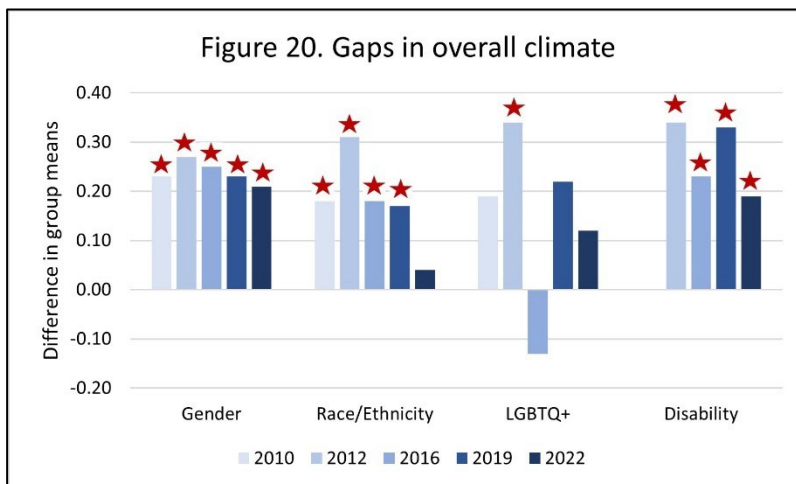
Finally, we turn to our item asking for an overall assessment of climate in the department, as defined by the campus climate working group in 2002. We see our familiar pattern of gaps for the demographic minority faculty, although these are only statistically significant for women and for faculty with disabilities (Figure 18), with no change between 2019 and 2022. For other groups, again we see familiar patterns with untenured faculty rating the climate better than their tenured colleagues, department chairs higher than non-chairs, those doing mainstream research higher than non-mainstream researchers, and faculty in biological and physical sciences rating their department climates better than faculty in social science and arts & humanities fields. Note that the assessment of climate significantly decreased for three groups between 2019 and 2022: faculty in physical sciences, faculty in social sciences, and department chairs (Figure 19).



Response choices for Figures 18-19: 1=Very negative, 2=Negative, 3=Mediocre, 4=Positive, 5=Very positive.

★ indicates significant difference, $p < .05$. ↓ indicates significant change from 2019, $p < .05$.

Assessing change over time for gaps in overall climate, a hopeful pattern emerges (Figure 20). Despite the increasing gaps we see for our LGBTQ+ faculty in many measures of climate, the overall pattern seems to be a decreasing gap. Women faculty show a decreasing gap in climate assessment as well, even though the gap between women and men faculty in their assessment of climate *for women* is getting worse. Gaps for faculty with disabilities are lower than they were in 2019, but the overall trendline since 2012 is mixed. Most encouraging, for the first time since we have been measuring, there is no significant gap in the overall assessment of climate in the department for faculty of color and majority faculty.



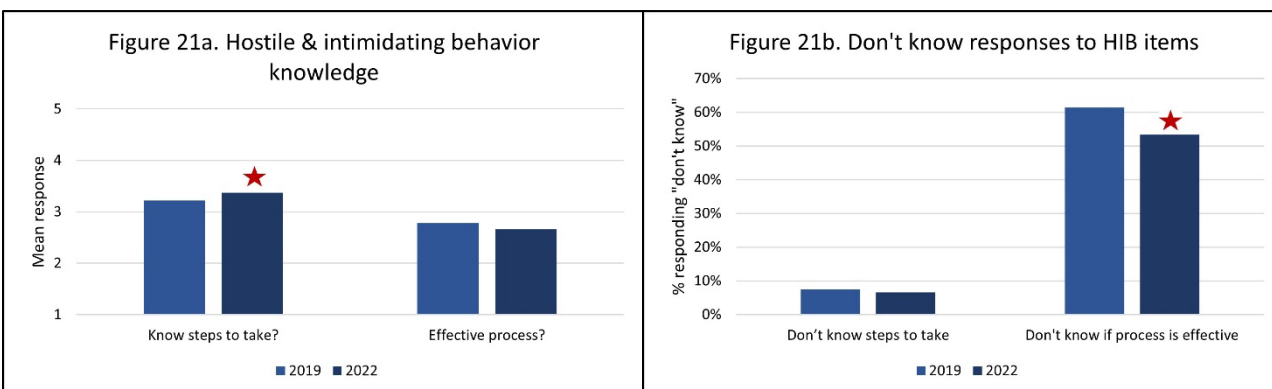
★ indicates significant difference between group means, $p < .05$.
No measurement of disability status in the 2010 survey.

Harassment: Sexual Harassment and Hostile & Intimidating Behavior (Tables SH1a-SH5a; HIB1a-HIB6a)

Due to the COVID-19 pandemic, we were very interested to see how (if at all) reporting of harassment issues might have changed from 2019. In terms of incidence of sexual harassment (SH) and hostile and intimidating behavior (HIB), we saw slight but non-significant declines in experiences of these behaviors (however, untenured faculty reported a significant reduction in incidence of SH between 2019 and 2022, from 9.83% to 4.79%). The same is true for witnessing of HIB, which also showed non-significant declines for most groups in the analysis. Significant differences in experiencing these behaviors continue to exist, with women, LGBTQ+, faculty with disabilities, and faculty doing non-mainstream research reporting significantly higher incidence of both HIB and SH in 2022 than their counterparts. HIB is experienced very differently by division as well, with faculty in social science and arts & humanities departments reporting significantly higher levels of HIB than biological or physical sciences. Of note, department chairs report the highest levels of experiencing HIB than any group (54.17% of chairs report having one or more experience of HIB in the past three years).

The UW-Madison has policies and processes in place for managing both SH and HIB, whether one is a target of these behaviors or witnesses them. We track the knowledge of these processes and about SH and HIB in general to gauge how well our community is working together to eradicate these behaviors. For SH, there is very little change in our community's beliefs about how seriously SH is treated on campus, how well one knows the steps to take if someone comes to you with a SH problem, and how effective the process is for resolving SH complaints. There is an overall decrease in how common our faculty believe sexual harassment is on campus, but at the same time, significantly more people just don't know how common it is compared to 2019. There is also a significant increase in the numbers of faculty who "don't know" how seriously SH is treated on campus.

Progress in educating our campus community about HIB is mixed. We see a significant increase in the degree to which faculty "know the steps to take if a person comes to you with concerns about HIB." Simultaneously, we see decreases in whether faculty think the process for resolving HIB is effective, combined with a significant *increase* in the numbers of faculty willing to offer an opinion on this question (that is, significantly fewer "don't know" answers to the item) (Figures 21a and 21b). Typically, a decrease in the number of people who respond "don't know" is a good thing, but when that increase in knowledge is tied to a decrease in confidence with the process, it could indicate a need for either reviewing the policy or promoting it in a way that assures faculty that it is effective.



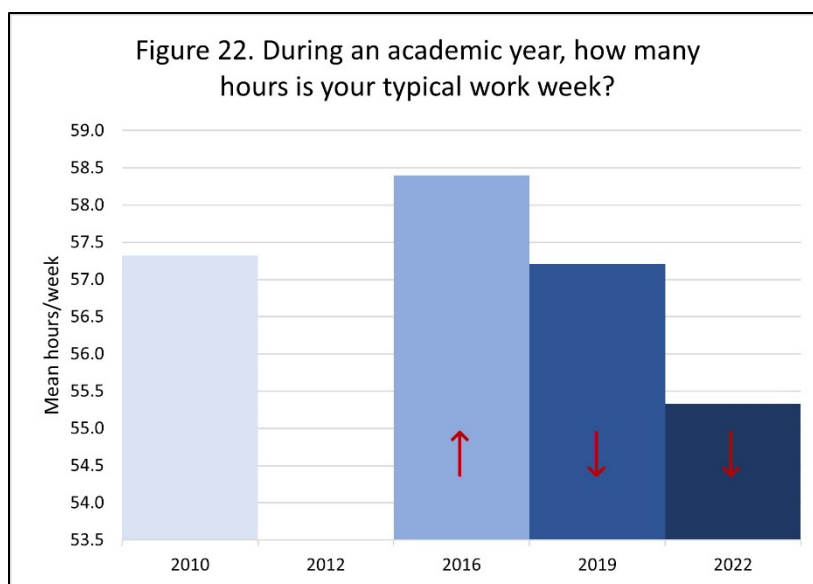
Response choices for Figures 21a-21b: 1=Not at all, 2=A little, 3=Somewhat, 4=Very, 5=Extremely, or 6=Don't know.

★ indicates significant difference between 2019 and 2022, $p < .05$.

Finally, a new item in 2022 asked “how comfortable are you voicing concerns” about both SH and HIB types of harassment. Overall, faculty were slightly more comfortable voicing concerns about SH vs. HIB, with the groups who experience these behaviors the most (women, LGBTQ+, faculty with disabilities, faculty doing non-mainstream research) significantly less-likely to be comfortable raising these issues, for both types of harassment. For HIB, despite being the most likely to experience HIB, department chairs were also the group most comfortable voicing concerns about HIB.

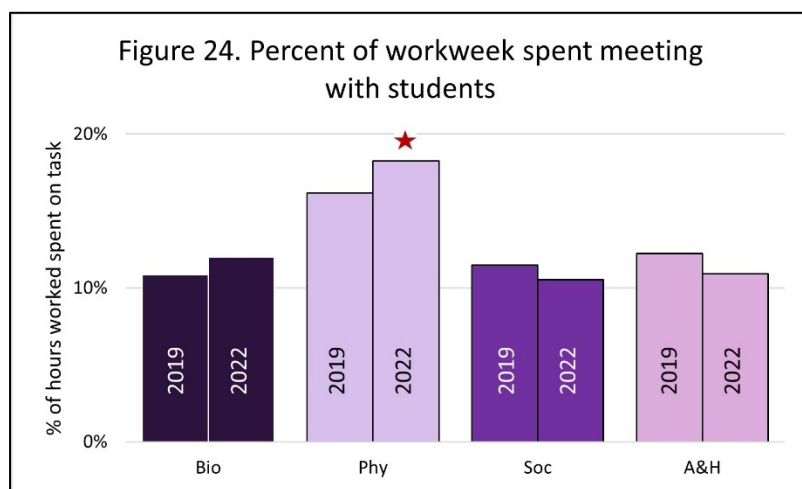
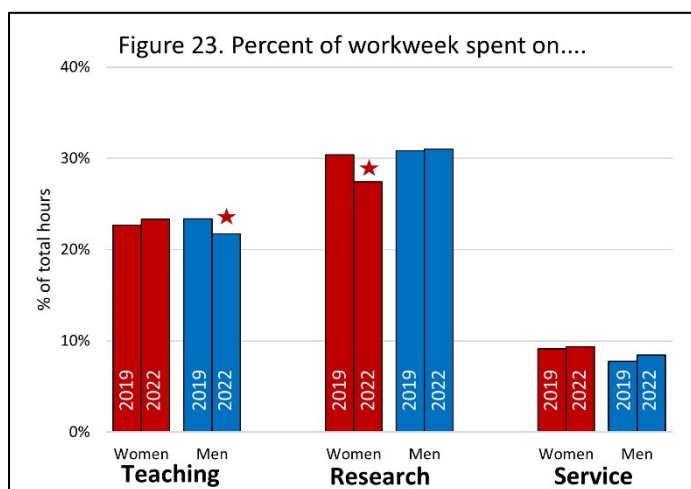
Workload and Productivity (Tables W1a-W11a)

The most notable change in faculty workload and productivity between 2019 and 2022 is that faculty report working almost two hours less per week in 2022 than they did in 2019, from a mean of 57.2 hours in 2019 to 55.3 hours in 2022, Figure 22). This downward trend was observed for almost all faculty subgroups. Faculty of color no longer report the longest working hours of any group (aside from department chairs) as they did in 2019. There are actually very few significant group differences at all on working hours, except a few by discipline.



↑ ↓ indicates significant difference from prior measure, $p < .05$. Hours/week not measured in 2012.

How faculty are spending that time on their various job duties did not change appreciably overall. A significant increase in time spent on extension/outreach activities likely arises due to the inclusion of Extension faculty in our survey for the first time. Two especially interesting group differences emerge from the distribution of time data. First, women faculty significantly decreased the percentage of time they spend on research (while men had a slight non-significant increase in research time), and men faculty had a significant decrease in time spent on teaching, while women had a slight increase in teaching time (Figure 23). Second, faculty in biological and physical science departments spent significantly more time meeting/communicating with students, while social science/arts & humanities faculty spent significantly less time with students (Figure 24).

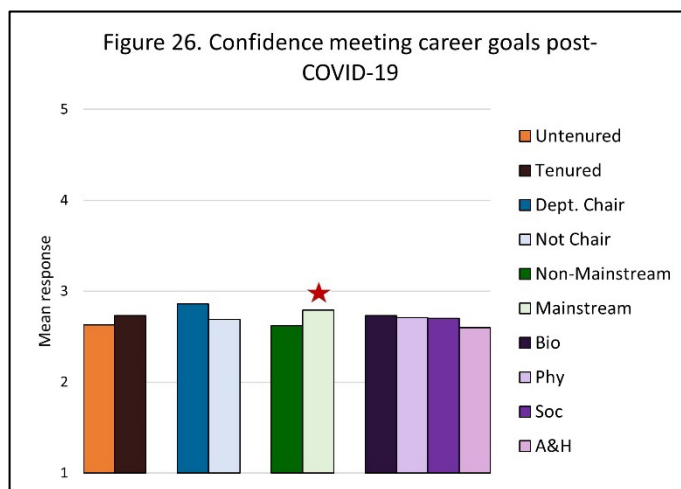
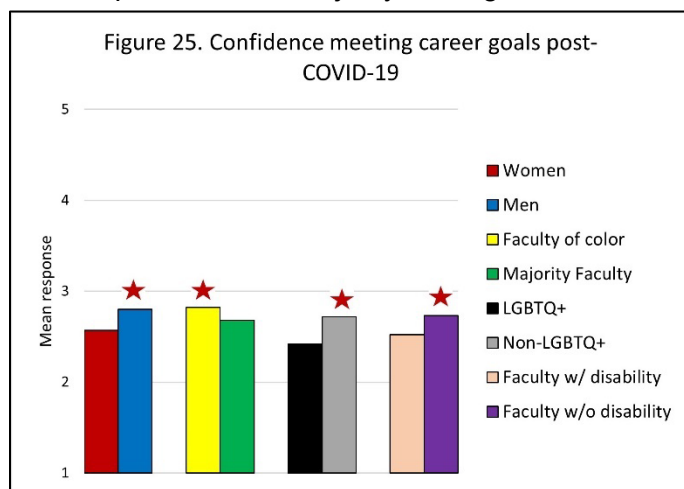


★ indicates significant difference between 2019 and 2022, $p < .05$.

Faculty submitted approximately the same number of journal articles and grant proposals in 2022 as compared to 2019, and although we see some of the typical group differences (e.g., men submit more papers and grants than women, etc.), there does not appear to be a differential increase or decrease across any group over time. However, all faculty submitted fewer conference papers/presentations, authored books, edited books, book chapters, and “other scholarly or creative works” compared to 2019. Given the COVID-19 pandemic, this is likely not a surprising finding; the surprise is the lack of decline for journal papers and grants.

COVID-19 Pandemic Effects (Tables COVID1a-COVID3a)

We added three items to the 2022 *Study of Faculty Worklife* instrument to ascertain how the COVID-19 pandemic has affected faculty careers at UW-Madison. A Likert-scale item assessed confidence in meeting career goals now, compared to confidence before the pandemic. Most faculty responded that they were either “somewhat less confident” or had “no change” to their confidence, with women, LGBTQ+ faculty, faculty with disabilities, and faculty doing non-mainstream research indicating they had less confidence than their counterparts. Faculty of color, on the other hand, had significantly more confidence they could meet their career goals compared to their majority colleagues.



Response choices for Figures 25-26: 1=Much less confidence now, 2=Somewhat less confident now, 3=No change, 4=Somewhat more confident now, 5=Much more confident now. ★ indicates significant difference between groups, $p < .05$.

We also asked two open-ended items, so that faculty could tell us more about the effects that COVID-19 is having on their professional trajectories, and make suggestions for support from the UW-Madison. 85% of respondents wrote something for these items. In response to item q21, about long-term impacts of COVID on one's professional trajectory, the most common response was that some element of the faculty member's research program was affected. Most responses were general or vague (i.e., just wrote "research impacts"), but many were very detailed. Faculty wrote about barriers to publishing. They wrote about the problems with maintaining the lab during COVID—including personnel, students, equipment/supplies, and productivity—as having longer-term effects. Finally, the restrictions on travel and just research restrictions more generally made it difficult to conduct research as planned and set the faculty member back.

A sizeable number of respondents wrote in "none" or "N/A" to this item. Faculty who are men, report no disabilities, do not identify as LGBTQ+, are US citizens, have no caretaking duties, and/or are full professors are more likely to indicate that the pandemic had no long-term impact on their careers. In contrast, faculty who are women, have a disability, identify as LGBTQ+, are non-US-citizens, have caretaking duties, and/or are assistant professors are much less likely to say they had no long-term effects of COVID on their careers.

Other categories of responses to item q21 that generated many mentions are important to consider. Workload issues were mentioned frequently, with burnout specifically mentioned as a long-term concern for a sizeable number of respondents. Effects of the pandemic on students—especially the progress of students and trainees in their graduate programs—was a frequent response despite the fact that the question itself was about the faculty member's own career. Long-term effects on funding, particularly funding gaps, were mentioned frequently. Finally, a great many faculty wrote about long-term disruptions to their professional networks. Not attending conferences and curtailing the building of research-related relationships and collaborations had long-term career impacts for many faculty.

In item q22, respondents suggested potential actions the University could take to alleviate these long-term effects. Faculty most often indicated that increased funding would be most helpful—particularly funding for research that was interrupted or continues to be affected by the pandemic, as noted in the previous item. Faculty also indicated that adding the benefit of teaching releases would be of assistance, likely as a way to address the losses to research productivity cited in item q21. Many faculty responded "none" or "N/A" to this item as well—either because the pandemic did not affect their career, or because they had no ideas for policy change. Finally, tenure and promotion policies were mentioned very often by faculty. Most wanted to share that the COVID-related extensions were helpful, but many also wanted to emphasize the need for post-pandemic recalibrating of tenure expectations, given the long-term effects on research productivity highlighted in item q21.

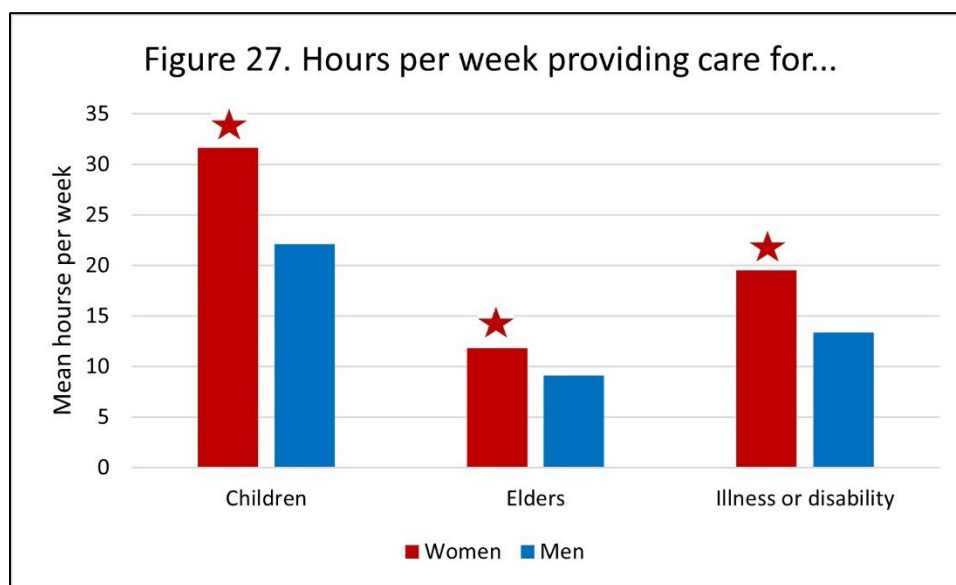
WISELI will be continuing to analyze these data, paying particular attention to the differential impacts and suggested supports for groups that are most highly impacted by the disruptions of the COVID-19 pandemic. Women faculty, LGBTQ+ faculty, faculty with disabilities, caregivers, and untenured faculty are particular groups of concern. Faculty of color, while having high confidence in meeting career goals post-pandemic (Table COVID1a), have also identified

specific impacts and suggestions for supports. Separate, detailed analyses of these data will be provided in upcoming report(s).

Caregiving (Tables C1a-C6a)

In addition to direct effects of the pandemic disruption to faculty careers, many indirect effects may have been experienced due to the increased caregiving burdens many faculty experienced over this time. We included several items to help understand how caregiving, in particular, affected faculty careers in the pandemic period.

Over 50% of our faculty reported that they had “significant” caregiving responsibilities in the three years prior to the survey. Not surprisingly, women faculty reported significantly higher rates of significant caregiving compared to men (59.5% vs. 47.2%). No other significant group differences emerged, except that faculty in physical sciences reported significantly less caregiving duties compared to faculty in other divisions. For those who reported significant caregiving duties, most of the time spent on the care was for children (a mean of 26.6 hours per week), followed by caring for a person with an illness or disability (16.9 hours/week) and caring for elders (10.5 hours/week.) Again, not surprisingly, women performed significantly more caregiving hours per week for each of these groups compared to men (Figure 27.) LGBTQ+ faculty and untenured faculty also spent more hours per week caring for children compared to their non-LGBTQ+ and tenured colleagues. Non-US citizens spent less hours per week caring for elders compared to their counterparts. Otherwise, no other significant group differences emerged in the caregiving hours for others.



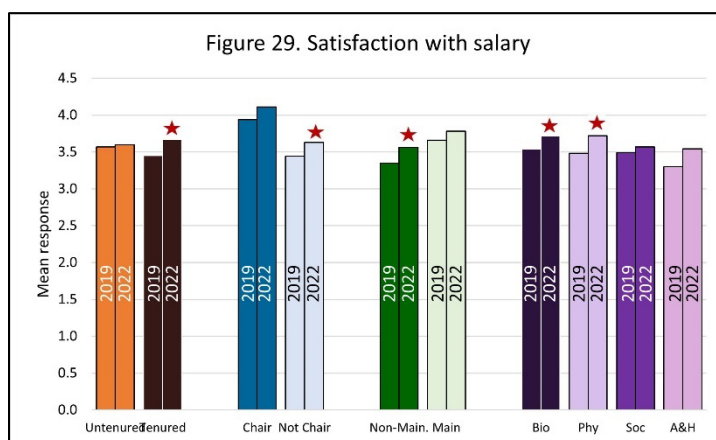
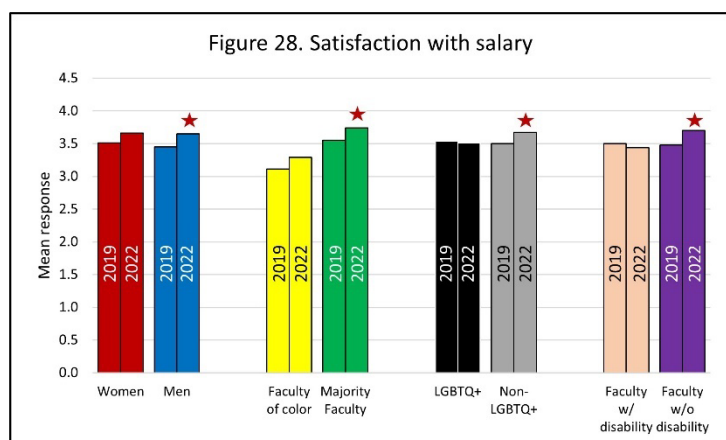
Finally, we asked how caregiving duties might have affected faculty members’ professional lives. General “reduced productivity” was the highest-selected problem, followed by decreased work hours, delay in loss of research projects, and turning down or losing career advancement opportunities. These impacts were higher for women faculty for all of the suggested professional impacts of caregiving, and untenured faculty for most of them. Faculty of color, LGBTQ+ faculty, and faculty with disabilities also reported larger impacts of all of the impacts, although likely due to smaller numbers these differences did not always reach significance (Tables C4a-C5a).

Satisfaction (Tables S1a-S6a)

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

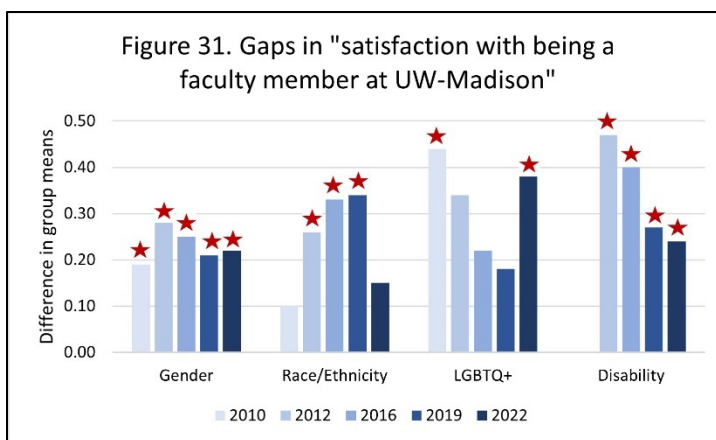
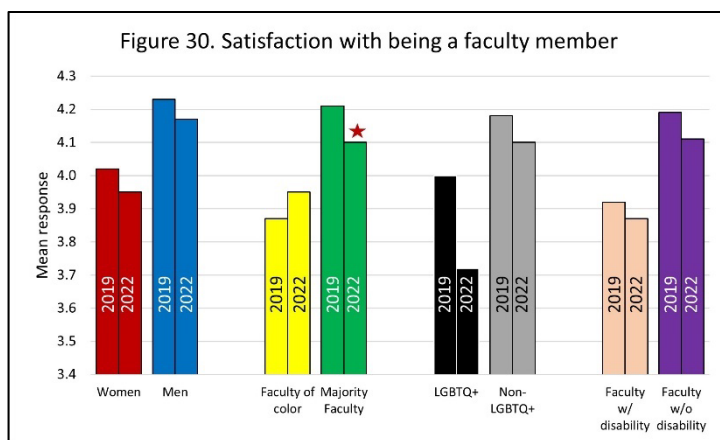
In the 2019 survey, virtually all faculty had reported a significantly increased satisfaction with the resources UW-Madison provides to support research and scholarship, as well as teaching. In 2022, those high satisfaction levels did not change, except that satisfaction with extension/outreach resources increased significantly. Very few group differences emerged, but a couple of them are worth noting. In 2022, women faculty reported significantly less satisfaction with resources to support teaching, compared to men. Their assessment of resources decreased from 2019 while men's increased. Combined with the increased time women faculty report spending on teaching, perhaps this lack of teaching resources is creating the emerging disparities in teaching we see, by gender. LGBTQ+ faculty, faculty with disabilities, and non-mainstream research faculty also report less satisfaction with both teaching resources and research resources, but the gaps are not always significant for LGBTQ+ faculty. Non-mainstream research faculty also are significantly less satisfied with extension/outreach support. These faculty may be more likely to do community-based research or other forms of non-traditional research—this lack of support for that work could be a reason for the general sense of dissatisfaction these faculty feel overall. Finally, the group that consistently reports the highest levels of satisfaction with all resources is untenured faculty (Tables S1a and S2a).

In 2022, a significant increase in satisfaction with salary was observed for almost all faculty in all groups, see Figures 28 and 29. Faculty satisfaction with salary has been steadily increasing since 2012, when the mean response was between “somewhat dissatisfied” and “neither satisfied nor dissatisfied.” In 2022, for the first time we have asked about faculty satisfaction with benefits. Most faculty are “somewhat satisfied” with the benefits at UW-Madison, however faculty of color, non-US citizens, faculty with disabilities, and untenured faculty are less satisfied with the benefits compared to other groups (Table S3a). Interviews with faculty in these groups might help illuminate the issues with benefits that need addressing.



Response choices for Figures 28-29: 1=Very dissatisfied, 2=Somewhat dissatisfied, 3=Neither satisfied nor dissatisfied, 4=Somewhat satisfied, 5=Very satisfied. ★ indicates significant difference between 2019 and 2022, $p < .05$.

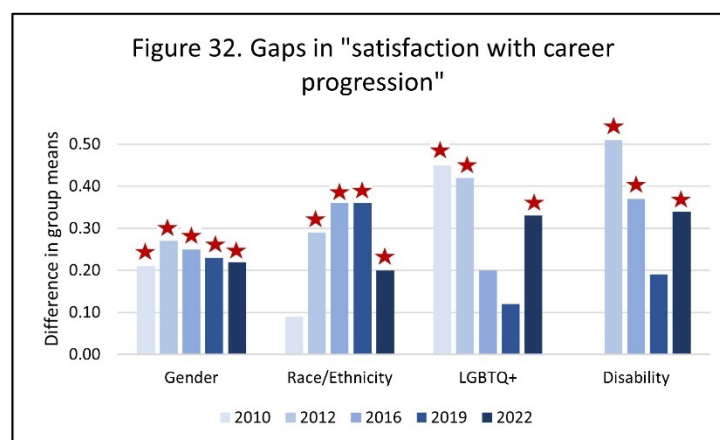
Overall satisfaction with being a faculty member at UW-Madison had small decreases for almost every group between 2019 and 2022, occasionally significant decreases. The familiar group differences between women and men, LGBTQ+ and non-LGBTQ+, faculty with disabilities and those without, and non-mainstream researchers vs. others appear as usual in 2022, however, the significant gap in satisfaction between faculty of color and majority faculty disappeared, because satisfaction slightly rose for faculty of color between 2019 and 2022, while it declined significantly for majority faculty (Figure 30). An analysis of the gaps over time in job satisfaction for faculty show this decreasing gap for faculty of color, and also a hopeful decrease in the gaps for faculty with disabilities. Unfortunately, the gap in job satisfaction appears to be slightly increasing for women faculty, and greatly increasing for LGBTQ+ faculty—a trend we have noted throughout this report (Figure 31).



Response choices for Figures 30-31: 1=Very dissatisfied, 2=Somewhat dissatisfied, 3=Neither satisfied nor dissatisfied, 4=Somewhat satisfied, 5=Very satisfied. ★ indicates significant difference between 2019 and 2022 (Figure 30).

★ indicates significant difference between groups, $p < .05$. No measurement of disability status in the 2010 survey (Figure 31).

Satisfaction with career progression also declined for almost all faculty groups, and many of these declines were large enough to reach statistical significance (Table S4a). Of note, LGBTQ+ and faculty with disabilities saw particularly large decreases between 2019 and 2022, although these were not statistically significant. These large decreases led to increased gaps in career progression satisfaction between LGBTQ+ and non-LGBTQ+, and faculty with and without disabilities (Figure 32). Gaps for women, and for faculty of color, appear to be decreasing.



★ indicates significant difference between group means, $p < .05$. No measurement of disability status in the 2010 survey.

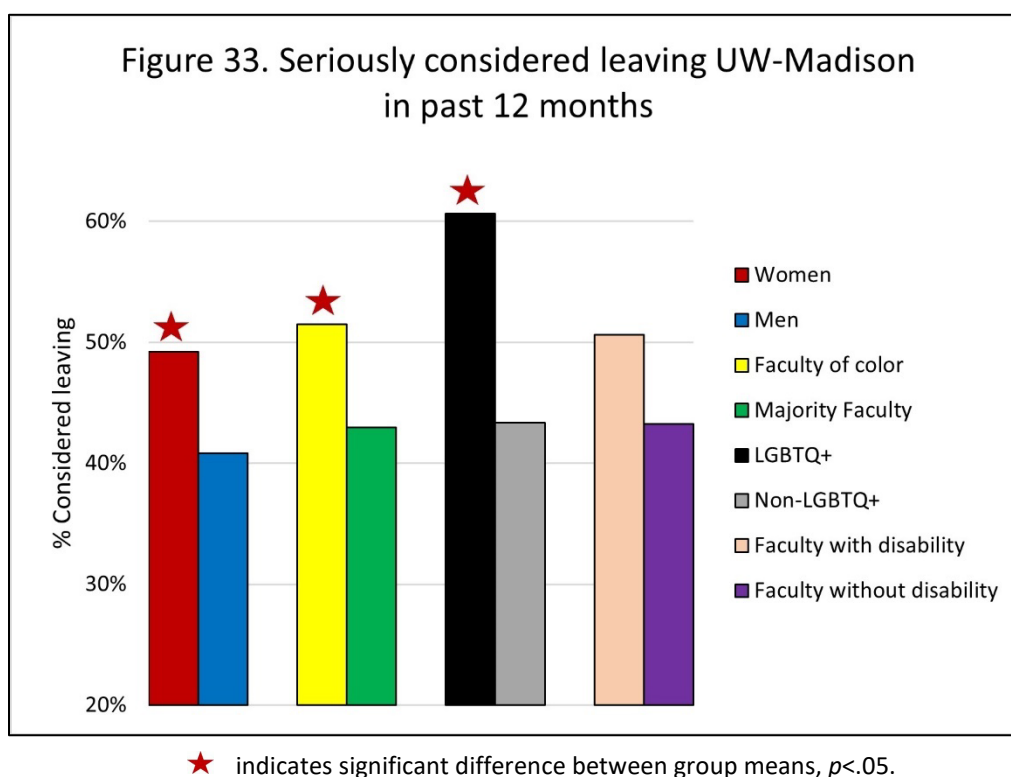
We asked faculty two open-ended questions about the reasons contributing to, and detracting from, their satisfaction with UW-Madison. Because we administered the survey in both paper and online formats, the online format allowed faculty to write in a great deal more in 2022 than in previous years. We used the same codebook as in the past, enabling comparisons over time.

Faculty at UW-Madison show the most satisfaction with “University-level factors”, with over 60% of the write-in comments related to issues such as the quality of relationships with students, opportunities for collaboration, and superior facilities and resources at UW-Madison. Interestingly, these “University-level factors” actually were mentioned slightly less in 2022 than they were in 2019. The category of satisfaction that increased dramatically since 2019 was factors related to the “Nature of the faculty job,” such as teaching opportunities, research opportunities, flexibility, and ability to make a difference (Table S5a).

Faculty shared a great many areas for dissatisfaction with their employment at UW-Madison as well; there was no single category of response that was mentioned overwhelmingly (Table S6a). In the largest categories of response, faculty mentioned “Bureaucracy”, being “Overworked”, or a “Miscellaneous” category mentioning a variety of things that did not fit into other categories (e.g., faculty said “no complaints”, stated pandemic-related complaints, or “lack of IT”). Faculty who said that they were dissatisfied with their “Salary” decreased quite a bit from 2019 (corroborating the quantitative finding reported above), while faculty who mentioned being “Overworked” as an area of dissatisfaction increased appreciably since 2019. Complaints about “Bureaucracy” and “HIB” increased from 2019 to 2022, while complaints about the “Department” or the aforementioned “Miscellaneous” complaints decreased since 2019. Otherwise, responses to the dissatisfaction open-ended item were similar to those in 2019.

Intent to Leave (Tables I1a-I14a)

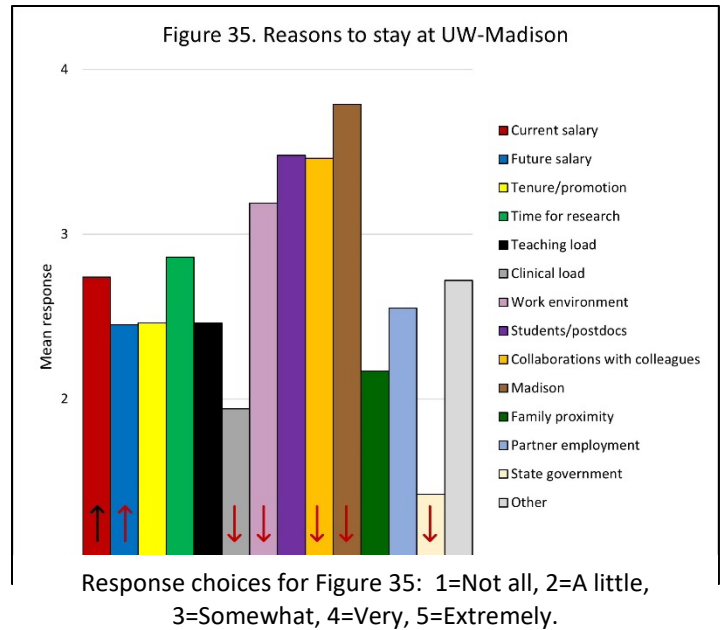
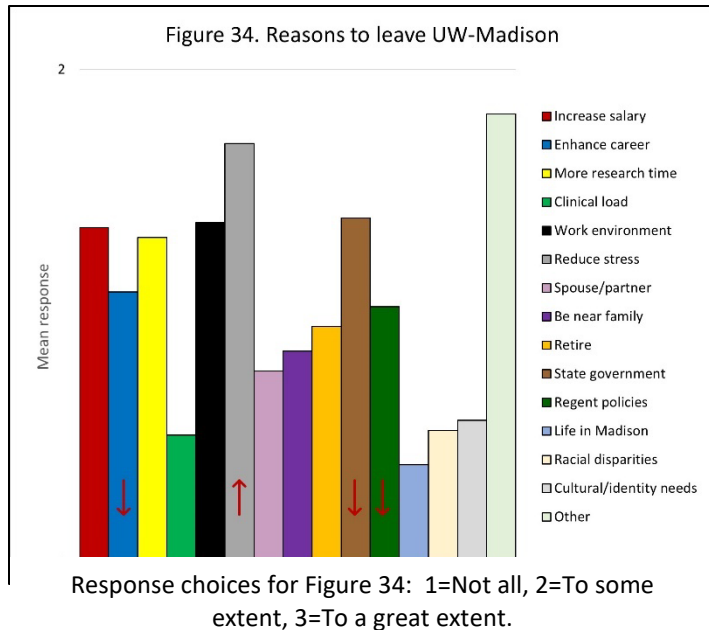
Although the percentages of faculty who have considered leaving the UW-Madison in the year preceding the SFW implementation changed little between 2019 and 2022, the reasons that faculty think about when deciding to stay or leave have changed quite a bit. Approximately 45% of faculty overall reported that they had at least considered leaving the UW-Madison in the year prior to the survey, with women, faculty of color, LGBTQ+ faculty, and non-mainstream faculty significantly more likely to consider leaving, and faculty with disabilities non-significantly more likely to indicate that they have thought about leaving. LGBTQ+ faculty, in particular, have high levels of saying they have thought about leaving.



Investigating the reasons that faculty say they considered when thinking about whether to leave the UW-Madison, there has clearly been change in the way that faculty salaries are part of that decision-making process. Faculty have significantly decreased the extent to which they would leave to improve their salary, and significantly increased the extent to which their salary and prospects for future salary would be a reason for them to stay. This trend is almost universally true for each subgroup we investigate. Another decreased reason to leave UW-Madison is related to the political climate—the direction of state government and concerns about Regent policies. These were highly important reasons in the 2016 and 2019 surveys and have decreased greatly in 2022, although note that the “direction of state government” also significantly declined as a reason to stay at UW-Madison.

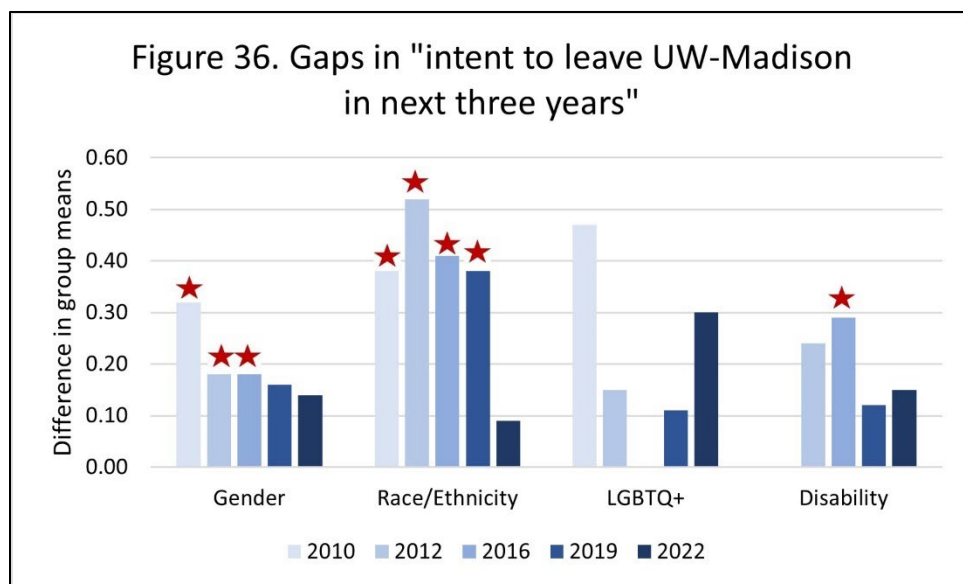
One reason to leave/stay that has appeared to become more important in the past three years may be related to our pandemic experiences. In 2022, faculty were significantly more likely to consider leaving in order to “reduce stress.” They are less likely to say that their work environment, collaborations with colleagues, or living in Madison are reasons to stay. As work became untethered from physical proximity to campus, combined with an increased value for a

less-stressful environment, faculty may be shifting their calculus about their ideal work environment. This trend has been occurring across the US.



↑ ↓ indicates significant difference between 2019 and 2022, $p < .05$.

Finally, looking into the future, we ask faculty how likely they are to leave the UW-Madison in the next three years. Again, we did not see a great change over time, although there was a general trend to be somewhat more likely to leave UW-Madison in the next three years. Very few group differences appear on this measure, but one important gap—that between faculty of color and majority faculty—has decreased quite a lot. In 2022, faculty of color are a bit less likely to leave UW-Madison than they were in 2019, while majority faculty are slightly more likely to say they will leave. The gap between the two groups is no longer statistically significant.



Conclusions and Future Research

Overall, findings from the 2022 *Study of Faculty Worklife* largely replicate findings from previous faculty climate surveys at UW-Madison. Much has improved since 2019, most notably a decrease in the gaps of climate experiences for women, faculty of color, and (to a lesser extent) faculty with disabilities. Progress has also been made in improving faculty salaries. However, LGBTQ+ faculty appear to be experiencing an increasingly less-favorable climate compared to their peers, as gaps in the experience of climate on many dimensions is increasing over time. Focus groups or interviews, perhaps initiated through the LGBTQ+ governance committee, could shed further light on what are clearly concerning issues in the workplace experience for faculty who identify as LGBTQ+. A further issue to explore are the gaps in satisfaction with benefits reported by faculty of color, and non-US-citizen faculty.

Although women faculty generally reported great improvements in climate on most measures, two items related to feeling that one's work is valued showed increasing gaps between women and men in 2022; faculty with disabilities also showed increasing gaps on these measures. The other two items that stand out as showing patterns different than most of the other climate items were "I am able to navigate unwritten rules", and "I am reluctant to voice concerns about my colleagues' behavior." For these items, almost all subgroups within the faculty indicated worse climate on these measures; that is, almost all faculty felt *less* able to navigate unwritten rules, and *more* reluctance to voice concerns. These differences were significant especially for men/majority/tenured/non-LGBTQ+/non-disabled faculty.

The workload of faculty seems to have shifted since 2019, and very likely the pandemic and its effects on both career and personal lives have made an impact. Faculty are working significantly fewer hours in 2022 than they were in 2019, with little difference between subgroups. However, the work that women faculty are doing seems to have shifted slightly way from research and towards teaching, while the opposite is true for men faculty. These shifts could have implications for tenure and promotion.

The results from four open-ended items related to job satisfaction, and career effects of COVID-19, are being analyzed in spring 2023. When those results are available, we will amend this report.

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.