EVALUATION OF THE TENURE CLOCK EXTENSION POLICY AT THE UNIVERSITY OF WISCONSIN-MADISON

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INTRODUCTION

The Women in Science & Engineering Leadership Institute (WISELI) is a research center at the University of Wisconsin-Madison funded by the National Science Foundation (NSF), with a mission to promote the participation and advancement of women in science and engineering by transforming the University of Wisconsin-Madison through the creation of new programs, and by continuing to support current campus-wide initiatives.

In their initial proposal to the NSF, the Directors of WISELI—Professors Jo Handelsman (Plant Pathology) and Molly Carnes (Medicine)—committed to evaluating a number of campus-wide programs designed to increase the access of women to higher-level positions in science and engineering on campus with the intent to provide the leaders of various programs with data that they may find useful. One of these programs is the tenure clock extension policy.

EVALUATION DESIGN

We used two sources of data to inform the evaluation of the tenure clock extension policy. First, we interviewed 26 women faculty in the biological and physical sciences to collect baseline data about their experiences at the UW-Madison.[2] We then used the results from these interviews to develop a faculty worklife survey, which was administered to all UW-Madison faculty in 2003. Both the interviewees and survey respondents were asked specific questions about the tenure process and the tenure clock extension policy at UW-Madison.

In this report, we describe the methods and response rates of the two data sources. Next, we briefly outline the history and purpose of the tenure clock extension policy at UW-Madison. Using data from the interviews and surveys, we address four main questions:
1. *Satisfaction.* Are faculty satisfied with their experience with the tenure process?
2. *Access to information and resources*. Do faculty have the tools they need in order to succeed and achieve tenure?
3. *Tenure evaluation criteria.* Do faculty members' job duties "fit" with the criteria upon which they are evaluated for tenure?
4. *Tenure clock extension use.* Did faculty members use an extension? If so, how was their use of an extension received by their department?

Finally, we conclude with a summary of our main findings, and suggest areas where future improvements to the program might be made.

WOMEN FACULTY BASELINE INTERVIEWS

The WISELI Research & Evaluation Team (RET) conducted interviews with 26 women faculty members at the University of Wisconsin-Madison. The purpose of the interviews was threefold: 1) to serve as a baseline from which to measure changes in women's experiences on campus following the completion of the grant; 2) to inform the development of a baseline survey that

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[2] For a further discussion of the methodology of the women faculty interviews conducted by the WISELI Research and Evaluation Team, please see: Maidl Pribbenow, C., Lottridge, S., & Benting, D. (2004). *The climate for women faculty in the sciences and engineering: Their stories, successes, and solutions*. Madison, WI: WISELI.

would be distributed to all faculty on the UW-Madison campus; and, 3) to help the WISELI staff as they make decisions about areas of further study and the development of WISELI-sponsored programs on campus.

The interviewee population was defined as those faculty members who: 1) were not clinical faculty (and thus on the tenure track); 2) who claimed one of the biological and physical sciences divisions as their disciplinary home;[3] 3) who had larger than 0% appointments; and 4) who were female.

The sample was generated by first determining the number of women to be selected from each college, and then randomly selecting the women in each college. The numbers in the sample for each college were intended to be roughly proportional to those in the population. Table 1 shows the distribution of the sample across colleges.

Table 1: Distribution of Population, Sample, and Sample Percentage of Population by College

UW-Madison College or School	Population	Sample	Percent
College of Agriculture and Life Sciences (CALS)	39	7	18%
College of Engineering	13	2	15%
College of Letters and Science	42	8	19%
Medical School	72	7	10%
School of Pharmacy & School of Veterinary Medicine	13	2	15%
Total	179	26	

Within the numbers of each college, an effort was made to select women from different departments, titles (Assistant, Associate, Full, Distinguished), divisions, years at UW, and number of appointments. A random process was used to select participants; however, when two women from the same department were inadvertently selected, the second one was replaced.

The interviews were semi-structured and open-ended (see Appendix II for interview protocol). The interviewers did not necessarily follow the order of the protocol; rather, they followed the "train of thought" of the participant and referred back to the protocol to ensure that most topics were covered. The interviewers were not able to ask all of the questions that appeared in the interview protocol; no effort was made to follow up with participants to answer unasked questions. While the large-scale findings from the worklife survey (described below) give us a picture of the entire faculty, the interview findings reflect individual experiences and often complement the findings from the survey.

FACULTY WORKLIFE SURVEY

In 2003, WISELI implemented a campus-wide mail survey (the *Study of Faculty Worklife at the University of Wisconsin-Madison*, see Appendix III), developed from the interviews with 26

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[3] All faculty members choose one of the four divisions on campus as their disciplinary home. The divisions that deal with promotion and tenure are: Biological Sciences, Physical Sciences, Social Studies, and Humanities. For those faculty who were hired very recently and had not yet chosen a division, a decision was made based on information found on the Internet about their research.

women faculty in the biological and physical sciences described above. In order to evaluate the campus-wide impact of the tenure clock extension policy, the survey instrument included questions about the tenure process at UW-Madison and the tenure clock extension policy itself. The survey was primarily designed for faculty (male and female) in the biological and physical sciences at UW-Madison, but just before it was to go into the field the survey was expanded to include all faculty at UW-Madison.

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SURVEY RESPONSE RATES

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The *Study of Faculty Worklife* questionnaires were mailed to a total of 2,254 faculty (including 38 clinical faculty in the School of Veterinary Medicine). Of these, 33 surveys were non-sample cases (undelivered with no forwarding address; away for the duration; or not eligible respondents), leaving a total sample size of 2,221. A total of 1,340 faculty and clinical faculty returned surveys, giving an overall response rate of 60.3%. Faculty and clinical faculty have similar response rates; thus, when clinical faculty are removed from the sample, the response rate of tenure-track faculty remains the same at 60.3%. Women responded at higher rates than men, with 68.4% of women returning their questionnaires compared to 57.3% of men in the full sample (Table 2).

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Table 2: Response Rates for Men and Women

Gender	No. of Respondents	Total Sample	Percent
Men	939	1,638	57.3%
Women	399	583	68.4%
Total	1,338*	2,221	60.3%

*Two respondents removed their case IDs and did not report gender.

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Although the survey was approved by the UW-Madison Institutional Review Board, several respondents expressed concerns about confidentiality and/or anonymity. Twenty-nine respondents removed their case ID numbers from their surveys before returning them. Consequently, we could not link these cases to the original sample frame and they are not always assigned in the sample analysis that follows. Where information was provided in the questionnaire (for example, the respondent provided his or her gender, race, department, etc.), the case is included in the tables; otherwise, it is left as missing data. Because it is considered a completed case even with the item non-response, it is included in the 1,340 returned surveys.

TENURE CLOCK EXTENSION POLICY HISTORY

In the Report of the Ad Hoc Tenure Clock Extension Committee, as amended February 6, 1995 by the Faculty Senate, the "Criteria for Policies for Suspension of the Tenure Clock" at UW-Madison are explained.

The document first discusses the history and purpose of the probationary period for faculty:

> For many years the probationary period for faculty at the University of Wisconsin-Madison was strictly defined in various laws and regulations, with virtually no possibility for alteration. Two equally important arguments underlay establishing such a period with limited flexibility: the first was to protect the faculty member from an indefinite period of service without the protection of academic freedom provided by employment security; the second was to establish a high standard of performance for securing a permanent faculty position, with the expectation that excellence was a function both of the quality and the rate of scholarly productivity. The relatively inflexible probationary period had the further intention of assuring that competitive conditions were similar amongst faculty: one person did not receive a significantly longer period than another to produce work of comparable quality and extent.

The document goes on to explain UW-Madison's change to its policy regarding the probationary period for faculty. The impetus for change came about because "the fairness envisioned in the earlier rules could not reasonably be achieved when members of the faculty were forced to abandon or greatly restrict their research programs by serious illness, childbearing, or adoption. . ." As a result, UW-Madison faculty made a set of revisions to the *Faculty Policies and Procedures* that included allowances for the shortening (e.g., to take into account time already served on probation elsewhere) or lengthening (e.g., to incorporate an "approved leave of absence" such as a sabbatical) of the probationary period for a variety of reasons. Over time, however, these policy changes led to what the University Committee (the committee reviewing requests for tenure clock adjustments) called an "abuse of the rules," and raised the question about the consistency with which individuals cases were treated. As a result, the rules for the adjustment of the length of the faculty probationary period were honed, and the policy now explicitly states that "adjustment of the probationary period can be made in [certain] conditions, 'when those circumstances significantly impede the faculty member's progress toward achieving tenure':

- 'responsibilities with respect to childbirth or adoption,
- 'significant responsibilities with respect to elder or dependent care obligations,
- 'disability or chronic illness, or
- 'circumstances beyond the control of the faculty member.' [UWS 3.04(3)]"

In addition, stipulations were created that regulated tenure clock adjustment based upon when the request for adjustment was made relative to certain event in those seven set years. The request for an extension would ordinarily need to be made within one year of the event that would impede the faculty member's progress toward achieving tenure, as well as some time before a tenure review commences (usually no later than the beginning of the sixth year).

TENURE PROCESS AT UW-MADISON

Making it through the tenure process is an important milestone in the academic career. Previous studies have shown that men and women faculty experience the tenure process differently: they have different access to information and mentor relationships; their achievements are valued differently; and family events such as childbearing in this early part of the career differentially impact women's chances for tenure.

In this section of the Study of Faculty Worklife survey, we asked about aspects of faculty members' experience with the tenure process at the UW-Madison. We also asked about satisfaction with the process overall. Finally, we asked some specific questions about the tenure clock extension policy that was implemented at UW-Madison in 1994. Its purpose was to alleviate some of the concerns about trying to combine a family life with the heavy demands of the pre-tenure probationary years as a faculty member.

The analyses that follow look primarily at those faculty respondents who were hired as assistant professors and experienced the traditional probationary period (normally seven years), followed by a tenure review. Some faculty hired as associate or full professors experienced the tenure process shortly after arriving on campus (that is, they were hired at a higher rank with the agreement that they would be reviewed for tenure as soon as they arrived). These cases have been removed from the analysis, because the programs set in place, such as tenure clock extensions and departmental mentoring committees, are not designed to affect the process for these faculty.

Out of the 1,340 faculty at UW-Madison who completed the survey, about three-fourths (73.5%) have experienced or will experience the entire tenure process. Of those, around 70% currently have tenure while 30% do not. For those who went through the tenure process at UW-Madison and achieved tenure, the mean year they received tenure was in 1988 (well before the 1994 implementation of the tenure clock extension policy). For those who are currently assistant professors, the mean year they expect to go up for tenure is 2006.

Women faculty disproportionately experience the tenure process, compared to men: 80.5% of women faculty have gone through or will go through the process, compared to 71.0% of men faculty. This results from the over-representation of male faculty hired at the associate and full professor ranks. Women faculty, non-U.S. citizens, cluster hires, and faculty with children under age 6 tend to be over-represented in the untenured ranks (Table 3).

Table 3: Experienced the Tenure Process at UW-Madison

	N	Did/Will Experience the Tenure Process	Has Tenure
All Faculty	1,340	73.5%	70.7%
Women	399	80.5%	60.8%
Men	917	71.0%	76.0%
Non-U.S. Citizen	140	76.4%	41.1%
U.S. Citizen	1,177	73.2%	74.7%
Cluster Hire	47	68.1%	0.0%
Not Cluster Hire	1,264	73.6%	73.2%
Children Under 6	166	82.5%	33.6%
No Children Under 6	1,122	72.7%	76.4%

SATISFACTION WITH THE TENURE PROCESS AT UW-MADISON

Overall, most faculty (76.8%) were satisfied with the tenure process at UW-Madison. Women faculty were significantly less satisfied compared to men: women reported they agreed strongly or somewhat that they were satisfied overall with the tenure process at UW-Madison 66.7% of the time, whereas men had an overall satisfaction rate of 81.5%. For example, Nicole[4], a woman faculty member we interviewed who had already achieved tenure, was dissatisfied with the tenure process because of its inflexibility:

> *I'm not sure it's reasonable to expect everyone who becomes an academic to work that hard. I think doing something with tenure, maybe extending it to ten years and allowing more flexibility, would be better.*

Faculty in the Physical Science departments tended to show higher satisfaction with the tenure process than other faculty, but this is explained by the over-representation of men in these departments (not shown). Those faculty who experienced the tenure process at UW-Madison prior to 1994 (the year tenure clock extensions were first introduced) were significantly more satisfied with the process than those who went through after extensions were allowed. This difference is explained primarily by other factors: women are over-represented in the later years; faculty who took extensions were less satisfied with the process than those who did not; and faculty who took extensions are missing from the "tenure before extensions" group (Table 4).

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[4] Pseudonyms are used to protect the identity of the interview participants.

Table 4: Overall Satisfaction with Tenure Process at UW-Madison

	N	Satisfied Overall[5]
All Faculty	945	76.8%
Women	309	66.7%
Men	624	81.5%
Biological	317	75.1%
Physical	194	82.8%
Social	246	75.4%
Humanities	166	75.0%
Tenure Before Extensions[6]	433	80.6%
Tenure After Extensions	512	73.4%

Looking only at those faculty who achieved tenure after 1994, or who have not yet achieved tenure, we found that those who used the tenure clock extension policy were significantly less satisfied with the tenure process, compared to those who did not take the extension (Table 5). Further analysis shows that dissatisfaction with the tenure process for those experiencing it 1994 or later is primarily driven by women faculty who used tenure clock extensions. Pamela, an assistant professor we interviewed, explained one way extending the tenure clock could have negative consequences:

> *Well, extend[ing] my tenure time by a year . . . is one option I've considered. But that doesn't address the funding issue. When you're hired on in a research position, particularly if you're spending 75% of your time doing research within your division, then you're expected to be funded. And those funds come with stipulations, you must put in a certain percentage of your time into working on this grant . . . but to get tenure you have to have funding, and if you have to be full-time to keep your funding, then you're in a circle of not being able to get out of that unless you completely get out of the tenure system altogether, which is what I think some people do. So, that's my current issue, having funding, that's determining whether my time could be extended and stretched out. You know maybe a four-year grant could be turned into a five-year grant, but some of that be part-time. And make your salary less, and your funding less. But as far as I know, that's not an option with the [certain funding institutions].*

Men faculty who used the extensions, and women faculty who did not, did not differentially indicate dissatisfaction with the process compared to others (not shown).

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[5] Percent Agree (Strongly or Somewhat) vs. Percent Disagree (Strongly or Somewhat); Percent Agree reported (See Appendix III: Study of Faculty Worklife survey, question 9).

[6] Tenure Clock Extensions offered at UW-Madison for the first time in 1994. Those who received tenure BEFORE 1994 were not eligible for this program and are included in the "Tenure Before Extensions" group. Those who received tenure in 1994 or later, or who have not yet received tenure, are included in the "Tenure after Extensions" group.

Table 5: Overall Satisfaction with Tenure Process at UW-Madison Based on Use of Tenure Clock Extension

	N	Satisfied Overall
Took Extension[7]	120	56.0%
Did Not Take Extension	373	78.0%

ACCESS TO INFORMATION AND RESOURCES FOR TENURE PROCESS

A number of resources exist to help junior faculty with the tenure experience. Access to information—understanding the criteria used to decide a tenure case, receiving feedback on one's progress, having a helpful advisor or mentoring committee, and being told about programs available to junior faculty—is extremely important on the road towards tenure, and may be differentially available to faculty. Receiving additional resources, such as a reduced teaching load, might also be an important factor in achieving tenure that differs by gender, race or other characteristics of the faculty member.

Overall, women faculty reported having less access to information compared to men faculty, with one exception: they reported being told about career assistance available to junior faculty significantly more often than did their male colleagues. This might be related to the work of the Women Faculty Mentoring Program. Otherwise, women reported that they understood the criteria for achieving tenure and felt supported significantly less often than did men. They also reported that they received feedback and had a helpful advisor/mentoring committee less often than did men, although those differences were not statistically significant. Finally, they reported receiving reduced responsibilities during their pre-tenure years less often than did men faculty, but this is not a significant difference (Table 6).

Table 6: Men and Women's Differential Experience of Tenure Process

	N	Understood Criteria	Received Feedback	Felt Supported	Received Reduced Responsibilities	Told About Assistance	Helpful Advisor/ Mentoring Committee
All Faculty	945	85.1%	77.3%	80.3%	52.8%	55.2%	63.2%
Women	309	80.6%	75.1%	71.8%	49.7%	65.4%	58.7%
Men	624	87.5%	78.3%	84.1%	54.3%	49.7%	64.8%

The tenure clock extension policy is an important resource that faculty members can use to improve their tenure experience. However, a few of the women we interviewed described being unaware of the tenure clock extension policy, or became aware of it only after it was too late for them to use it. For instance, Alison, an assistant professor, expressed her disappointment that she became aware of the ability to extend her tenure clock only after she became ineligible to do so:

> *I had an 11-month-old son when I started, and nobody took me aside and said, 'Get your year. You have to speak up now if you want to delay yourself a year. I don't care if you think you need it. Take it. The worst thing that can happen is that you'll go up a year early. But take the year.' And now it's too late.*

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[7] Only faculty who were eligible for tenure in 1994 or later are included.

Some of the interviewees were vaguely aware of the existence of the tenure clock extension policy, but were lacking integral information about how to use the policy as a supportive mechanism in the tenure process. Mara and Helen, both assistant professors, described their limited knowledge of the policy:

> *I know that for issues of child bearing and small children there are ways to [extend the tenure clock], I haven't explored it. I expect I will try to lengthen my tenure clock at some point and plead excessive [position-related] responsibilities to do so, but I don't know the rules. I do have two small children as well.*

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> *Sometimes I wonder about what the policy is . . . I sort of know that the tenure clock can stop if you give birth and then after that it is kind of a vague idea. I know I can do it. I just have to go and find out, but I really don't know how I should start.*

Faculty who are currently going through the tenure process reported being better informed about it than did their more senior colleagues, an indication that the University's efforts to provide more information and help is working. Junior faculty were significantly more likely than their tenured colleagues to report receiving feedback, feeling supported, receiving reduced responsibilities, being told about assistance, and having a helpful advisor or mentoring committee. However, they were equally likely to understand the tenure criteria as their more senior colleagues (Table 7).

Table 7: Junior and Senior Faculty's Differential Knowledge of Aspects of Tenure Process

	N	Satisfied Overall	Understood Criteria	Received Feedback	Felt Supported	Received Reduced Responsibilities	Told About Assistance	Helpful Advisor/ Mentoring Committee
All Faculty	945	76.8%	85.1%	77.3%	80.3%	52.8%	55.2%	63.2%
Untenured	267	74.8%	83.8%	89.0%	87.3%	66.5%	88.8%	78.7%
Tenured	680	77.5%	85.6%	73.0%	77.7%	47.2%	40.5%	56.3%

Based on their responses in this section of the survey, faculty in the Physical Sciences have more access to information and resources relating to the tenure process compared to faculty in other divisions, while faculty in the Humanities may be at a disadvantage. Physical Sciences faculty reported understanding the tenure criteria more often than did other faculty (Humanities faculty understood the criteria the least often); they also received reduced responsibilities more often than other faculty (Humanities faculty received this benefit the least of all faculty). Faculty in the Social Sciences received feedback and were told about assistance available to junior faculty much more often than were faculty in other divisions (Table 8).

Table 8: Faculty's Differential Knowledge of Aspects of Tenure Process Based on Division

	N	Understood Criteria	Received Feedback	Felt Supported	Received Reduced Responsibilities	Told About Assistance	Helpful Advisor/ Mentoring Committee
All Faculty	945	85.1%	77.3%	80.3%	52.8%	55.2%	63.2%
Biological	317	85.5%	74.4%	81.4%	56.8%	55.6%	60.4%
Physical	194	90.7%	76.1%	83.4%	63.6%	51.5%	68.5%
Social	246	83.7%	84.0%	71.4%	52.1%	62.6%	63.6%
Humanities	166	78.9%	75.2%	74.9%	33.3%	49.4%	61.3%

Faculty who are not U.S. citizens were much better informed of the tenure process than faculty who are citizens. They reported understanding the tenure criteria, receiving reduced responsibilities, being told of assistance, and having helpful mentoring committees significantly more often than their U.S. citizen counterparts (see Appendix I, Table 2). Interestingly, no differences in the information or resources available to junior faculty appear between faculty of color, and majority faculty (see Appendix I, Table 2).

Faculty with children were a bit better informed about the tenure process than other faculty. For faculty with very young children (under age 6), this is related to their over-representation among the untenured ranks. For faculty with older children, however, the relationship remained even when a number of other factors were controlled. It is especially interesting to note that faculty who have stay-at-home spouses were significantly more likely to receive reduced responsibilities compared to other faculty, and these faculty were also much more likely to understand the criteria for achieving tenure (see Appendix I, Table 2). Gender does not mitigate this relationship; this finding bears further analysis.

Finally, it is interesting to see that faculty who took a tenure clock extension reported being less informed and having less access to resources compared to faculty who did not extend the clock (only for faculty who will go through tenure in 1994 or later). Faculty who took the extension reported feeling significantly less supported than did others and also that their advisors and/or mentoring committees were significantly less helpful. They also received feedback and reduced responsibilities less often, although these differences are not statistically significant (Table 9). Unlike the overall satisfaction measure, gender does not explain this finding.

Table 9: Faculty's Differential Knowledge of Aspects of Tenure Process Based on Whether They Took a Tenure Clock Extension

	N	Satisfied Overall	Understood Criteria	Received Feedback	Felt Supported	Received Reduced Responsi-bilities	Told About Assistance	Helpful Advisor/ Mentoring Committee
All Faculty	945	76.8%	85.1%	77.3%	80.3%	52.8%	55.2%	63.2%
Took Extension[8]	120	56.0%	83.2%	77.3%	72.0%	57.5%	77.3%	59.7%
Did Not Take Extension	373	78.0%	84.2%	85.3%	83.5%	65.0%	77.9%	72.8%

[8] Only faculty who were eligible for tenure in 1994 or later are included.

Of the survey respondents who explained what reduced responsibilities they received, the majority reported no reduction in responsibilities in any area at all. After that, the most common response was a reduction in teaching responsibilities. A few others mentioned they received:

➢ Leave without pay,
➢ Reduced clinical responsibilities, and
➢ Reduced committee responsibilities.

STRONG FIT BETWEEN JOB AND EVALUATION FOR TENURE

Previous research indicates that the traditional ideal of a strong emphasis on research with fewer teaching and service duties does not match the reality of the way women and minority faculty tend to perform their jobs. In particular, women and minority faculty are often called upon to perform more service activities than majority men faculty. They also tend to put more emphasis on their teaching duties overall. Unfortunately, these activities are not as valued as research output in a tenure evaluation, and many have hypothesized that women and minorities are thus disadvantaged in the process.

We asked faculty whether they agree (strongly or somewhat) that "I feel there is/was a strong fit between the way I do/did research, teaching and service, and the way it is/was evaluated for tenure" (see Appendix III, question 9). Overall, 71.3% of respondents reported a fit. However, as previous research has identified, women faculty and faculty of color were significantly less likely to agree to this statement than men faculty and/or majority faculty. Faculty in the Physical Sciences were especially likely to agree, as were faculty who are not U.S. citizens and faculty with stay-at-home spouses. Untenured faculty were less likely to agree compared to tenured faculty, but the difference was not a significant one. Faculty who took tenure clock extensions were significantly less likely to agree that the way they do their jobs "fits" the tenure criteria, compared to other faculty who went through the process in 1994 or later (Table 10). This relationship is not mitigated by gender, race, or tenure status (not shown).

Table 10: The Fit Between Job and Evaluation for Tenure

	N	Strong Fit—Job and Tenure
All Faculty	945	71.3%
Women	309	61.9%
Men	624	75.8%
Untenured	267	66.5%
Tenured	680	72.9%
Biological	317	68.0%
Physical	194	82.6%
Social	246	68.2%
Humanities	166	67.9%
Faculty of Color	61	57.6%
Majority Faculty	866	72.4%
Non-U.S. Citizen	104	81.9%
U.S. Citizen	826	70.0%
Stay Home Spouse	171	78.2%
No Stay Home Spouse	745	69.8%
Took Extention[9]	120	55.7%
Did Not Take Extension	373	73.2%

USE OF TENURE CLOCK EXTENSIONS

Among the 508 faculty who experienced the tenure process at UW-Madison in 1994 or later, 122 (24.0%) used the tenure clock extension policy. Of those, the majority (86.7%) felt their departments were supportive of this, and many (79.5%) also received reduced responsibilities in addition to the extension. A few of the women faculty members we interviewed explained the support they received for extending their tenure clock. For example, Renee, an assistant professor, was not merely supported, but actually encouraged, to take an extension:

> I^{10}: *What about stopping the tenure clock? Did that ever come up for you?*
> R^{11}: *Yeah, I had a kid while I was here so I did, and I was very much encouraged to do it. There was no question—no one said, 'Oh no, you shouldn't do that.' Everyone said, 'It's there; take it. You're foolish not to.'*
> I: *So you did it? And you're happy that you did?*
> R: *I am. I am definitely going to need the extra year just to wrap it all up. . . I did it because I was told that I should, that they really want you to take all the time, otherwise they see it as going up early.*

A few differences in the use and satisfaction with the policy emerged, but not many. Survey results show that reasons for taking a tenure clock extension fell into four main categories: family/personal issues, university factors, career factors, and leave and tenure policy issues. Of the 158 people who took a tenure clock extension and explained why in the survey, by far the most common reason they did so was that they would be having or adopting a child and were taking parental leave (48.7%). Two other common themes emerged from the survey results: 1)

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[9] Only faculty who were eligible for tenure in 1994 or later are included.
[10] I = Interviewer
[11] R = Respondent

People were delayed because of problems with their labs—they took time to set up, they were being remodeled or renovated, they were inadequate facilities—and some simply had no lab space at all for a period of time (11.4%), and 2) People were dealing with a personal illness that inhibited their work (7.6%). Other themes that were mentioned just a few times each were:

- Family/personal reasons
  - Illness or death in the family (3.8%)
  - Issues with immediate family members (2.5%)
  - Elder care and/or death of a parent/parents (1.9%)
  - Marriage (0.6%)
- University factors
  - Change in department or job position (4.4%)
  - Heavy workload or additional responsibilities (3.8%)
- Career factors
  - Received a research fellowship (3.8%)
  - Career development (still pursuing a Ph.D. or other career goal) (1.3%)
  - Transfer from another institution (3.2%)
  - Needed to advance his/her publications (1.9%)
- Leave and tenure policy issues
  - Procedures not followed fairly/accurately (1.9%)
  - Change in policy (1.3%)
- Other (1.9%)

The women faculty interviewees gave the following examples of the different reasons they used an extension:

> *And then exactly when I got this job my [family member] died, so that was a big mess. And so then I just thought, 'Well, I'll just stay here for a while.' It was [a difficult time]. That's why I've actually been here eight years, because the first year was given to me, if you will. It was taken off of the tenure track time.*

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> *[My tenure clock] was extended when I was hired because of the slight change in the research focus. All of my projects at my previous university were very regional projects and I had to drop them and start in a new area here.*

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> *I: Have you ever considered stopping the tenure clock?*
> *R: I have a six-month extension to my tenure clock—I gave birth last fall. I just did six [months] in case something comes up.*

As expected, women faculty were significantly more likely than men faculty to use the policy, but their departments were equally supportive of their use as men's. As explained above, many women faculty we interviewed had very supportive departments. However, a few expressed reservations about using the tenure clock extension based on how they predicted their department might react. Adele, an assistant professor, said she felt that stopping the tenure clock would be looked down upon in her department, so she doesn't plan on using it. Another interviewee,

Jaclyn, discussed negative experiences that others had related to her and the various complications associated with extending the tenure clock:

> *I: Did the women that you know use that option [to extend their tenure clock] here on campus?*
> *R: Some of them did and some of them didn't. Some of them felt that that was going to be viewed negatively. And others have used it and they've slowed it down for a year or two. But you don't want to slow it down for too long, [because] then you're concerned about, well, if it's nine years, are they really going to expect more out of me than they would have for seven years given the amount of time? I think there are still a lot of question marks and uncertainty and just psychological pressure that goes along with that process. . . I've heard miserable stories from people, some of whom are here and some of whom are elsewhere, where their department chairs told them, 'You know, you can't stop, no, you still have to teach your course, you still have to be here, if you have a sick child that you have to take to the doctor I'm marking that down and you're getting vacation time taken away from you.'*

According to the survey results, faculty in Physical Science departments used the extension significantly less often than other faculty; however, this is partly explained by the under-representation of women in Physical Science departments. In addition, science faculty who used the policy had more supportive departments than non-science faculty who took an extension (Table 11).

Table 11: Tenure Clock Extension Use and Support from Department[12]

	N		%	
	Eligible	Used	Used Extension	Supportive Department
All Faculty	508	122	24.0%	86.7%
Women	214	80	37.4%	83.3%
Men	285	41	14.4%	92.7%
Biological	170	45	26.5%	93.3%
Physical	92	11	12.0%	100.0%
Social	140	39	27.9%	83.8%
Humanities	91	22	24.2%	72.7%

Some faculty extended their tenure clock more than once. Of those who extended their tenure clock one time, 15.6% used the policy a second time. The 21 respondents who explained why they took a second tenure clock extension again did so most often, again, because of childbirth or adoption of a child (52.3%). The second most common reason was an illness or death in the family (19.0%). Other various reasons, which formed no thematic patterns, were reported by the rest of the respondents (28.6%). Overall, departments were supportive of faculty who used this benefit more than once. However, a precipitous drop-off in reduction of responsibilities occurs when faculty use the tenure clock extension more than once. Whereas 79.5% of faculty reported receiving reduced responsibilities the first/only time they ask for an extension, only 10.7% of those with a second extension report reduced duties (Table 12).

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[12] This table only shows data on the first extension taken.

Table 12: Second Tenure Clock Extension Use and Support from Department

	First Extension			Second Extension			Supportive Department		Received Reduced Responsibilities	
	Eligible (N)	Used (N)	Used (%)	Eligible (N)	Used (N)	Used (%)	First Extension	Second Extension	First Extension	Second Extension
All Faculty	508	122	24.0%	122	19	15.6%	86.7%	82.4%	79.5%	10.7%
Women	214	80	37.4%	80	15	18.8%	83.3%	76.9%	82.5%	13.8%
Men	285	41	14.4%	41	4	9.8%	92.7%	100.0%	73.2%	4.9%
Biological	170	45	26.5%	45	8	17.8%	93.3%	85.7%	73.3%	8.9%
Physical	92	11	12.0%	11	0	0.0%	100.0%	N/A	100.0%	N/A
Social	140	39	27.9%	39	9	23.1%	83.8%	87.5%	71.8%	18.0%
Humanities	91	22	24.2%	22	2	9.1%	72.7%	50.0%	90.9%	9.1%

Finally, we asked faculty who were eligible for a tenure clock extension but did not take one (those who received tenure 1994 or later), whether they wanted to take an extension, but chose not to. Very few faculty answered yes to this item—only 6.4% of faculty who did not take an extension reported that they wanted to but didn't. Although twice as many women faculty as men said yes, the difference is not significant due to the small numbers. Larger, non-significant discrepancies also appeared between faculty with children (both under 18 and under 6) and other faculty, and also between faculty with appointments in two or more departments compared to faculty with appointments in only one department (see Appendix I, Table 4). Of the 43 people who responded when the survey asked faculty to explain why they didn't take a tenure clock extension at some point in their career, many reported they were "overconfident" or did not feel an overwhelming need to at the time, but in hindsight realized they should have taken the extension (37.2%). The second most common reason respondents did not take a tenure clock extension against their personal wishes was that they thought it would be viewed negatively in the department and/or would negatively impact their career (21.0%). Finally, a few respondents mentioned each of the following reasons for not extending their tenure clock when they wanted to:
  ➢ The policy was not an option available to them at the time they were hired (11.6%)
  ➢ They did not want to prolong the tenure process (7.0%)
  ➢ They were not aware of the policy or did not understand how to go about receiving an extension (7.0%)
  ➢ Other (9.3%)

A few respondents applied for and received permission to extend their tenure clock, but then decided not to use it mainly because they eventually felt that they were progressing satisfactorily and did not need it after all (7.0%).

SUMMARY: TENURE PROCESS

The tenure process is a stressful, complicated period in the academic career. Many have hypothesized that the system severely disadvantages women and minorities, because it was created at a time when the typical faculty member was the middle-class, white male with a spouse at home to raise the children. Our findings show that the differences that emerge are more complicated than that. We found that gender and race do not always correlate with disadvantage, and that the tenure clock extension policy, which was designed to mitigate some of the

disadvantage (tenure clock extensions), does not necessarily increase satisfaction with the tenure process for those who use it.

At UW-Madison, women faculty do appear to be less satisfied with the tenure process overall, but the reasons for this are many. Women who were tenured prior to 1994 (the year the tenure clock extension policy was implemented) do appear to have more disadvantage and less satisfaction based on gender alone. However, there is no overall gender difference in satisfaction among faculty tenured in 1994 or later. Instead, dissatisfaction with the tenure process is constrained to those women who used tenure clock extensions—not all women faculty. Thus, the University appears to be doing a better job at educating all faculty about the tenure criteria, giving them feedback and providing mentors, and giving reduced responsibilities. However, for some faculty, this policy that is designed to alleviate the major stressors does not seem to be completely fulfilling its promise. Women who used the extension policy, in particular, gave the worst evaluation of their tenure experience.

Finally, some have speculated that many faculty do not use the tenure clock extension even when they should, because they perceive (correctly or not) that doing so would hurt them in the long run. Our results show that if this is the case, it is not widespread at UW-Madison. Very few eligible faculty indicated that they did not take an extension even though they wanted to, and no significant gender differences appeared in responses to this item. Whatever problems the policy may have, stigma associated with using it does not seem to be one of them.

APPENDIX I: TABLES
Table T1. Experienced the Tenure Process at UW-Madison**

	N	Did/Will Experience Tenure Process		Has Tenure		Has Tenure/ Mean Year (SD)		Expect Tenure/ Mean Year (SD)	
All Faculty	1340	73.5%		70.7%		1988 (9.2)		2006 (1.7)	
Women	399	80.5%	*	60.8%	*	1992 (7.3) *		2006 (1.8)	
Men	917	71.0%		76.0%		1987 (9.6)		2006 (1.7)	
Untenured	316	91.5%	*	0.0%	*	N/A		N/A	
Tenured	1024	68.0%		100.0%					
Biological	459	73.0%		70.5%		1989 (8.7)		2006 (1.8)	
Physical	264	76.1%		73.1%		1987 (10.8)		2006 (2.1)	
Social	359	70.8%		66.5%		1989 (8.6)		2006 (1.4)	
Humanities	229	75.1%		75.0%		1989 (9.3)		2006 (1.6)	
Science	723	74.1%		71.5%		1988 (9.6)		2006 (1.9)	
Non-Science	588	72.5%		81.8%		1989 (8.9)		2006 (1.5)	
Faculty of Color	90	73.3%		59.1%		1993 (9.6) *		2005 (1.5)	
Majority Faculty	1214	74.0%		71.6%		1988 (9.4)		2006 (1.7)	
Non-Citizen	140	76.4%		41.1%	*	1994 (7.8)		2006 (1.6)	
Citizen	1177	73.2%		74.7%		1988 (9.2)		2006 (1.8)	
Cluster Hire	47	68.1%		0.0%	*	N/A		2006 (1.8) *	
Not Cluster Hire	1264	73.6%		73.2%				2006 (1.7)	
Multiple Appointments	241	72.2%		74.7%		1988 (8.7)		2006 (1.4)	
Single Appointment	1070	73.6%		69.9%		1989 (9.4)		2006 (1.8)	
Tenure Before Extensions***	529	84.3%	*	100.0%	*	1983 (7.3) *		N/A	
Tenure After Extensions	592	91.1%		46.4%		1998 (2.8)			
Children Under 18	542	76.4%		64.5%	*	1993 (6.4) *		2005 (1.8) *	
No Kids Under 18	747	72.3%		74.6%		1985 (9.4)		2006 (1.6)	
Children Under 6	166	82.5%	*	33.6%	*	1997 (5.3) *		2006 (1.7)	
No Children Under 6	1122	72.7%		76.4%		1988 (9.1)		2006 (1.7)	
Stay Home Spouse	231	76.2%		67.6%		1993 (6.3) *		2005 (1.7)	
No Stay Home Spouse	1056	73.6%		70.8%		1988 (9.5)		2006 (1.7)	

* T-TEST BETWEEN GROUPS SIGNIFICANT AT P < .05

** FACULTY HIRED AT ASSOCIATE OR FULL PROFESSOR LEVEL HAVE BEEN EXCLUDED FROM THIS ANALYSIS. ALTHOUGH SOME OF THESE FACULTY MEMBERS WENT THROUGH A TRUNCATED PROCESS AS PART OF THEIR HIRE, THIS ANALYSIS IS LIMITED TO THOSE HIRED AT THE ASSISTANT LEVEL AND HAD AN EXTENDED PROBATIONARY PERIOD.

*** TENURE CLOCK EXTENSIONS OFFERED AT UW-MADISON FOR THE FIRST TIME IN 1994. THOSE WHO RECEIVED TENURE BEFORE 1994 WERE NOT ELIGIBLE FOR THIS PROGRAM AND ARE INCLUDED IN THE "TENURE BEFORE EXTENSIONS" GROUP. THOS WHO EITHER RECEIVED TENURE IN 1994 OR LATER, OR WHO HAVE NOT RECEIVED TENURE, ARE INCLUDED IN THE "TENURE AFTER EXTENSIONS" GROUP.

Table T2. Satisfaction with Tenure Process at UW-Madison

		N	Satisfied Overall		Understood Criteria		Received Feedback		Felt Supported		Received Reduced Responsibilities		Told About Assistance		Helpful Advisor/ Mentoring Committee		Strong Fit Job and Tenure	
All	Faculty	945	76.8%		85.1%		77.3%		80.3%		52.8%		55.2%		63.2%		71.3%	
	Women	309	66.7%	*	80.6%	*	75.1%		71.8%	*	49.7%		65.4%	*	58.7%		61.9%	*
	Men	624	81.5%		87.5%		78.3%		84.1%		54.3%		49.7%		64.8%		75.8%	
	Untenured	267	74.8%		83.8%		89.0%	*	87.3%	*	66.5%	*	88.8%	*	78.7%	*	66.5%	
	Tenured	680	77.5%		85.6%		73.0%		77.7%		47.2%		40.5%		56.3%		72.9%	
	Biological	317	75.1%		85.5%		74.4%		81.4%		56.8%		55.6%		60.4%		68.0%	
	Physical	194	82.8%	*	90.7%	*	76.1%		83.4%		63.6%	*	51.5%		68.5%		82.6%	*
	Social	246	75.4%		83.7%		84.0%	*	81.4%		52.1%		62.6%	*	63.6%		68.2%	
	Humanities	166	75.0%		78.9%	*	75.2%		74.9%		33.3%	*	49.4%		61.3%		67.9%	
	Science	511	78.0%		87.5%	*	75.0%		82.1%		59.4%	*	54.1%		63.3%		73.6%	
	Non-Science	412	75.3%		81.8%		80.4%		78.8%		44.6%		57.1%		62.7%		68.1%	
	Faculty of Color	61	68.3%		88.5%		78.3%		78.3%		59.0%		56.7%		60.3%		57.6%	*
	Majority Faculty	866	77.4%		85.1%		77.3%		80.4%		52.6%		55.6%		63.2%		72.4%	
	Non-Citizen	104	80.4%		92.3%	*	76.0%		82.0%		65.4%	*	77.0%	*	72.7%	*	81.9%	*
	Citizen	826	76.4%		84.1%		77.1%		79.9%		50.8%		52.4%		61.5%		70.0%	
	Cluster Hire	30	87.0%		83.3%		85.7%		86.2%		66.7%		90.0%	*	82.1%	*	68.2%	
	Not Cluster Hire	893	76.5%		85.0%		77.1%		80.5%		52.3%		54.2%		62.4%		71.2%	
	Multiple Appointments	167	78.2%		86.8%		83.3%	*	83.8%		51.3%		53.6%		66.4%		72.1%	
	Single Appointment	756	76.5%		84.3%		76.1%		79.9%		53.1%		55.9%		62.3%		70.9%	
	Tenure Before Extensions***	433	80.6%	*	86.4%		70.4%	*	79.2%		40.2%	*	25.0%	*	52.9%	*	73.4%	
	Tenure After Extensions	512	73.4%		84.0%		83.3%		81.3%		63.3%		77.5%		70.4%		69.4%	
	Children Under 18	400	76.0%		87.8%		78.2%		79.6%		58.6%	*	61.8%	*	64.6%		70.8%	
	No Kids Under 18	517	78.0%		83.2%		77.2%		81.5%		48.5%		51.2%		63.0%		71.7%	
	Children Under 6	132	76.3%		85.6%		85.9%	*	84.0%		65.1%	*	76.6%	*	76.6%	*	69.5%	
	No Kids Under 6	784	77.2%		85.1%		76.2%		80.0%		50.8%		52.2%		61.3%		71.5%	
	Stay Home Spouse	171	82.5%		91.8%	*	82.0%		82.9%		66.3%	*	62.6%		70.4%		78.2%	*
	No Stay Home Spouse	745	75.8%		83.8%		76.7%		80.2%		50.0%		54.4%		62.3%		69.8%	
	Took Extension****	120	56.0%	*	83.2%		77.3%		72.0%	*	57.5%		77.3%		59.7%	*	55.7%	*
	Did Not Take Extension	373	78.0%		84.2%		85.3%		83.5%		65.0%		77.9%		72.8%		73.2%	

* T-test between groups significant at p < .05.
** Percent Agree (Strongly or Somewhat) vs. Percent Disagree (Strongly or Somewhat); Percent Agree reported.
*** Tenure Clock Extensions offered at UW-Madison for the first time in 1994. Those who received tenure BEFORE 1994 were not eligible for this program and are included in the "Tenure Before Extensions" group. Those who either received tenure in 1994 or later, or who have not received tenure, are included in the "Tenure After Extensions" group.
**** Only faculty who were eligible for tenure in 1994 or later (i.e., "Tenure After Extensions" = 1) are included.

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Table T2a. Relationship Between Tenure Clock Extension Use and Satisfaction with Tenure Process at UW-Madison*

	Model 1			Model 2			Model 3			Model 4		
	Estimate	St. Error	Pr>ChiSq	Estimate	St. Error	Pr>ChiSq	Estimate	St. Error	Pr>ChiSq	Estimate	St. Error	Pr>ChiSq
Intercept	1.19	(0.14)	<0.0001	1.26	(0.13)	<0.0001	1.32	(0.16)	<0.0001	1.21	(0.16)	<0.0001
Female	-0.41	(0.21)	0.0522				-0.19	(0.22)	0.4018	0.12	(0.28)	0.6563
Used Tenure Clock Extension				-1.02	(0.23)	<0.0001	-0.98	(0.24)	<0.0001	-0.40	(0.38)	0.2945
Female * Used Extension										-1.02	(0.50)	0.0432
Sample Size		464			454			446			446	
-2 Log Likelihood		534.937			513.371			505.487			501.272	
DF		1			1			2			3	

* TENURE CLOCK EXTENSIONS OFFERED AT UW-MADISON FOR THE FIRST TIME IN 1994. ONLY THOSE WHO EITHER RECEIVED TENURE IN 1994 OR LATER, OR WHO HAVE NOT RECEIVED TENURE, ARE INCLUDED IN THESE ANALYSES.

** Logistic regression model predicting agreement (strongly or somewhat) with the statement "I am/was satisfied with the tenure/promotional process overall."

Table T3. Use of an Satisfaction with Tenure Clock Extensions at UW-Madison***

| | First Extension | | | | | Second Extension**** | | | | |
| | N | | Used Extension | Supportive Department | Received Reduced Responsibilities | N | | Used Extension | Supportive Department | Received Reduced Responsibilities |
	Eligible	Used				Eligible	Used			
All Faculty	508	122	24.0%	86.7%	79.5%	122	19	15.6%	82.4%	10.7%
Women	214	80	37.4% *	83.3%	82.5%	80	15	18.8%	76.9%	13.8%
Men	285	41	14.4%	92.7%	73.2%	41	4	9.8%	100.0%	4.9%
Untenured	269	71	26.4%	92.9% *	74.7%	71	9	12.7%	1.0%	7.0%
Tenured	239	51	21.3%	78.0%	86.3%	51	10	19.6%	70.0%	15.7%
Biological	170	45	26.5%	93.3%	73.3%	45	8	17.8%	85.7%	8.9%
Physical	92	11	12.0% *	100.0%	100.0%	11	0	0.0%	N/A	N/A
Social	140	39	27.9%	83.8%	71.8%	39	9	23.1%	87.5%	18.0%
Humanities	91	22	24.2%	72.7%	90.9%	22	2	9.1%	50.0%	9.1%
Science	262	56	21.4%	94.6% *	78.6%	56	8	14.3%	85.7%	7.1%
Non-Science	231	61	26.4%	79.7%	78.7%	61	11	18.0%	80.0%	14.8%
Faculty of Color	47	14	29.8%	78.6%	92.9%	14	2	14.3%	100.0%	7.1%
Majority Faculty	450	106	23.6%	87.5%	77.4%	106	17	16.0%	81.3%	11.3%
Non-Citizen	84	18	21.4%	94.4%	72.2%	18	3	16.7%	100.0%	11.1%
Citizen	415	102	24.6%	85.0%	81.4%	102	16	15.7%	78.6%	10.8%
Cluster Hire	29	7	24.1%	100.0%	85.7%	7	0	0.0%	N/A	N/A
Not Cluster Hire	464	110	23.7%	86.1%	78.2%	110	19	17.3%	82.4%	11.8%
Multiple Appointments	78	16	20.5%	86.7%	75.0%	16	2	12.5%	100.0%	12.5%
Single Appointment	415	101	24.3%	87.0%	79.2%	101	17	16.8%	80.0%	10.9%
Children Under 18	283	95	33.6%	86.0%	80.0%	95	16	16.8%	80.0%	11.6%
No Kids Under 18	216	27	12.5%	88.9%	77.8%	27	3	11.1%	100.0%	7.4%
Children Under 6	127	52	40.9%	88.2%	78.9%	52	9	17.3%	87.5%	13.5%
No Kids Under 6	371	70	18.9%	85.5%	80.0%	70	10	14.3%	77.8%	8.6%
Stay Home Spouse	109	24	22.0%	95.8%	79.2%	24	1	4.2%	100.0%	4.2%
No Stay Home Spouse	390	98	25.1%	84.4%	79.6%	98	18	18.4%	81.3%	12.2%

* T-test between groups significant at p < 0.05.
** Percent "Extremely" or "Generally Supportive" vs. percent "Extremely" or "Generally Unsupportive"; Perce Supportive reported.
*** Tenure Clock Extensions offered at UW-Madison for the first time in 1994. Only those who either received tenure in 1994 or later, or who have not received tenure, are included in this table.
**** Only those who took a first extension are eligible for a second extension.

Table T4. Choosing to NOT Extend Tenure Clock, Though Eligible**

	N	Chose to NOT Extend Tenure Clock, but Wanted To
All Faculty	329	6.4%
Women	117	9.4%
Men	207	4.8%
Untenured	166	5.4%
Tenured	163	7.4%
Biological	108	7.4%
Physical	65	7.4%
Social	90	7.8%
Humanities	59	5.1%
Science	173	5.8%
Non-Science	149	6.7%
Faculty of Color	26	7.7%
Majority Faculty	297	6.4%
Non-Citizen	55	5.5%
Citizen	270	6.7%
Cluster Hire	19	5.3%
Not Cluster Hire	303	6.3%
Multiple Appointments	54	9.3%
Single Appointment	268	5.6%
Children Under 18	166	9.0%
No Kids Under 18	159	3.8%
Children Under 6	70	8.6%
No Kids Under 6	254	5.9%
Stay Home Spouse	73	5.5%
No Stay Home Spouse	252	6.8%

* T-test between groups significant at p < 0.05
** Tenure Clock Extensions offered at UW-Madison for the first time in 1994. Only those who either received tenure in 1994 or later, or who have not received tenure, are included in these analyses

APPENDIX II: WOMEN FACULTY INTERVIEW PROTOCOL

WISELI Baseline Interview Protocol
for UW-Madison female faculty/staff/ instructors in sciences and in engineering

1. Tell me how you got to where you are today in your current position at UW. Start as early as you like.

FOR FACULTY:
We know: Title (Assistant., Associate, Full professor; Tenure-track or Tenured)
- How long working at UW-Madison in <u>current</u> position?
- Transferred from elsewhere? Went through tenure process elsewhere?
- Current position entails?
        (__ % research, ___% teaching, __% service, __% administration)
- Educational background (degrees- Ph.D.? Working toward Ph.D.?)
- If switched from academic staff to faculty –find out when and how.

FOR ACADEMIC STAFF (RESEARCHERS, SCIENTISTS):
We know: Title (Researcher or Scientist --Assistant, Associate, Full)
- How long working at UW-Madison in <u>current</u> position?
- Transferred from elsewhere?
- Current position entails?
        (___ % research, ___ % teaching, ___% service, ___% administration)
- Educational background (degrees- Ph.D.? Working toward Ph.D.?)
- If switched from faculty to academic staff – find out when, how, and why.

FOR INSTRUCTORS:
We know: Title (Lecturer, Associate Faculty; other)
- How long working at UW-Madison in <u>current</u> position?
- Transferred from elsewhere?
- Current position entails?
        (___ % research, ___ % teaching, ___% service, ___% administration)
- Educational background (degrees- Ph.D.? Working toward Ph.D.?)

2. Tell me about your experience starting here. Start with when you first applied. Why here? Tell me about process, negotiations, etc.

 Get info about:
- What motivated you to apply at UW-Madison?
- The hiring process (i.e., the application, interview, contract negotiation process).
    o FACULTY: Start up space? Start up dollars? What did you negotiate? What did you get? Satisfied with start up package?
- What was good about the hiring process? What could have been improved?

- Did you receive mentoring during the negotiations of start-up package? By whom?
- Was "dual hiring" an issue? Describe.
- How did this position fit (or not fit) with your career aspirations?

3. Let's talk about your [department, unit, or lab].

A) Briefly describe your [department, unit, lab] for me. (How large? Geographical layout (e.g. in one location or several locations)? Diversity in terms of gender, race/ethnicity, age?)

B) What's it like to work/be in your [department, unit or lab]? We are interested "in general" and for you "personally." Interested in resources and social environment.
   Examples of prompts:
- What is "tone" of department? (friendly, supportive, competitive, hostile)
- unit/lab/departmental meetings-- how do you feel about your participation in meetings with colleagues? Other collegial interactions?
- how committee assignments are made
- FACULTY/INSTRUCTOR: how teaching assignments are made
- resources available in the department
- support for advancement in your career
- kind of chair/director you have
- your colleagues and your relationships with them

C) Do you or have you had a role in leadership? Describe. Do you want or plan towards a role in leadership?

D) What are the best features of your work environment?

E) How does working in this [department, unit, or lab] compare to other [departments, units, labs] (here and at other jobs) with respect to:
   o resources?
   o social environment?

F) What are the issues that come up for you in your [department, unit or lab]? How do/did you handle these issues?

   EXAMPLES INTERVIEWEES MAY RAISE – Some may be used as probes if interviewee doesn't discuss.
- Amount of work demanded
- Amount of resources – space, assistance
- Course and service assignments
- Sense of isolation or limited social interaction in workplace
- Leadership by chair/director and support in your career
- Colleagues to work/talk with; Respect from colleagues
- Availability of mentors or role models

- Having a voice in unit/department policy
- Balance between work and non-work life (including child care)
- Sexual harassment
  - Discrimination
  - Things that are done to make you feel valued or de-valued

G) Based on issues raised by interviewee, ask:
- Have you used campus resources/initiatives to address these issues? [mention all]

Examples:	Mentoring	Child care
	Stopping the tenure clock	Family leave
	Extended tenure clock	Academic Staff merit
	Committee on Women	Faculty Ombudsperson
	Sexual Harassment Workshops/Brochures	
	Women Faculty Mentoring Program	
	Employee Assistance	

- Are there initiatives that WISELI could undertake to address these concerns?
  (e.g., Leadership training for chairs/deans; Professional development workshops for faculty/staff; Studies of key issues)

4. Let's talk about balancing life at work and life outside of work.

A) Tell me about your commitments/interests outside of work.
- Partner/spouse?
- Children? Other dependents?
- Dual career? Both in sciences or engineering? Primary & secondary earners?
- Other commitments?
- How are responsibilities shared?

B) How do these commitments/interests influence your work?
  Examples:
- Expectations about balancing career and life outside of work
- Ability to attend late meetings, work nights and weekends, work in lab 24-7
- Time
- Interruptions

C) Does balancing work and home life/interests have an effect on your physical and mental health? If so, in what way? Would you consider this effect to be positive or negative?

5. Can I ask you to reflect on your career at UW-Madison and to think about your future?

A) Tell me about how your career has evolved at UW-Madison?
- Has it evolved as you expected? How happy or satisfied are you in your career? Tell me about success and your definition of success. What motivates you?
- What are your short-term and long-term career goals?

- What has been most influential?
- Have you ever wanted or tried to leave UW-Madison? If so, what prompted you to want to leave? And, what kept you here?   Did you re-negotiate space, salary, etc.?
- Do you plan to stay at UW-Madison?

B) Do you feel that your work has been supported/recognized at UW-Madison?

- If so, how has it been supported? (e.g., financial or other rewards; request for leadership roles; access to key committees; access to resources such as equipment and graduate students; research collaborators)
- Are there ways that you feel your work has NOT been supported/recognized at UW-Madison?

6. What role has gender played in your career and in your experience?

A) In your view, did gender effect your early career aspirations, experiences, or planning?

B) Does it effect your current work experience?

C) What's it like to be a woman working at UW in the [science, engineering]?
- Are there challenges or obstacles that women in [science, engineering] in general encounter?
- Are there challenges or obstacles that you encounter?
- Many women leave the [sciences, engineering] and leave academia. What keeps you in the [sciences, engineering]? Are there factors that keep you here?

D) How, if at all, do you think gender might play a role in your future professional career?

E) Have you observed differences between the career choices or paths of women and those of men in [science, engineering] in your [department, unit, or lab]? If so, what are they?

7. Let's talk about some of the gender issues people raise.

Discuss chart with interviewee

8. If these are experienced by you, where do you go (would you go, or did you go) to get assistance with these types of issues? What is available here? Where is more help needed?

9. What are your thoughts about the future for women in [sciences or engineering] at UW in particular? Why do you feel this way? How could WISELI fit with this future? Where should efforts be focused?

10. Feel free to make any additional comments.

FOR QUESTION #7.

The literature on women in science and engineering describes possible differences experienced by men and women in academic science and engineering careers. Here is a list of possible differences. Can you let us know:
- Have you have experienced any of these differences? (describe, if you have)
- Have you observed any differences experienced by <u>other</u> women in [science or engineering]?
- In your view, are some of these more serious/critical than others?

Differences in…	Experienced by interviewee	Observed by interviewee	Considered most/more critical
Allocation of teaching/service assignments (e.g., committees)			
Access to resources (lab or office space)			
Salary (although similar rank, title, experience, publications)			
Value/respect by colleagues			
Degree to which taken seriously as scholar/scientist/engineer			
Attitudes or consequences if one needs to meet family responsibilities, uses family leave, stops tenure clock, or attempts to job share			
Processes or standards for promotion			
Inclusion into professional collegial relationships			
Access to senior faculty			
Opportunities to show leadership			
Value given to informal service activities (e.g., community involvement)			
Negotiating salary when about to go elsewhere			
Involvement with colleagues in informal activities			
Interactional/conversational styles			
The experience of having your ideas ignored			
Feelings of professional or social isolation			
Feelings of being undervalued or ignored by colleagues			
Sexual harassment			
General happiness/mental health			
Physical health			

Study of Faculty Worklife at the University of Wisconsin-Madison

This questionnaire was developed to better understand issues related to quality of work life for faculty at the University of Wisconsin-Madison. This is part of a larger project, funded by the National Science Foundation, to develop new initiatives for faculty on campus.

Please return this completed questionnaire in the envelope provided to the:

|||| UWSC

University of Wisconsin Survey Center
630 W. Mifflin, Room 174
Madison, WI 53703-2636

Hiring Process

We are interested in identifying what makes UW-Madison attractive to job applicants, and the aspects of the hiring process that may be experienced positively or negatively. Please think back to when you first were hired at UW-Madison (whether into a faculty position or another position) to answer the following questions.

1a. What was your first position at UW-Madison? *Please check one.*

❏a. Assistant Professor

❏b. Associate Professor

❏c. Professor

❏d. Other

1b. In what year were you hired? _____ *Go to question 3*

2a. What position were you first hired into? _____

2b. What year were you hired? _____

2c. What year did you become faculty? _____

3. Were you recruited to apply for a position at UW-Madison? ❏ a. Yes ❏ b. No

4. Please Rate your level of agreement with these statements about the hiring process. If you were hired into more than one department or unit, please answer for the department or unit that you consider to be your primary department or unit.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I was satisfied with the hiring process overall.	1	2	3	4	NA
b. The department did its best to obtain resources for me.	1	2	3	4	NA
c. Faculty in the department made an effort to meet me.	1	2	3	4	NA
d. My interactions with the search committee were positive.	1	2	3	4	NA
e. I received advice from a colleague/mentor on the hiring process.	1	2	3	4	NA
f. I negotiated successfully for what I needed.	1	2	3	4	NA
g. I was naïve about the negotiation process.	1	2	3	4	NA
h. I was please with my start up package.	1	2	3	4	NA

5. What were the three **most important factors** that *positively* influenced your decision to accept a position at UW-Madison? *Check three.*

❏a. Prestige of university

❏b. Prestige of department/unit/lab

❏c. Geographic location

❏d. Opportunities available for spouse/partner

❏e. Research opportunities

❏f. Community resources and organizations

❏g. Quality of public schools

❏h. Teaching opportunities

❏i. Support for research

❏j. Salary and benefits

❏k. Colleagues in department/unit/lab

❏l. Climate of department/unit/lab

❏m. Climate for women

❏n. Climate for faculty of color

❏o. Quality of students

❏p. Other, please explain: _____

6. What factors, if any, made you hesitate about accepting a position at UW-Madison? _____

_____

_____

The Tenure Process at UW

7. Did you, or will you, experience the tenure or promotional process to associate professor at the UW-Madison?

❏ a. Yes   ❏ b. No ⟶ *Go to question 13*

8a. Do you currently have tenure or an indefinite appointment?

❏ a. Yes   ❏ b. No ⟶ 8b. | What year do you expect to become an associate professor? _____

8c. What year did you become an associate professor? _____

9. Please indicate your level of agreement with the following statements regarding your experience with the tenure or promotional process in your primary unit or department.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I am/was satisfied with the tenure/promotional process overall.	1	2	3	4	NA
b. I understand/understood the criteria for achieving tenure/promotion.	1	2	3	4	NA
c. I receive/d feedback on my progress toward tenure/promotion.	1	2	3	4	NA
d. I feel/felt supported in my advancement to tenure/promotion.	1	2	3	4	NA
e. I receive/d reduced responsibilities so that I could build my research program.	1	2	3	4	NA
f. I was told about assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring).	1	2	3	4	NA
g. My senior advisor/mentor committee is/was very helpful to me in working toward tenure/promotion.	1	2	3	4	NA
h. I feel there is/was a strong fit between the way I do/did research, teaching and service, and the way it is/was evaluated for tenure.	1	2	3	4	NA

10. Have you ever extended or reset your tenure clock at UW-Madison?

❏a. Yes   ❏b. No ⟶ *Go to question 12*   ❏c. Not applicable ⟶ *Go to question 13*

11. For each time you have extended or reset your tenure clock, please list the reason you extended/reset the clock, the extent to which you feel your primary department/unit was supportive, and the reduced responsibilities you received.

	11a. What was the main reason for extending/resetting your tenure clock?	11b. How supportive was your department/unit? *Please circle on number on a scale of 1 to 4.*	11c. What reduced responsibilities were you granted, if any?
First Time		Extremely Supportive 1 Generally Supportive 2 Generally Unsupportive 3 Extremely Unsupportive 4	
Second Time		Extremely Supportive 1 Generally Supportive 2 Generally Unsupportive 3 Extremely Unsupportive 4	

12a. Did you choose NOT to extend/reset the tenure clock even though you may have wanted to?

❏a. Yes ❏b. No ⟶ *Go to question 13*

12b. Please explain: _____

Professional Activities

We are interested in a number of dimensions of the work environment for faculty at UW-Madison including your feelings about your work allocation, resources you have for research, service responsibilities, and your interaction with colleagues.

13. What proportion of your work time do you **currently spend** on the following activities, and what proportion of your work time would you **prefer to spend** on these activities? The total should equal 100% even if your appointment is not 100% time.

	% of time currently spend	% of time would prefer to spend
a. Research	_____%	_____%
b. Teaching	_____%	_____%
c. Advising students	_____%	_____%
d. Service	_____%	_____%
e. Administrative	_____%	_____%
f. Clinical	_____%	_____%
g. Mentoring	_____%	_____%
h. Extension	_____%	_____%
i. Outreach	_____%	_____%
j. Other _____	_____%	_____%
TOTAL	100 %	100 %

14. How much do you agree or disagree with the following statements about the resources available to you?

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I have the equipment and supplies I need to adequately conduct my research.	1	2	3	4	NA
b. I receive regular maintenance/upgrades of my equipment.	1	2	3	4	NA
c. I would like to receive more department travel funds than I do.	1	2	3	4	NA
d. I have sufficient office space.	1	2	3	4	NA
e. I have sufficient laboratory space.	1	2	3	4	NA
f. I have sufficient space for housing research animals.	1	2	3	4	NA
g. I receive enough internal funding to conduct my research.	1	2	3	4	NA
h. I receive the amount of technical/computer support I need.	1	2	3	4	NA
i. I have enough office support.	1	2	3	4	NA
j. I have colleagues on campus who do similar research.	1	2	3	4	NA
k. I have colleagues or peers who give me career advice or guidance when I need it.	1	2	3	4	NA
l. I have sufficient teaching support (including T.A.s).	1	2	3	4	NA
m. I have sufficient clinical support.	1	2	3	4	NA

15. Do you currently collaborate, or have you collaborated in the past, on research with colleagues…

	Currently collaborate?		Collaborated in the past?	
	Yes	No	Yes	No
a. In your primary department?	❏	❏	❏	❏
b. Outside your department, but on the UW-Madison campus?	❏	❏	❏	❏
c. Off the UW-Madison campus?	❏	❏	❏	❏

16. Please indicate whether you have ever served on, or chaired, any of the following committees in your department.

Check NA if there is no such committee in your department.	Have you ever served on this committee?		Have you ever chaired this committee?		NA
	Yes	No	Yes	No	
a. Space	❑	❑	❑	❑	❑
b. Salaries	❑	❑	❑	❑	❑
c. Promotion	❑	❑	❑	❑	❑
d. Faculty search	❑	❑	❑	❑	❑
e. Curriculum (graduate and/or undergraduate)	❑	❑	❑	❑	❑
f. Graduate admissions	❑	❑	❑	❑	❑
g. Diversity committees	❑	❑	❑	❑	❑

17. Please indicate whether you currently hold, of have held, any of the following positions on the UW-Madison campus:

	Currently hold		Held in the past	
	Yes	No	Yes	No
a. Assistant or Associate Chair	❑	❑	❑	❑
b. Department Chair	❑	❑	❑	❑
c. Assistant or Associate Dean	❑	❑	❑	❑
d. Dean	❑	❑	❑	❑
e. Director of center/institute	❑	❑	❑	❑
f. Section/area head	❑	❑	❑	❑
g. Principal Investigator on a research grant	❑	❑	❑	❑
h. Principal Investigator on an educational grant	❑	❑	❑	❑
i. Other, please explain: _____	❑	❑	❑	❑

18. Have you held any of the following leadership positions outside UW-Madison?

	Yes	No
a. President or high-level leadership position in a professional association or organization?	❑	❑
b. President or high-level leadership position in a service organization (including community service)?	❑	❑
c. Chair of a major committee in a professional organization or association?	❑	❑
d. Editor of a journal?	❑	❑
e. Member of a national commission or panel?	❑	❑

19. Do you have an interest in taking on any formal leadership positions at the UW-Madison (e.g. dean, chair, director of center/institute, section/area head)?

❑a. Yes   ❑b. No   ⟶   *Go to question 21*

20a. Are there barriers preventing you from taking on such a position?

❑b. No ⟶   *Go to question 21*   ❑a. Yes

20B. WHAT ARE THE BARRIERS?

_____

_____

_____

If you have an appointment in more than one department or unit, please answer question 21 and 22 using the department or unit that you consider to be your primary department or unit.

21. How much do you agree or disagree with the following statements about your interactions with colleagues and others in your primary department/unit?

Circle one number on a scale of 1 to 4 for each statement.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4
a. I am treated with respect by colleagues.	1	2	3	4
b. I am treated with respect by students.	1	2	3	4
c. I am treated with respect by staff.	1	2	3	4
d. I am treated with respect by my department chair.	1	2	3	4
e. I feel excluded from an informal network in my department.	1	2	3	4
f. I encounter unwritten rules concerning how one is expected to interact with colleagues.	1	2	3	4
g. Colleagues in my department solicit my opinion about work-related matters (such as teaching, research, and service).	1	2	3	4
h. In my department, I feel that my research is considered mainstream.	1	2	3	4
i. I feel that my colleagues value my research.	1	2	3	4
j. I do a great deal of work that is not formally recognized by my department.	1	2	3	4
k. I feel like I "fit" in my department.	1	2	3	4
l. I feel isolated in my department.	1	2	3	4
m. I feel isolated on the UW campus overall.	1	2	3	4

22. How much do you agree or disagree with the following statements about your participation in the decision-making process in your department/unit?

Circle one number on a scale of 1 to 4 for each statement.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4
a. I feel like a full and equal participant in the problem-solving and decision-making.	1	2	3	4
b. I have a voice in how resources are allocated.	1	2	3	4
c. Meetings allow for all participants to share their views.	1	2	3	4
d. Committee assignments are rotated fairly to allow for participation of all faculty.	1	2	3	4
e. My department chair involves me in decision-making.	1	2	3	4

Satisfaction with UW-Madison

We would like to know how you feel about the University of Wisconsin-Madison in general.

23. How satisfied are you, in general, with your job at UW-Madison? *Please circle one number on a scale of 1 to 4.*

Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
1	2	3	4

24. How satisfied are you, in general, with the way your career has progressed at the UW-Madison?

Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
1	2	3	4

25. What factors contribute most to your satisfaction at UW-Madison? _____

_____

26. What factors detract most from your satisfaction at UW-Madison? _____

_____

27. Have you ever considered leaving UW-Madison?

   ❏a. Yes   ❏b. No ⟶ *Go to question 30*

28. How seriously have you considered leaving UW-Madison? *Please circle one on a scale of 1 to 4.*

| Not very seriously | Somewhat seriously | Quite Seriously | Very seriously |
| 1 | 2 | 3 | 4 |

29. What factors contributed to your consideration to leave UW-Madison? _____

_____

UW-Madison Programs and Resources

UW-Madison has implemented a number of programs designed to improve the working environments of faculty on the UW-Madison campus. In the questions below, please help us to evaluate some of these campus-wide initiatives.

30-31. For each program available on the UW-Madison campus, please rate your perception of the value of the program and indicate whether you have used the program.

| | 30. How valuable is each program*? Please rate on a scale of 1 to 4 (whether or not you have used it).* | | | | | 31. Have you ever used this program? | |
	Never Heard of Program 0	Very Valuable 1	Quite Valuable 2	Somewhat Valuable 3	Not at all Valuable 4	Yes	No
a. Suspension of the tenure clock	0	1	2	3	4	❏	❏
b. Dual Career Hiring Program	0	1	2	3	4	❏	❏
c. Provost's Strategic Hiring Initiative	0	1	2	3	4	❏	❏
d. Anna Julia Cooper Fellowships	0	1	2	3	4	❏	❏
e. Inter-Institutional Linkage Program	0	1	2	3	4	❏	❏
f. Split Appointments	0	1	2	3	4	❏	❏
g. Family Leave	0	1	2	3	4	❏	❏
h. Ombuds for Faculty	0	1	2	3	4	❏	❏
i. New Faculty Workshops	0	1	2	3	4	❏	❏
j. Equity in Faculty Salaries Policy	0	1	2	3	4	❏	❏
k. Women Faculty Mentoring Program	0	1	2	3	4	❏	❏
l. Committee on Women	0	1	2	3	4	❏	❏
m. Office of Campus Child Care	0	1	2	3	4	❏	❏
n. Sexual Harassment Information Sessions	0	1	2	3	4	❏	❏
o. Life Cycle Grant Program	0	1	2	3	4	❏	❏
p. Women in Science and Engineering Leadership Institute (WISELI)	0	1	2	3	4	❏	❏

32a. What was your reaction to the compensation provided to some women faculty through the Gender Pay Equity Study in 2000? *Circle one response on a scale of 1 to 5.*

1 Very Positive

2 Somewhat Positive ⟶ 32b. Please explain: _____

3 Somewhat Negative   _____

4 Very Negative   _____

5 Don't know of program

Sexual Harrassment

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.

33. Using this definition, within the last five years, how often, if at all, have you experienced sexual harassment on the UW-Madison campus? *Check one response.*

❏ Never   ❏ 1 to 2 times   ❏ 3 to 5 times   ❏ More than 5 times

34. Please indicate your level of agreement with the following statements about sexual harassment at UW-Madison.

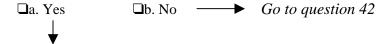| *Circle one number on a scale of 1 to 4.*	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. Sexual harassment is taken seriously on campus.	1	2	3	4	DK
b. Sexual harassment is a big problem on campus.	1	2	3	4	DK
c. I know the steps to take if a person comes to me with a problem with sexual harassment.	1	2	3	4	DK
d. The process for resolving complaints about sexual harassment at UW-Madison is effective.	1	2	3	4	DK

Balancing Personal and Professional Life

We would like to know to what extent faculty at UW-Madison are able to balance their professional and personal lives.

35. Please indicate how much you agree or disagree with the following statements about balancing your personal and professional lives.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. I am usually satisfied with the way in which I balance my professional and personal life.	1	2	3	4	NA
b. I have seriously considered leaving UW-Madison in order to achieve better balance between work and personal life.	1	2	3	4	NA
c. I often have to forgo professional activities (e.g., sabbaticals, conferences) because of personal responsibilities.	1	2	3	4	NA
d. Personal responsibilities and commitments have slowed down my career progression.	1	2	3	4	NA

36. Have you cared for, or do you currently care for, dependent children?

❏a. Yes   ❏b. No ⟶ *Go to question 42*

37. We are interested in how the timing of raising children affects career trajectories. For each child that has been dependent on you in the past or at the present time, please list the year that child was born, the year that child entered your home (if different), the child's gender, and year the child first moved out of your home (e.g., to attend college).

	Year of Birth	Year Child Entered Home	Child's Gender	Year child moved away
Child 1			❏Male ❏Female	
Child 2			❏Male ❏Female	
Child 3			❏Male ❏Female	
Child 4			❏Male ❏Female	
Child 5			❏Male ❏Female	

38. Do you currently use, or need, any day care services or programs to care for a dependent child?

❏a. Yes   ❏b. No ⟶ *Go to question 42*

39. Which of the following childcare arrangements do you have? *Check all that apply*

❏a. University of Wisconsin childcare center   ❏e. Family members (spouse/partner, grandparent, yourself, etc.)

❏b. Non-university childcare center   ❏f. After-school care

❏c. Childcare in the provider's home   ❏g. Child takes care of self

❏d. In-home provider (nanny/babysitter in your home)   ❏h. Other (please specify): _____

40. How satisfied are you with your current childcare arrangements? *Circle one number on a scale of 1 to 4.*

Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
1	2	3	4

41. To what extent are the following childcare issues a priority for you?

Circle one number on a scale of 1 to 4.	High Priority 1	Quite a Priority 2	Somewhat a Priority 3	Not at all a Priority 4
a. Availability of campus childcare	1	2	3	4
b. Availability of infant/toddler care	1	2	3	4
c. Care for school aged children after school or during the summer	1	2	3	4
d. Childcare when your child is sick	1	2	3	4
e. Back-up or drop-in care when your usual childcare arrangements do not work	1	2	3	4
f. Childcare specifically designed for children with developmental delays or disabilities	1	2	3	4
g. Childcare when you are away at conferences and special events held elsewhere	1	2	3	4
h. Extended hour childcare when you must work evenings, nights, or weekends	1	2	3	4
i. Assistance in covering childcare costs	1	2	3	4
j. Assistance with referrals to non-university childcare situations	1	2	3	4
k. Other, please specify: _____	1	2	3	4

42. Have you provided care for an aging parent or relative in the past 3 years?

❏a. Yes   ❏b. No ⟶ *Go to question 44*

43. How much time one average do you, or did you, spend caring for an aging parent or relative **per week**? *Check one.*

❏a. 5 hours or less a week   ❏b. 6-10 hours a week   ❏c. 11-20 hours a week   ❏d. 21-30 hours a week   ❏e. More than 30 hours a week

44. With regard to **past or current care** of dependent children, aging parents/relatives, or a disabled spouse/partner, what would you recommend the University do to support faculty and staff?

_____

_____

_____

Spouse/Partner's Career

45. What is your current marital or cohabitation status?

❏a. I am married and live with my spouse ⟶ *Go to question 46*

❏b. I am not married, but live with a domestic partner (opposite or same sex) ⟶ *Go to question 46*

❏c. I am married or partnered, but we reside in different locations ⟶ *Go to question 46*

❏d. I am single (am not married and am not partnered) ⟶ *Go to question 49*

46. What is your spouse or partner's **current** employment status? What is your partner's **preferred** employment status?

Check one for each.	Full-time	Part-time	Not employed	Retired
a. Spouse/partner's current employment status	❏	❏	❏	❏
b. Spouse/partner's preferred employment status	❏	❏	❏	❏

47. Does your partner or spouse work at UW-Madison? ❏a. Yes   ❏b. No

48. Please indicate how much you agree or disagree with the following statements about your spouse or partner's career.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	NA
a. My spouse/partner is satisfied with his/her current employment opportunities.	1	2	3	4	NA
b. I have seriously considered leaving UW-Madison in order to enhance my spouse/partner's career opportunities.	1	2	3	4	NA
c. My partner/spouse and I are staying in Madison because of my job.	1	2	3	4	NA
d. My spouse/partner and I have seriously considered leaving Madison to enhance both our career opportunities.	1	2	3	4	NA

49. Please indicate how much you agree or disagree with the following statements regarding your department/unit's support of family obligations. If you have an appointment in more than one department or unit, please answer the following questions using the department or unit that you consider to be your primary department or unit.

Circle one number on a scale of 1 to 4. Circle NA if the statement does not apply to you.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know	NA
a. Most faculty in my department are supportive of colleagues who want to balance their family and career lives.	1	2	3	4	DK	NA
b. It is difficult for faculty in my department to adjust their work schedules to care for children or other family members.	1	2	3	4	DK	NA
c. Department meetings frequently occur early in the morning or late in the day.	1	2	3	4	DK	NA
d. The department knows the options available for faculty who have a new baby.	1	2	3	4	DK	NA
e. The department is supportive of family leave.	1	2	3	4	DK	NA
f. Faculty who have children are considered to be less committed to their careers.	1	2	3	4	DK	NA

A person's health has been shown to be related to their work environment. Please answer the following questions about your health.
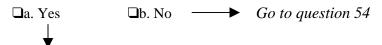
50. How would you rate your overall health at the present time? *Circle one number on a scale of 1 to 5.*

Excellent	Very good	Good	Fair	Poor
1	2	3	4	5

51. How often do you feel:

Circle one number on a scale of 1 to 5 for each item.	Very often 1	Quite often 2	Sometimes 3	Once in a while 4	Rarely 5
a. Happy	1	2	3	4	5
b. Fatigued	1	2	3	4	5
c. Stressed	1	2	3	4	5
d. Nervous	1	2	3	4	5
e. Depressed	1	2	3	4	5
f. Short-tempered	1	2	3	4	5
g. Well-rested	1	2	3	4	5
h. Physically fit	1	2	3	4	5

52. Do you have a significant health issue or disability?

❑a. Yes   ❑b. No ⟶ *Go to question 54*

53. In dealing with this health issue or disability, how accommodating is …

(Circle one number on a scale of 1 to 4 for each statement).	Very 1	Quite 2	Somewhat 3	Not at all 4
a. Your primary department?	1	2	3	4
b. UW-Madison?	1	2	3	4

Diversity Issues at UW-Madison

54. With respect to the recruitment of, climate for, and leadership of women faculty, how much would you agree or disagree with the following statements about your primary department/unit?

Circle one number on a scale of 1 to 4.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. There are too few women faculty in my department.	1	2	3	4	DK
b. My department has identified ways to recruit women faculty.	1	2	3	4	DK
c. My department has actively recruited women faculty.	1	2	3	4	DK
d. The climate for women in my department is good.	1	2	3	4	DK
e. My department has identified ways to enhance the climate for women.	1	2	3	4	DK
f. My department has taken steps to enhance the climate for women.	1	2	3	4	DK
g. My department has too few women faculty in leadership positions.	1	2	3	4	DK
h. My department has identified ways to move women into leadership positions.	1	2	3	4	DK
i. My department has made an effort to promote women into leadership positions.	1	2	3	4	DK

55. With respect to the recruitment of, climate for, and leadership of faculty of color, how much would you agree or disagree with the following statements about your primary department/unit?

Circle one number on a scale of 1 to 4.	Agree Strongly 1	Agree Somewhat 2	Disagree Somewhat 3	Disagree Strongly 4	Don't Know
a. There are too few faculty of color in my department.	1	2	3	4	DK
b. My department has identified ways to recruit faculty of color.	1	2	3	4	DK
c. My department has actively recruited faculty of color.	1	2	3	4	DK
d. The climate for faculty of color in my department is good.	1	2	3	4	DK
e. My department has identified ways to enhance the climate for faculty of color.	1	2	3	4	DK
f. My department has taken steps to enhance the climate for faculty of color.	1	2	3	4	DK
g. My department has too few faculty of color in leadership positions.	1	2	3	4	DK
h. My department has identified ways to move faculty of color into leadership positions.	1	2	3	4	DK
i. My department has made an effort to promote faculty of color into leadership positions.	1	2	3	4	DK

Personal Demographics

As always, responses to the following questions will be kept confidential. Information from this survey will be presented in aggregate form so that individual respondents cannot be identified.

56. What is your sex?   ❏a. Male   ❏b. Female

57. What is your race/ethnicity? *Check all that apply.*

❏a. Southeast Asian

❏b. Other Asian/Pacific Islander

❏c. Black/African American, not of Hispanic origin

❏d. Hispanic

❏e. Native American (American Indian or Alaskan Native)

❏f. White, not of Hispanic origin

❏g. Other, please explain: _____

58. What is your sexual orientation?   ❏a. Heterosexual   ❏b. Gay/Lesbian   ❏c. Bisexual

59. Are you a U.S. citizen?   ❏a. Yes   ❏b. No

60a. What degrees have you received? *Check all that apply.*

❏a. Ph.D.   ❏d. J.D.

❏b. M.D.   ❏e. M.A./M.S.

❏c. D.V.M.   ❏f. Other, please list: _____

60b. Year earned highest degree: _____

60c. Institution grant highest degree: _____
_____

61. Which department/unit did you have in mind when completing this survey? _____

62. As a general measure of socioeconomic background, what is/was your parents' highest levels of education?

Check NA if not applicable.	Less than high school	Some high school	High school diploma	Some college	College degree	Advanced degree	NA
Mother	❏	❏	❏	❏	❏	❏	❏
Father	❏	❏	❏	❏	❏	❏	❏

THANK YOU for your time!

APPENDIX IV: DIVISIONAL INFORMATION

Division/Department	School/College*	"Science" Department
Physical Sciences		
Biological Systems Engineering	CALS	Yes
Soil Science	CALS	Yes
Chemical Engineering	ENGR	Yes
Civil & Environmental Engineering	ENGR	Yes
Electrical & Computer Engineering	ENGR	Yes
Biomedical Engineering	ENGR	Yes
Industrial Engineering	ENGR	Yes
Mechanical Engineering	ENGR	Yes
Materials Science & Engineering	ENGR	Yes
Engineering Physics	ENGR	Yes
Engineering Professional Development	ENGR	Yes
Astronomy	L&S	Yes
Chemistry	L&S	Yes
Computer Sciences	L&S	Yes
Geology & Geophysics	L&S	Yes
Mathematics	L&S	Yes
Atmospheric & Oceanic Sciences	L&S	Yes
Physics	L&S	Yes
Statistics	L&S	Yes
Biological Sciences		
Agronomy	CALS	Yes
Animal Science	CALS	Yes
Bacteriology	CALS	Yes
Biochemistry	CALS	Yes
Dairy Science	CALS	Yes
Entomology	CALS	Yes
Food Microbiology & Toxicology	CALS	Yes
Food Science	CALS	Yes
Genetics	CALS	Yes
Horticulture	CALS	Yes
Nutritional Sciences	CALS	Yes
Plant Pathology	CALS	Yes
Forest Ecology & Management	CALS	Yes
Natural Resources – Wildlife Ecology	CALS	Yes
Kinesiology	EDUC	No
Nelson Institute for Environmental Studies	MISC	No
Botany	L&S	Yes
Communicative Disorders	L&S	Yes
Zoology	L&S	Yes
Anatomy	MED	Yes
Anesthesiology	MED	Yes
Biostatistics & Medical Informatics	MED	Yes
Family Medicine	MED	Yes
Genetics	MED	Yes
Obstetrics & Gynecology	MED	Yes
Medical History & Bioethics	MED	Yes
Human Oncology	MED	Yes
Medicine	MED	Yes
Dermatology	MED	Yes

Medical Microbiology	MED	Yes
Medical Physics	MED	Yes
Neurology	MED	Yes
Neurological Surgery	MED	Yes
Oncology	MED	Yes
Ophthalmology & Visual Sciences	MED	Yes
Orthopedics & Rehabilitation	MED	Yes
Pathology & Laboratory Medicine	MED	Yes
Pediatrics	MED	Yes
Biomolecular Chemistry	MED	Yes
Physiology	MED	Yes
Population Health Sciences	MED	Yes
Psychiatry	MED	Yes
Radiology	MED	Yes
Surgery	MED	Yes
School of Pharmacy	PHARM	Yes
Animal Health & Biomedical Sciences	VET	Yes
Medical Sciences	VET	Yes
Pathobiological Sciences	VET	Yes
Comparative Biosciences	VET	Yes
Surgical Sciences	VET	Yes
Social Studies		
Agricultural & Applied Economics	CALS	No
Life Sciences Communication	CALS	No
Rural Sociology	CALS	No
Natural Resources – Landscape Architecture	CALS	No
Urban & Regional Planning	CALS	No
School of Business	BUS	No
Counseling Psychology	EDUC	No
Curriculum & Instruction	EDUC	No
Educational Administration	EDUC	No
Educational Policy Studies	EDUC	No
Educational Psychology	EDUC	No
Rehabilitation Psychology & Special Education	EDUC	No
School of Human Ecology	SOHE	No
Law School	LAW	No
Anthropology	L&S	No
Afro-American Studies	L&S	No
Communication Arts	L&S	No
Economics	L&S	No
Ethnic Studies	L&S	No
Geography	L&S	No
LaFollette School of Public Affairs	L&S	No
School of Journalism & Mass Communication	L&S	No
School of Library & Information Studies	L&S	No
Political Science	L&S	No
Psychology	L&S	No
Social Work	L&S	No
Sociology	L&S	No
Urban & Regional Planning	L&S	No
School of Nursing	NURS	No
Professional Development & Applied Studies	MISC	No
Humanities		

Art	EDUC	No
Dance	EDUC	No
African Languages & Literature	L&S	No
Art History	L&S	No
Classics	L&S	No
Comparative Literature	L&S	No
East Asian Languages & Literature	L&S	No
English	L&S	No
French & Italian	L&S	No
German	L&S	No
Hebrew & Semitic Studies	L&S	No
History	L&S	No
History of Science	L&S	No
Linguistics	L&S	No
School of Music	L&S	No
Philosophy	L&S	No
Scandinavian Studies	L&S	No
Slavic Languages	L&S	No
Languages & Cultures of Asia	L&S	No
Spanish & Portuguese	L&S	No
Theatre & Drama	L&S	No
Women's Studies Program	L&S	No
College Library	MISC	No
Library – Social Sciences	MISC	No
Liberal Studies & the Arts	MISC	No

 * BUS = School of Business
   CALS = College of Agricultural & Life Sciences
   EDUC = School of Education
   ENGR = College of Engineering
   L&S = College of Letters & Science
   LAW = Law School
   MED = Medical School
   MISC = Gaylord Nelson Institute for Environmental Studies (IES), Division of Continuing Studies, Libraries
   NURS = School of Nursing
   PHARM = School of Pharmacy
   SOHE = School of Human Ecology