

Cornell University

Faculty Work Life Survey

An Overview of Responses

November 2006

Prepared by Institutional Research and Planning
in consultation with the Provost's Advisory Committee on Faculty Work Life

In November of 2004, Provost Bidy Martin charged an Advisory Committee on Faculty Work Life "to examine the tenured and tenure-track faculty work life and working climate, with a special emphasis on the experiences of women faculty." A Faculty Work Life (FWL) Survey grew out of this effort. The survey was designed to gather information concerning faculty work loads, faculty members' feelings about the work they do and how Cornell does or does not support it, perceptions of the social climate of departments, and the ways in which life outside of Cornell meshes with faculty responsibilities.

The FWL Survey was administered to Cornell faculty in the Fall of 2005. Approximately 65% of faculty responded to the web-based survey. For more information on response rates, see the companion document, "Response Rates and Patterns."

This document provides a brief overview of survey responses. While this document touches upon most of the domains covered by the FWL Survey and presents most results by gender, *it does not look in depth at factors which may explain variation in responses.* An example of that kind of analysis can be found in the companion document, "Understanding Faculty Satisfaction."

Comments and suggestions are welcome and may be shared with a member of the committee (see right); Marin Clarkberg in Institutional Research and Planning, <mec30@cornell.edu>; or Patty Ard in the Office of the Provost, <pma2@cornell.edu>.

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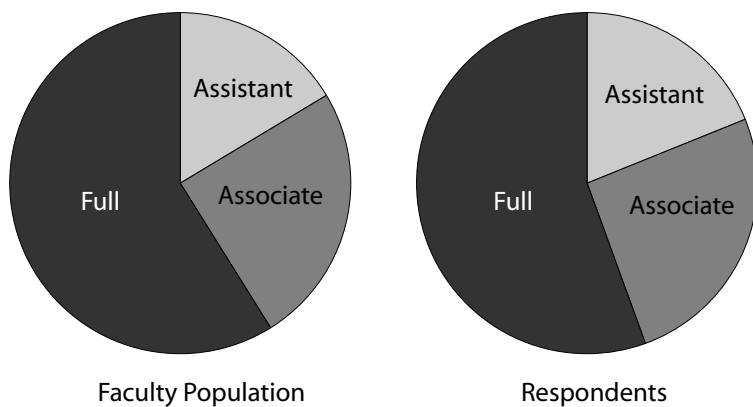
A. Response to the FWL Survey

The FWL Survey opened as a web-administered instrument on September 15th and closed October 25, 2005. Paper versions of the survey were made available to those who requested them. Out of the 1,486 tenured and tenure-track faculty invited to participate, 962 faculty answered at least some part of the survey, for a response rate of 65%. (Because the survey asked faculty to reflect on experiences during the previous academic year, faculty just beginning their first year of their appointment at Cornell were excluded.)

Analyses of the response rate are described in the companion document, "Response Rates and Patterns." Those analyses indicate that survey respondents were somewhat over-representative of faculty from CALS, assistant professors (see Figure A-1), women (Figure A-2), and younger faculty. For example, CALS faculty comprise 28% of survey respondents, but comprise 25% of the faculty population. Similarly, women comprise 27% of respondents, but 24% of Cornell faculty.

Faculty on leave during either the '04-'05 academic year (the reference year in the first section of the survey) or on leave when the survey opened were less likely to respond than faculty not on leave.

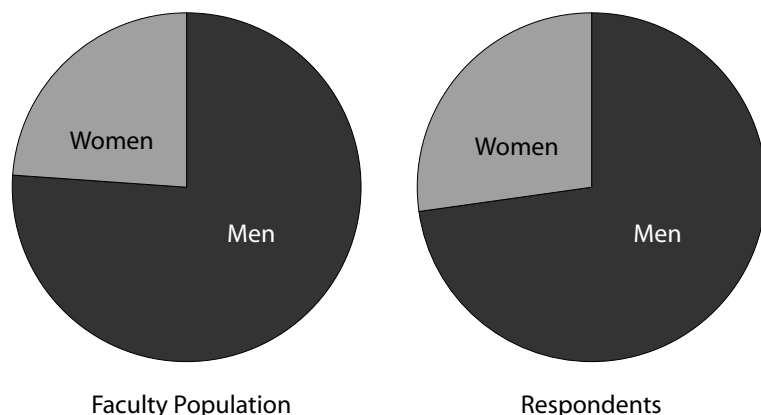
Figure A-1. Distribution of Professorial Rank: Survey Population* and Survey Respondents



Some of the demographic characteristics of faculty are linked, such as gender and rank: 26% of women faculty are assistant professors, as compared to 13% of male faculty. Age is also related response rates, and to both rank and gender.

In a model where rank, gender, salary, college, leave status, and age were considered simultaneously as predictors of response odds, gender and age remained significantly associated with the likelihood of responding (such that women and younger faculty were more likely to respond); salary, rank, and leave status did not. Faculty from CALS were significantly more likely to respond to the survey than faculty from every other college, but there were no other significant differences by college.

Figure A-2. Distribution of Gender: Survey Population* and Survey Respondents



The data used in the remainder of this report pertain to the survey sample of 962 faculty, including 263 women and 699 men.

Periodically, this Overview reports on tests of statistical significance. It is important to note that statistical significance is a function of sample size: the larger the sample, the more likely "significant" differences will turn up. Similar surveys administered at smaller institutions may report fewer "significant" differences among their faculties, even if the magnitude of the difference is the same as observed at Cornell.

*Note: Faculty in the first year of their contract at Cornell are excluded.

B. Faculty Work Load

How Faculty Use Their Work Time: A Look at Percent-Time Allocation

One of the first tasks of the survey was to gather information about overall work load. To this end, the survey began by asking about the percent of work time devoted to various activities.

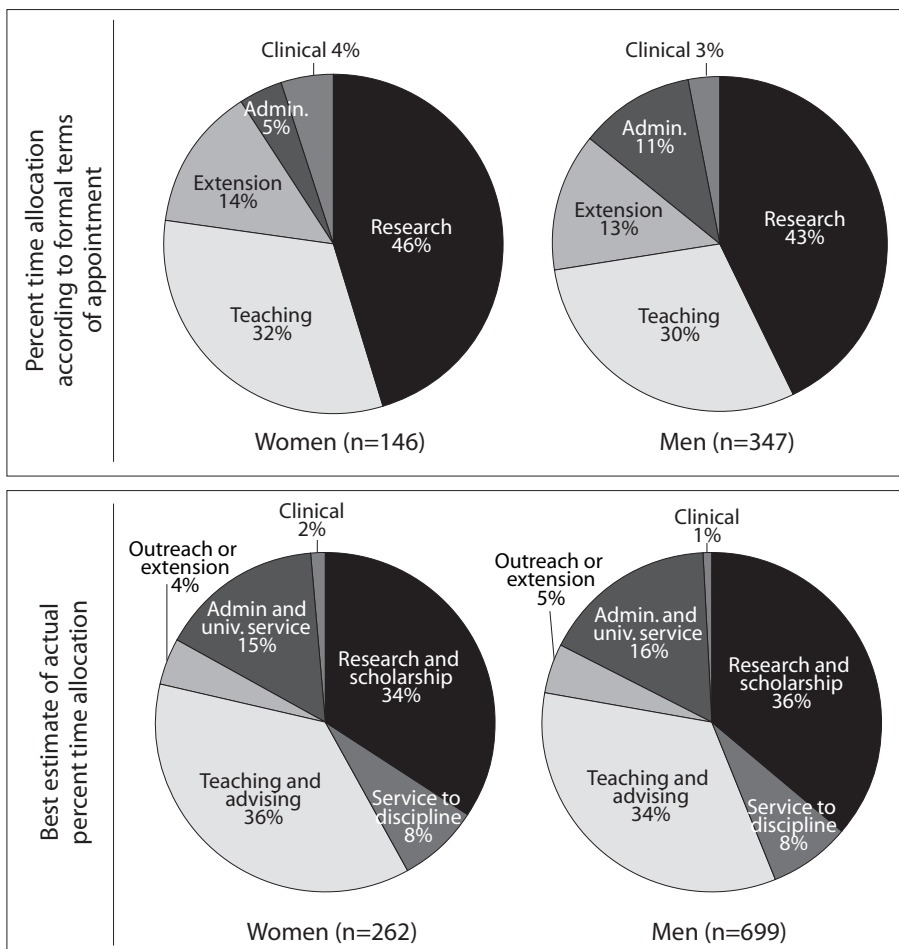
Just over half (52%) of responding faculty indicated that the formal terms of their appointments described a percent-time allocation, such as "50% research, 50% teaching" or some other configuration. (About a third of faculty indicated that their appointments did not describe a percent-time allocation, and the remainder were unsure whether their formal appointment described a percent-time allocation.)

The top panel of Figure B-1 portrays separately for men and women the *average* percent-time allocation formally described in contracts among the 493 responding faculty who indicated that they had an appointment with those terms. Overall, the pattern of allocation is similar for men and women, with the possible exception of administrative responsibilities: overall, male faculty reported that their contracts specified that 11% of their time was to be used for administrative responsibilities, as compared to an analogous figure of 5% among women.

The lower panel of Figure B-1 draws on data from the following item: "Thinking across the '04-'05 academic year, please give us your best guess of how you actually apportioned your time at work across the following domains of activity. (The figures you enter here may differ from the formal terms of your appointment.)"

"I find it takes too many hours (often 70 hours a week) to do a good job at the large number of different things I have to do."

Figure B-1. Average Contractual Percent-time Allocation and Average Estimated Actual Percent-Time Allocation, by Gender



In terms of actual time allocation, average differences by gender are fairly small. For each of the six listed domains, mean percent-time allocations for men and women were within one or two percentage points of each other. It is notable that both men and women indicate that they are spending more time on administrative responsibilities than the average appointment specifies, and further that the disparity between "contract" and "actual" is much larger for women (5% contract versus 16% actual) than for men (11% contract versus 16% actual). However, comparisons between the upper panel and lower panel of Figure B-1 are problematic because the categories of response differ somewhat across panels as well as the number of faculty responding to the item.

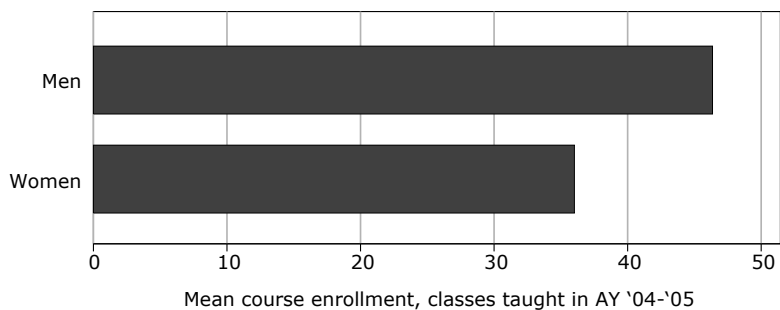
The survey did not explicitly ask faculty to estimate their work hours, though many volunteered that they worked well over 40 hours a week.

Teaching Load

Eighty-two percent of men and 83% of women faculty reported that they were teaching at least one course during the '04-'05 academic year. The mean number of courses taught was 2.17 among women and 2.00 among men (see Figure B-3), a marginally significant difference by gender ($t=1.62$).

With responding faculty reporting an average of around two courses per respondent, there were 1884 courses taught in the '04-'05 academic year represented in the data. Across those 1884 courses, the mean course size was approximately 43 students, though the distribution was highly skewed with a small number of very large courses (with enrollments as high as 1,000) pulling the mean up. Indeed, half of all represented courses had twenty students or fewer enrolled; the modal course size was 15 students.

Figure B-2. Mean Course Enrollment, by Gender of Instructing Faculty



On average, courses taught by men were significantly larger than courses taught by women ($t=2.97$). The mean enrollment for a course taught by a man was 46 students, (and the median 22) as compared to mean enrollment of 36 students (and a median of 19) for a course taught by a woman (see Figure B-2). Within gross disciplinary areas, the largest disparity in class sizes occurs in “professional” fields (including law and business), where courses taught by men had a median enrollment of 60, whereas those

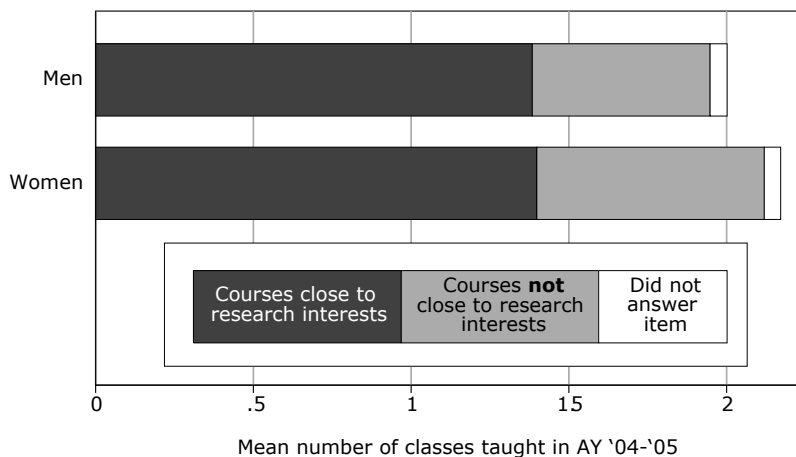
taught by women had a median enrollment of 42. The difference is reversed – though small – in psychology and the social sciences, where courses taught by women had a median enrollment of 22, and those taught by men had a median enrollment of 20.

Approximately 46% of the classes reported by respondents had one or more TAs. Among those courses *without* a TA, the mean class size was 23 for courses taught by both women and men. Among those courses *with* TAs, courses taught by men had an average of 39 students per TA and courses taught by women had an average of 37 students per TA, though this modest difference is not statistically significant.

Fifty-seven percent of represented courses were undergraduate courses, and this percentage was the same for courses taught by women and men.

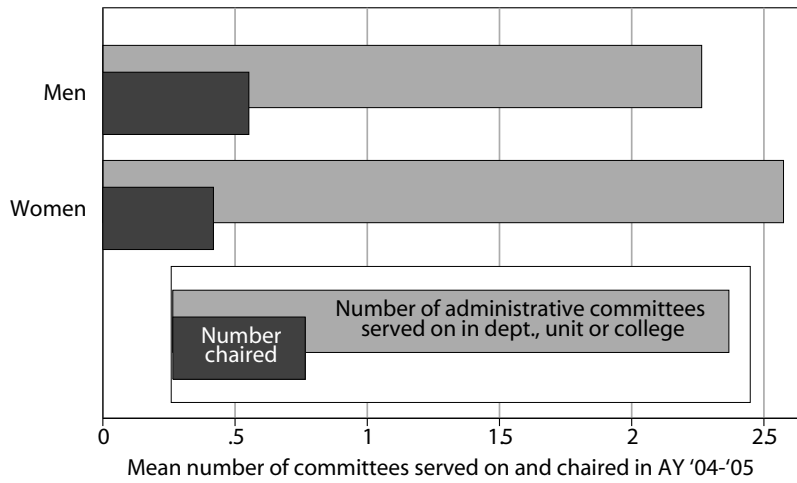
Courses taught by women, however, were less likely than those taught by men to be clearly related to their area of research (see Figure B-3): overall, 34% of courses taught by women were not tied to their research interests, as compared to 29% of classes taught

Figure B-3. Mean Number of Courses Taught Close to Research Interests and Not Close to Research Interests, by Gender



by men ($t=2.17$). An examination of the gendered patterns within gross disciplinary areas suggests that this gender difference is largest in the humanities and in the arts: 42% of humanities courses and 50% of courses in the fine and applied arts taught by women were not tied to their research interests, as compared to 29% of humanities courses and 23% of fine and applied arts courses taught by men. In engineering, on the other hand, courses taught by women were *less* likely to depart from their research interests than those taught by men: 24% of courses taught by women were not in the instructor’s area of research, as compared to 34% of courses taught by men.

Figure B-4. Mean Number of Department, Unit or College Administrative Committees Served On and Chaired, by Gender



Committee Responsibilities

On average, faculty responding to the survey served on between five and six (5.4) graduate thesis committees during the '04-'05 academic year, serving as the chair on just over two (2.2) of them. Differences by gender, even within rank, were small and not statistically significant.

As compared to men, women reported that they served on more administrative committees within their department, unit or college, with an average of 2.6 committees for women and 2.3 for men ($t=2.10$). Men, on the other hand, were more likely to have reported serving as a chair of these committees: men reported serving as chairs for approximately 21% of their committees while women served as chairs for about 15% of the committees on which they sat. (See Figure B-4.)

In addition to departmental, unit or college level committees, faculty members reported serving on an average of one administrative committee at the university level, and one external committee (such as a review committee). There were no significant differences by gender in participation in these committees.

Tallies of Scholarly Productivity

Tallies of scholarly productivity vary substantially by discipline. The Work Life Survey asked faculty to report separately on the number of “articles for publication in peer-reviewed academic or professional journals” as well as “textbooks, monographs, edited volumes” and other enumerated items. On average, faculty in fields relating to mathematics, engineering, the physical sciences, and the life sciences reported publishing more articles—indeed, more than twice the number—than faculty in the arts and in the humanities. Faculty in the humanities, in turn, published more books.

As a generalization across the pool of responding faculty, women produced significantly fewer peer-reviewed articles than men. For example, 11% of responding men reported having submitted eight or more articles in the '04-'05 academic year, as compared to 4% of women. At the other end of the spectrum, 17% of women said they submitted *no* articles, as compared to 11% of men.

This overall gender difference in article production is related to the fact that men and women are differentially distributed across disciplines: women are especially under-represented in the “article-heavy” fields of mathematics and the natural sciences. Indeed, looking *within* discipline, gender differences in article production essentially disappear: women publish slightly more articles than men in four of eight very broad disciplinary areas, and men publish slightly more than women in the other four. A simple statistical analysis (specifically, a two-way ANOVA model) indicates that gender is not significantly associated with the production of peer-reviewed articles once this crude eight-category accounting for discipline is included.

There are no substantial differences in the production of books by gender, with or without including some accounting for discipline. The same can also be said for conference presentations; exhibitions and performances; and grant proposals.

Subjective Impressions of Scholarly Productivity

The survey instrument also asked faculty to make a subjective assessment of their own productivity “compared to peers in your area and at your rank nationwide” as well as to indicate how “the decision makers in your department or unit view your productivity compared to peers in your area and rank nationwide.” Men considered themselves to be significantly more productive relative to their peers (with a mean of 6.9 on a scale from 1 to 10) than women considered themselves to be (with a mean of 6.4). Similarly, men reported that decision-makers viewed them as more productive relative to their peers (average 6.6 on the same scale) than women reported (5.9). On average, the gap between these self-evaluations and perceptions of departmental productivity was slightly larger for women, but over half of both men and women marked the same figure for their own assessment as they marked for that of the “decision-makers.”

“Nothing is ever enough. The week after my book came out, several people asked me what I had done lately.”

C. Satisfaction and Work

Overall Satisfaction Being a Faculty Member

"I love it here."

The first item on the Faculty Work Life Survey asked, "Overall, how satisfied are you being a faculty member at Cornell?" On a five-point scale where 1 was "very dissatisfied" and 5 was "very satisfied" the overall mean was 3.95. Forty-four percent of faculty responded that they were "very satisfied" and another 32% indicated "somewhat satisfied."

For this item, a limited amount of comparative data is available from other institutions. Specifically, two institutions in the "Ivy+" consortium shared the data illustrated in Figure C-1, which aggregates "somewhat satisfied" with "very satisfied." It appears that percentage of faculty at Cornell who responded that they were "somewhat" or "very satisfied" is close to the percentage of faculty doing so at two other Ivy+ institutions.

There are significant differences in overall satisfaction by gender and rank at Cornell.

Specifically: men were more likely to report being "very satisfied" than women (e.g. 48% versus 35%); and associate professors were less satisfied than either full or assistant professors (e.g. 36% of associate professors report being "very satisfied" as compared to 43% of assistant professors and 48% of full professors). All but two colleges had an average overall satisfaction between 3.9 and 4.2 (on a five-point scale): the mean for AAP was below this range, and the mean for the Law School was above this range.

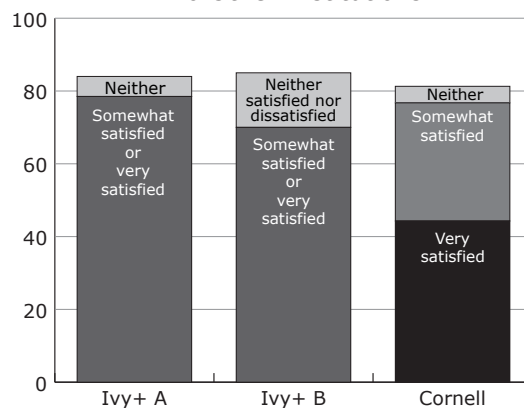
Satisfaction with Specifics

The FWL Survey included many separate items asking about satisfaction. A total of thirty-nine of these items are listed summarily in Figures C-2 and C-3. (Two additional satisfaction items regarding life outside Cornell are discussed below; see page 13.) The seventeen items listed in Figure C-2 refer to overall attributes of work and faculty appointments; the twenty-two items in Figure C-3 refer to more specific resources which support various faculty responsibilities. (Not all faculty were exposed to all items in Figure C-3: because of differences in faculty responsibilities, fewer than 200 respondents answered the items relevant to extension work, and just twenty-two respondents answered an item relating to their clinical work.)

Relative to other items, faculty seem most satisfied with the "intellectual stimulation of [their] work" and with "library resources" (see Figure C-2). Indeed, 68% of faculty indicated that they were "very satisfied" with the intellectual stimulation of their work, and 66% indicated so regarding the library.

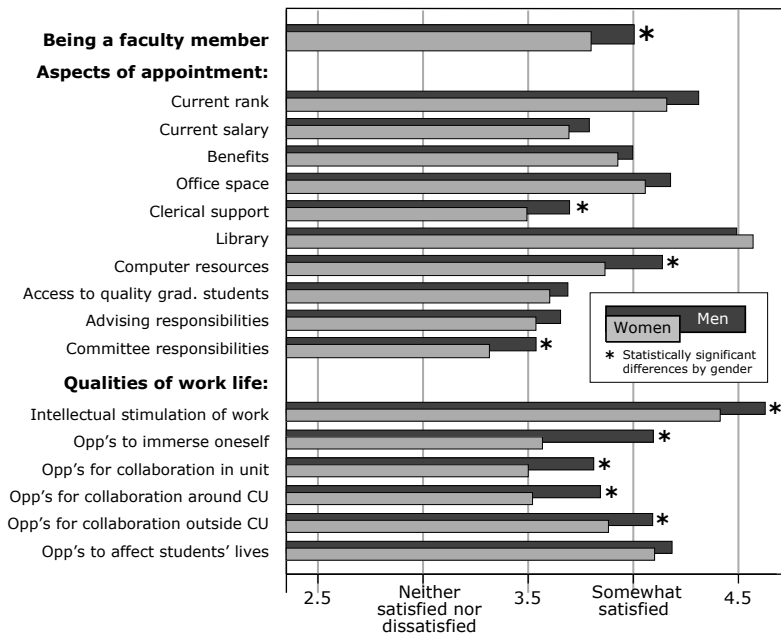
Five other items had means over 4 on the five-point scale (where 4 represents "somewhat satisfied" and 5 is "very satisfied"): "current rank," "opportunities to make a difference in students' lives," "office space," "computer resources," and "opportunities to collaborate with faculty outside Cornell."

Figure C-1. Overall Satisfaction Being a Faculty Member: Cornell and Two Other Institutions



"I'm probably not the first person who hates it here. Many people love it here and love the Cornell brand; good for them."

Figure C-2. Mean Satisfaction with Aspects of Work and Qualities of Work Life, by Gender



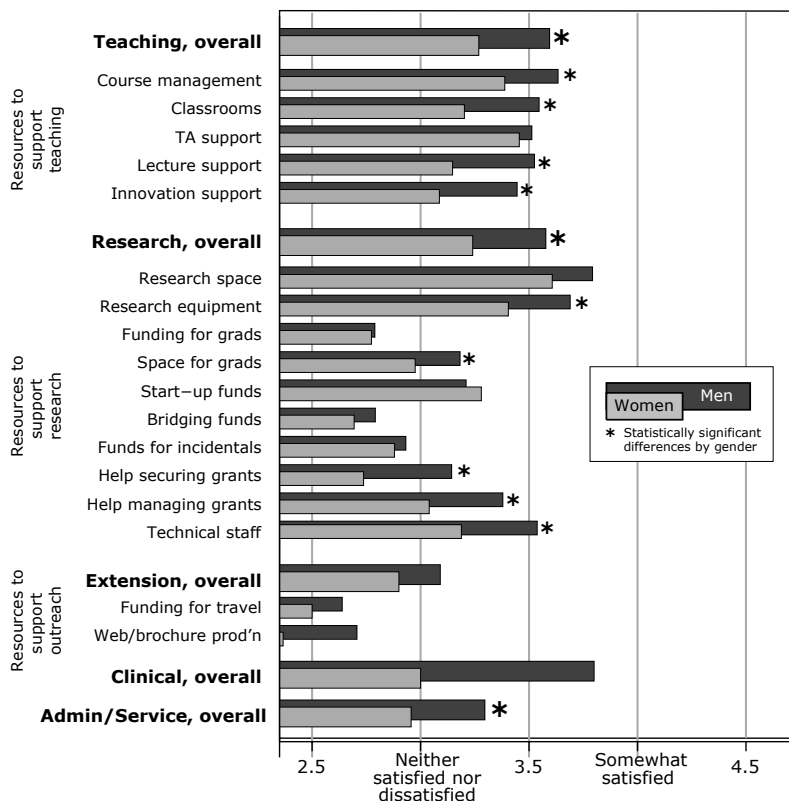
Four domains, in turn, had means on satisfaction below 3 (where that value represents “neither satisfied nor dissatisfied”). Two of these were asked of only those faculty who reported extension or outreach work: “funding for extension-related travel,” and “support for production and distribution of web sites or other publications.” The other two low satisfaction items, asked of all faculty, were: “bridging funds” and “funding for graduate students.”

Men were statistically significantly more satisfied than women on twenty-one of the thirty-nine items in Figures C-2 and C-3. In just two cases—“library resources” (Figure C-2) and “start-up funds” (Figure C-3)—women in our sample were slightly more satisfied than men, though these differences were not statistically significant.

The largest single observed gender difference was regarding clinical responsibilities (Figure C-3), but with only seven women and fifteen men answering the question, the difference was not statistically significant.

Gender differences in the means of nine other individual items were as large as or larger than a third of a point (on a five-point scale), and were statistically significant:

Figure C-3. Mean Satisfaction with Various Resources to Support Faculty Responsibilities, by Gender



- opportunities to immerse yourself in your work (difference = 0.53, t = 5.8)
- support for securing grants (diff = 0.41, t = 4.2)
- technical support for lectures, demonstrations or presentations (diff = 0.38, t = 3.8)
- support for innovation in teaching (diff = 0.36, t = 3.6)
- technical and research staff (diff = 0.36, t = 3.3)
- overall, the resources provided to assist administration and university service (diff = 0.34, t = 3.6)
- support managing grants and/or research accounts (diff = 0.34, t = 3.2)
- overall, the resources provided to support research and scholarship (diff = 0.34, t = 3.1)
- overall, the resources provided to support teaching (diff = 0.33, t = 3.0)

Additional analyses consider the possible effects of discipline on gender differences in these domains.

Correlates of Overall Satisfaction

A strong correlation between overall satisfaction being a faculty member and any subset of the specifics listed in Figure C-2 and C-3 would suggest that those domains are particularly important to pay attention to in understanding faculty well-being.

Of the thirty-two items listed below "being a faculty member" in Figure C-1, seven are correlated with overall satisfaction at $r = 0.25$ or greater:

- overall, the resources provided to support research and scholarship ($r = 0.34$)
- overall, the resources provided to support clinical work ($r = 0.34$)
- overall, the resources provided to support teaching ($r = 0.33$)
- start-up funds ($r = 0.31$)
- equipment for research or scholarship, including computing ($r = 0.26$)
- bridging funds ($r = 0.26$)
- overall, the resources provided to assist administration and university service ($r = 0.25$)

Comparing this list to the list on page 7, we see that there are notable differences by gender in satisfaction with all but two of the items that are strongly correlated with overall satisfaction (start-up funds and bridging funds).

Open-ended comments suggest other features of faculty experiences beyond the thirty-nine items considered in this section also may be important in understanding overall faculty satisfaction.

The companion document "Understanding Faculty Satisfaction" provides a more indepth look at the factors most strongly associated with overall satisfaction.

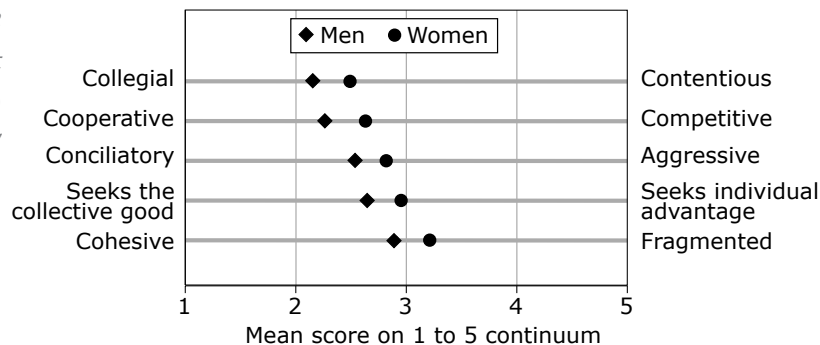
D. Working Climate of Academic Units

"It may be desirable, even necessary, to have some discord in a vibrant department; a completely collegial, cohesive, collective and cooperative department may also be a complacent (and boring) department."

Survey respondents were asked to "rate the climate of your department/unit on the following continua by clicking on the appropriate number"; five continua were presented (see Figure D-1) and for each continua, respondents chose a value between one and five. The mean values among men and among women are shown in Figure D-1. In each case, the mean scores were statistically significantly higher among women, even when rank was also considered. On average, women perceive their academic units to be more contentious, competitive, aggressive, and fragmented as well as more oriented towards seeking individual advantage over the collective good. For example, 26% of women (as compared to 35% of men) considered their department to be on the "collegial" pole of the spectrum. Similarly, more than twice as many women than men characterized their departments as highly "aggressive" (9% of women as compared to 4% of men).

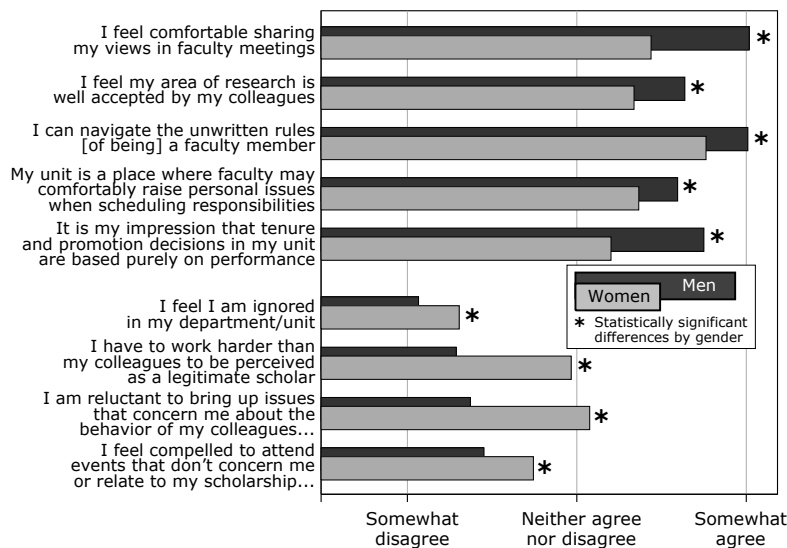
"These climate questions seem unanswerable. Is my unit cooperative or competitive? Yes. These are not exclusive features. We cooperate and we compete, both are necessary, both are good."

Figure D-1. Mean Ratings of Departmental Climate, by Gender



Related items inquiring about "relationships with colleagues within the department/unit of your primary tenure home" suggest that women also tend to feel less integrated in their units than men (see Figure D-2). For example, 45% of men as compared to 27% of women reported that they "strongly agree" that they "feel comfortable sharing [their] views in faculty meetings." Conversely, a

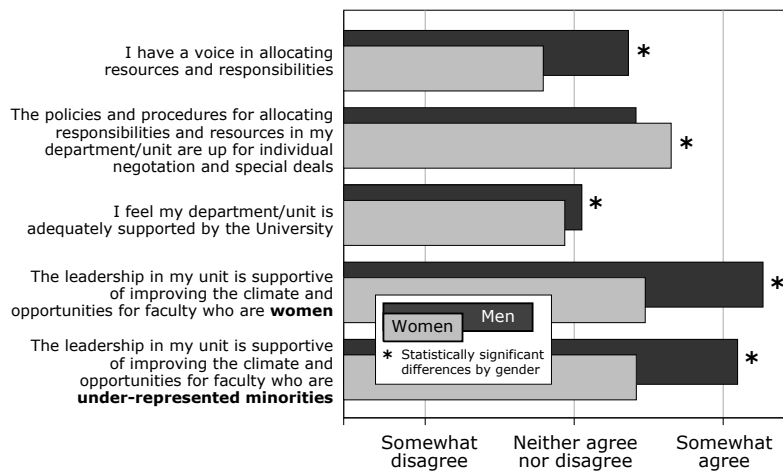
Figure D-2. Mean Level of Agreement with Various Items Concerning Relationships with Colleagues, by Gender



total of 43% of women “somewhat agree” or “strongly agree” that they feel “reluctant to bring up issues that concern [them] for fear it might affect [their] reputation[s] or advancement.” The corresponding percentage among male faculty is 23%. (Significant gender differences in these views persist within rank.)

This overall orientation is reflected in feelings towards resource allocation, as illustrated in Figure D-3. Compared to men, women are less likely to agree that they “have a voice in allocating resources and responsibilities” and are more likely to agree that “policies and procedures for allocating resources and responsibilities” are up for individual negotiation and special deals.

Figure D-3. Mean Level of Agreement with Various Items Concerning Resources, Responsibilities and Opportunities, by Gender



Although the results in Figure D-3 indicate an overall gender difference in the level of agreement with the statement “I feel my department/unit is adequately supported and valued by the University,” this difference diminishes and passes to insignificance once a control for faculty rank is included.

Men are far more likely than women to report their department is supportive of improving opportunities for women and under-represented minorities.

E. Personal and Family Responsibilities

Figure E-1. Relationship Status, by Gender

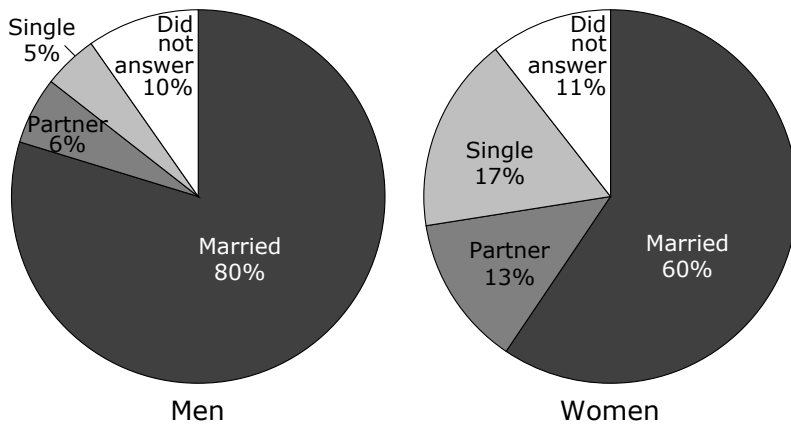


Figure E-2. Prevalence of "Commuting Relationships" in Marriages and Partnerships, by Gender

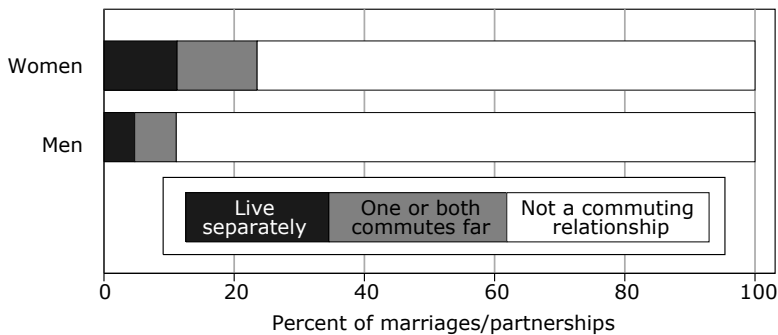
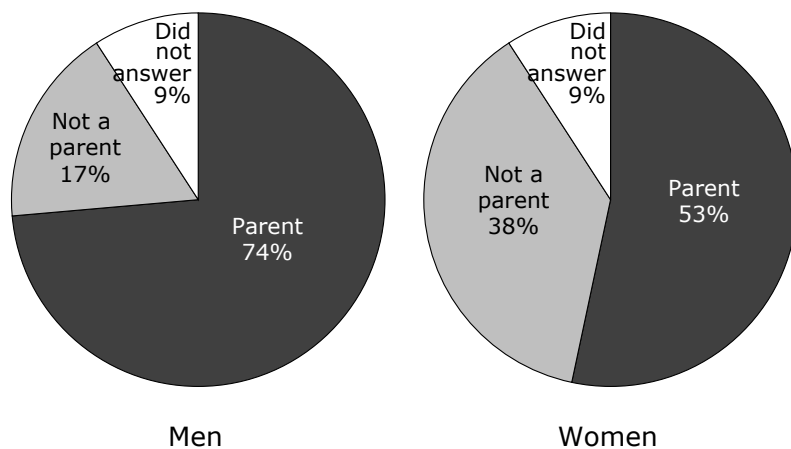


Figure E-3. Parenthood Status, by Gender



Relationships

The majority of faculty, both male and female, are married and have children. However, there is a considerable disparity in family patterns by gender. As shown in Figure E-1, four-out-of-five men on the faculty are married, as compared to three-out-of-five women. Women were twice as likely as men to report being "in a committed relationship and not married" and were three-and-half times more likely to report that they "do not have a spouse or partner."

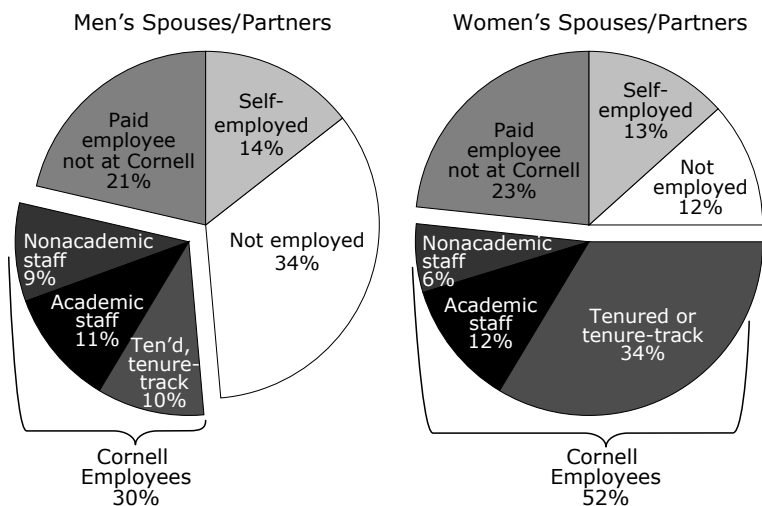
Among those who have a spouse or partner, women were more likely than men to report being in a "commuting relationship"—either living separately from their spouse at least some of the time (as shown by the black bar in Figure E-2) or commuting to separate communities for work (as illustrated by the gray bar in Figure E-2). Women on the faculty were also less likely than men to be parents (see Figure E-3). Considering these factors together we see that over three-quarters (78%) of men on the faculty were married, parents, and not in a commuting relationship; this compares to 46% of female faculty.

Even while men outnumber women on the faculty three-to-one (see Figure A-1, page 1), these data suggest that there are more single women on the faculty than there are single men: 44 female and 32 male respondents indicated that they did not have a spouse or partner.

Among the 76 respondents without a spouse or partner, a majority of both men and women agreed to some extent that "being in Ithaca is an impediment to establishing personal relationships" and that "it is difficult to have both a committed personal relationship and a successful academic career." (There were no statistically significant differences by gender associated with either item.) Seventy-five percent of single women but only 45% of single men *disagreed* with the statement "Cornell meets the needs of single faculty about as well as it meets the needs of other faculty."

"Life as a single faculty has been very tough. I have commuted a lot to New York in search of a mate."

Figure E-4. Employment Status of Spouses/Partners, by Gender of Survey Respondent



Couples and Employment

The majority (57%) of all faculty spouses and partners represented in these data are employed, but male faculty members are much more likely than female faculty members to have a spouse or partner who is not employed for pay. For example, 34% of men reported that their spouse was not employed, as compared to 12% of women. (Only one woman reported that her spouse or partner was not employed for pay and was engaged in providing care for dependents, as compared to 14% of male respondents reporting this. Women's spouses or partners who are not employed are primarily retired [5% overall], enrolled in degree programs [2%] or actively seeking employment [2%.])

Women respondents were also much more likely than men to be married to another faculty member at Cornell, as illustrated in Figure E-4. (In the survey data, there are perhaps 65 couples in which both partners have tenured or tenure-track positions at Cornell. Because men outnumber women in the faculty, the percentage of men who are in dual-professional relationships is much smaller than the percentage of women in those relationships.)

About a quarter of the women in dual-professional relationships indicated that their spouse/partner was the one who was initially recruited by Cornell, with their own employment at Cornell following. This compares to 15% of men in dual-professional relationships. (Perceptions as to who was recruited may vary within the couple: more women indicated that "I was recruited by Cornell and employment for my spouse/partner followed" than the number of men who indicated "My spouse/partner was recruited by Cornell and employment for me followed." Commensurately, more men than women indicated that "my spouse/partner and I were recruited as a couple.")

Among the spouses and partners who were *not* working at Cornell (either because they were employed elsewhere or because they were not working for pay), 77% of those who were partnered with male faculty and 45% of those who were partnered with female faculty make use of Cornell benefits programs, such as health insurance.

Just over 60% of faculty spouses and partners were either "somewhat" or "very satisfied" with their employment situation, and there were no statistically significant differences in partners' employment satisfaction levels by the gender of the respondent.

Care Giving for the Ill or Aging

Fourteen percent of men and 16% of women on the faculty are “providing and/or managing care for someone who is ill, disabled, aging and/or in need of special services.” Women care givers in these data are most likely to be caring for someone who remains in the [care recipient’s] own home (with 54% of care giving women reporting this); this compares to a figure of 26% among male care-givers. Men on the faculty were, in turn, more likely than women to be providing or managing care for someone in an assisted living facility (with 40% of male caregivers reporting this, as compared to 31% of female caregivers) or to have a care recipient in the faculty member’s home (with 26% of male and only 8% of female caregivers reporting this).

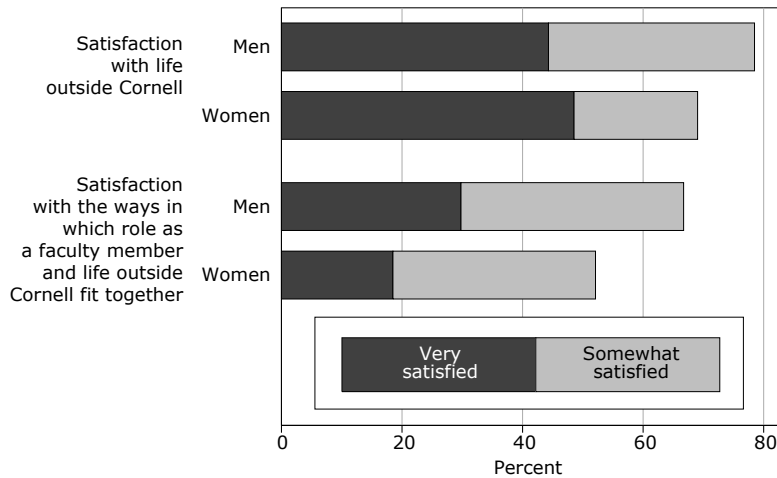
Satisfaction and Life Outside Cornell

“I have no life outside work. It’s pathetic to not even have time to go grocery shopping.”

Overall, 45% of faculty respondents indicated that they were “very satisfied” and an additional 30% were “somewhat satisfied” with their “life outside Cornell” (see Figure E-5); there was no significant difference by gender in the mean level of satisfaction in this area.

Satisfaction tended to be lower with “the ways in which your role as a faculty member at Cornell and your life outside of Cornell fit together”: 30% of men and 18% of women were “very satisfied” in this area, and this disparity was statistically significant.

Figure E-5. Satisfaction with Life Outside Cornell and Fit Between Outside Life and Faculty Role, by Gender

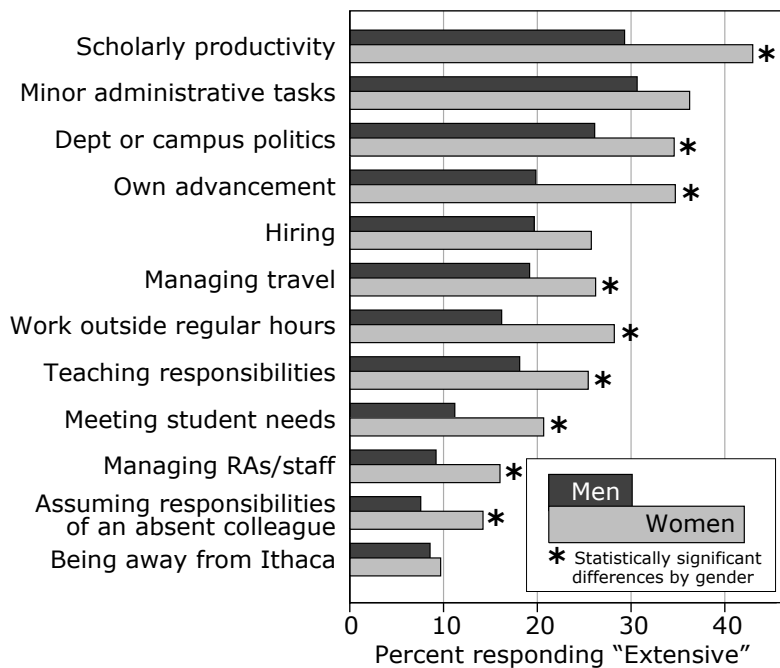


F. Stress

"Stress is part of life in any challenging job."

Two sections of the FWL Survey included items relating to stress: the "Satisfaction with your work" section early in the survey instrument, and the "Personal and family responsibilities" section in the latter half of the survey. In the first case, the survey asked respondents to identify "the extent to which each of the following aspects of your work has been a source of stress during the last two years;" twelve items were listed, as summarily illustrated in Figure F-1. In the latter case, the survey touched on more general life quality issues, such as health and finances (see Figure F-2). Response categories for the items related to sources of stress included "Not at all," "Somewhat" and "Extensive." Figures F-1 and F-2 show the percentages of men and women who indicated that some aspect was an "extensive" source of stress.

Figure F-1. Percentage of Faculty Who Find Various Aspects of Work as "Extensive" Sources of Stress, by Gender



Looking across Figures F-1 and F-2 (and noting the differences in the scaling along the bottoms of the graphs) suggests that the most common sources of stress among respondents tended to be work-related. About a third of all faculty indicated that "Scholarly productivity" was an "extensive" source of stress (see Figure F-1). Similarly, a third indicated this concerning "Keeping up with minor administrative tasks." By way of comparison, just under 20% of faculty found "Managing household responsibilities" to be an "extensive" source of stress. (see Figure F-2).

For fourteen out of nineteen of the sources of stress listed in Figures F-1 and F-2, women were significantly more likely than men to indicate "extensive" stress. The four largest gender disparities were regarding:

- "Your advancement at Cornell (e.g. tenure/promotion)": 35% of women marked extensive, as compared to 20% of men
- "Scholarly productivity": 43% of women and 29% of men marked "extensive"

time-sensitive experiments that require your involvement outside the hours of your regular work day": 28% of women versus 16% of men

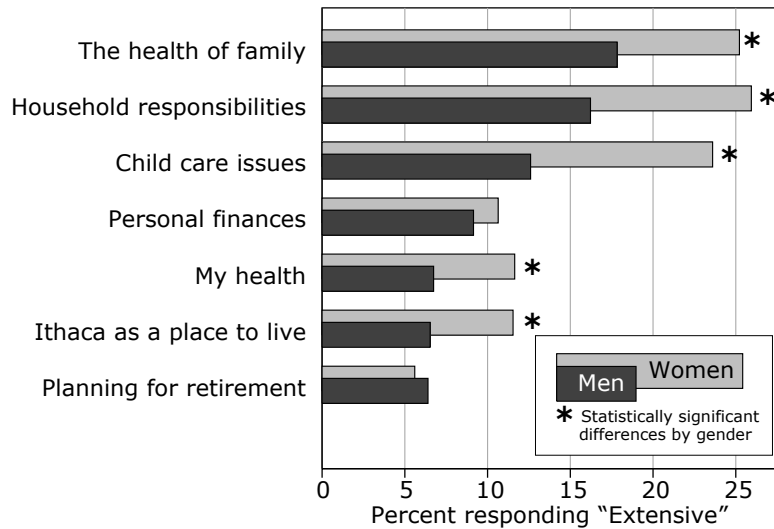
- "Child care issues" (only asked of those with a child aged 17 or younger): 24% of women versus 13% of men responding to this item

"The tenure process was extremely stressful."

Overall satisfaction with being a faculty member (see page 6 for discussion) is significantly correlated with seven measures of the extent of stress:

- "Departmental or campus politics" ($r = -0.23$)
- "Your advancement at Cornell (e.g. tenure/promotion)" ($r = -0.13$)
- "Personal finances" ($r = -0.11$)
- "Assuming extra responsibilities for an absent colleague" ($r = -0.09$)
- "Scholarly productivity" ($r = -0.07$)
- "Hiring" ($r = -0.07$)
- "Planning for retirement" ($r = -0.07$)

Figure F-2. Percentage of Faculty Who Find Various Aspects of Life as "Extensive" Sources of Stress, by Gender



Thirteen of the nineteen measures of stress are significantly correlated with the item "Overall, how satisfied are you with your life outside Cornell." Sixteen of the nineteen measures of stress are significantly correlated with the item "Overall, how satisfied are you with the ways in which your role as faculty member at Cornell and your life outside of Cornell fit together."

The strongest correlations between these satisfaction measures and the indicators of sources of stress are with "Ithaca as a place to live": both satisfaction with life outside Cornell and satisfaction with the ways in which faculty life and life outside fit together are correlated with this item at $r = -0.35$. Thus, for example, 56% of faculty who thought Ithaca was "Not at all" a source of stress were "Very satisfied" with their life outside Cornell, as compared to just 12% of faculty who found life in Ithaca an "Extensive" source of stress.

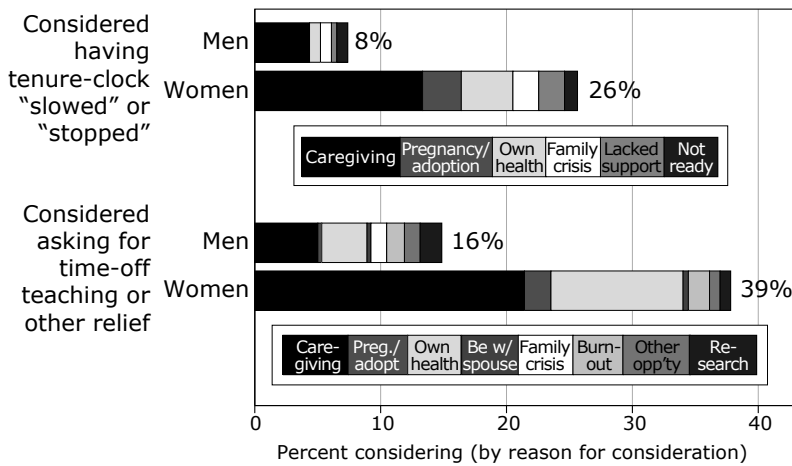
"Ithaca is an easy place to be, leaving time and calm for work."

"Ithaca is pretty dull, the weather is awful, and it is so hard to get anywhere."

G. Tenure Clocks and Time Off

The FWL Survey asked faculty to reflect whether they had ever *considered* the possibility of slowing their tenure clock and/or asking for time off teaching or other relief for work-related duties for personal reasons. Over a quarter (26%) of female respondents and 8% of male respondents indicated that they had

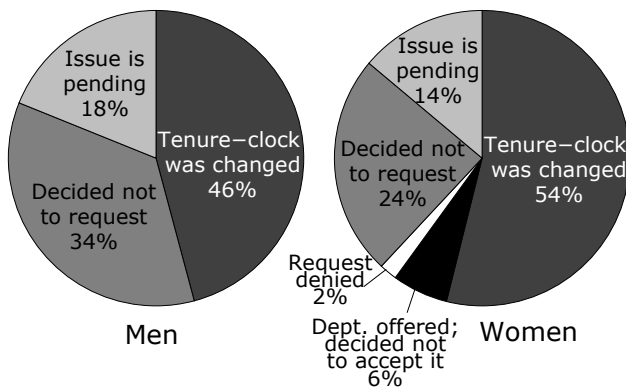
Figure G-1. Percentage of Faculty Who Have Considered Having Their Tenure-Clock "Slowed" or "Stopped" and Who Have Considered Securing Time-Off, by Gender



of male respondents indicated that they had considered requesting an adjustment of the tenure-clock. The survey instrument asked whether the consideration was due to "Care giving responsibilities", "My own health issues" or "Other, please explain." Typed in elaborations were coded as illustrated in Figure G-1. "Family crisis" included death of a family member and divorce. "Lacked support" encompasses responses such as "lack of support of previous department chair" and "did not have functional lab space for ~1 year."

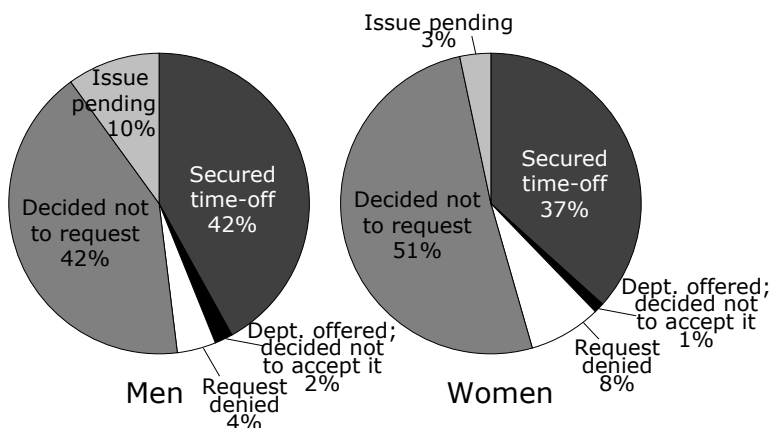
The most common rationale for considering a tenure-clock adjustment among both women and men was care giving responsibilities (see Figure G-1). Concern about one's own health was a not-uncommon concern among women.

Figure G-2. Result of Consideration of Requesting to Have Tenure Clock "Stopped" or "Slowed," by Gender



Thirty-nine percent of women had considered requesting time off teaching or other responsibilities, as compared to 16% of men (see Figure G-2). Again, the most common reason for both genders was care giving responsibilities, and health concerns were more prevalent among women than men. While the survey asked about time off "for personal reasons" a number of respondents—and more men than women—wrote in that they had considered requesting time off from teaching in order to focus on research or other scholarship. Responses coded as "burn-out" (see Figure G-1) include statements such as "mental health," and "relief from the grind." In Figure G-1, "Other opportunity" groups rationales such as "start-up company" and "work in industry lab."

Figure G-3. Result of Consideration of Requesting Relief from Teaching or Other Responsibilities, by Gender



Faculty who had considered requesting a tenure-clock adjustment and/or relief from teaching or other responsibilities were asked "What was the outcome of your consideration?" The responses to those items are presented in Figures G-2 and G-3. Perhaps related to the fact that the number of faculty involved was small, there were no statistically significant differences by gender in the pattern of outcomes.

The small number of faculty who considered but later decided *not* to request one of these accommodations were asked "To what extent did the following reasons contribute to your decision not to pursue [that accommodation]?" Regarding tenure clock issues, the largest share of respondents to this question identified a concern that such a request would adversely affect their chances for tenure. Regarding requests for teaching relief, the most frequently identified reasons for not making the request was "I did not think my request would be successful." (Again, there were no statistically significant differences by gender in response patterns, but the numbers were small.)

Eighty-two percent of men but only 37% of women who had their tenure clocks stopped or slowed reported that their departments were "very supportive" of the adjustment. About half of both men and women who had secured time off teaching or other relief felt their departments were "very supportive" of the relief.

H. Views on Policies to Improve Work Life

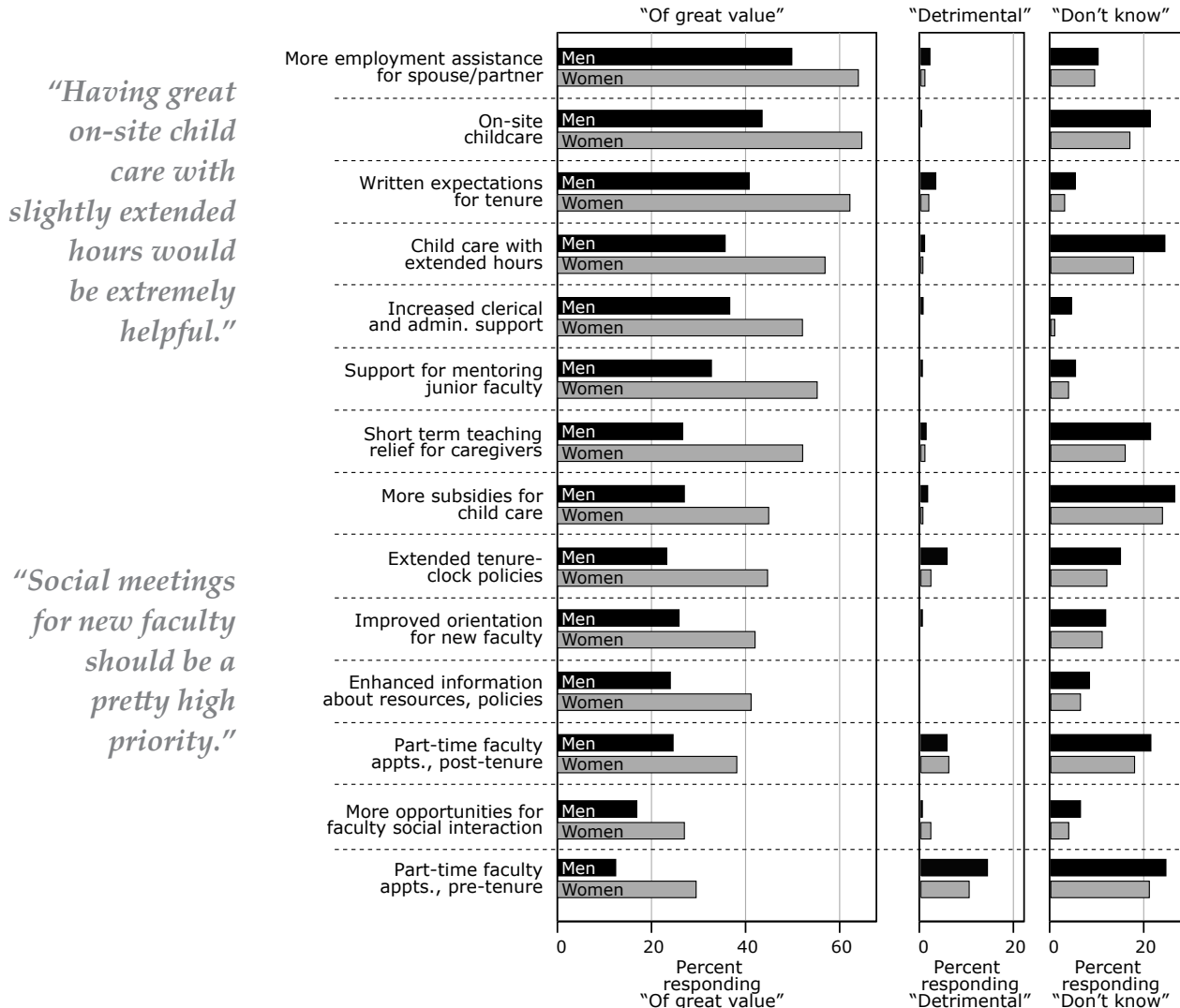
Faculty were asked, "In your estimation, how valuable would the following policies and practices be in improving the overall quality of faculty work life at Cornell?" The fourteen practices are listed in Figure H-1. Responses included "Of great value," "Of some value," "Of little or no value," "Detrimental" and "Don't know."

For each of the fourteen items, differences in men's and women's responses were statistically significant, such that women assigned a higher value to the policy.

Nearly two-thirds of women and about half of men responded that "more assistance with employment for spouse/partner" was "of great value." A majority of women also considered "on-site or near-site childcare," "written expectations for tenure in all units," "child care with extended hours (e.g. beyond 5:30 pm)," "increased clerical and administrative support," "support for mentoring junior faculty" and "short term teaching relief for primary care givers" to be "of great value."

The policies most frequently considered to be "detrimental" include "part-time faculty appointments, pre-tenure" (with 14% of men and 10% of women labeling them "detrimental"), "part-time faculty appointments, post-tenure" (6% of both men and women considered them "detrimental"), and "written expectations for tenure in all units" (3% of men and 2% of women).

Figure H-1. Estimated Value of Policies and Practices in Improving Quality of Faculty Work Life, by Gender

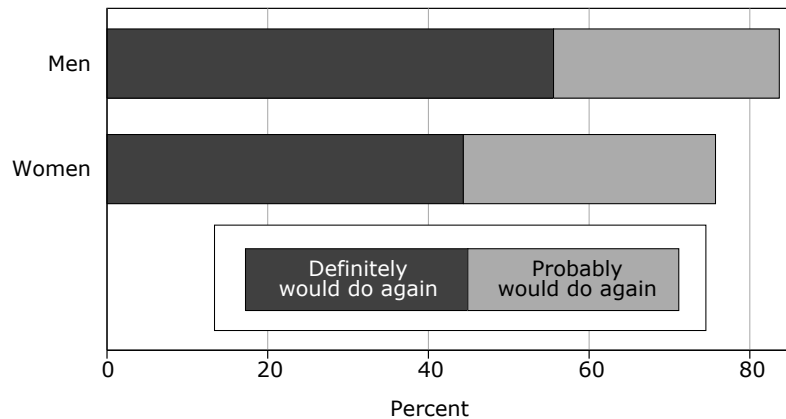


I. Reflections

Overall, 53% of responding faculty indicated that “if [they] had to do it all over again,” they “definitely would” accept a position at Cornell, but there were significant differences by gender in the pattern of responses to this item (see Figure I-1). In short, women were less likely than men to indicate they would “definitely” do it again (44% of women versus 56% of men), and more likely than men to indicate ambivalence with the “maybe” response (16% of women versus 10% of men; not illustrated).

Figure I-1. Likelihood of Accepting a Position at Cornell “If You Had to Do It All Over Again”, by Gender

“I first came here as a freshman, so I have spent a lot of time in Ithaca. [...] If I had it all to do over again, I would!”



Negotiation at Hiring

Sixty-four percent of both male and female respondents negotiated one or more of the six items listed in Figure I-2 before signing their initial appointment at Cornell.

Negotiation is strongly associated with date of hire. For example, 78% of responding faculty hired since 1990 negotiated one of the items listed in Figure I-2, but only 50% of those hired before 1990 had done so. This trend over time may mask some gender differences (as women tend to be more recent hires). For example, looking just within the post-1990 interval, there is a small gender difference such that 80% of men and 74% of women attempted to negotiate one or more items.

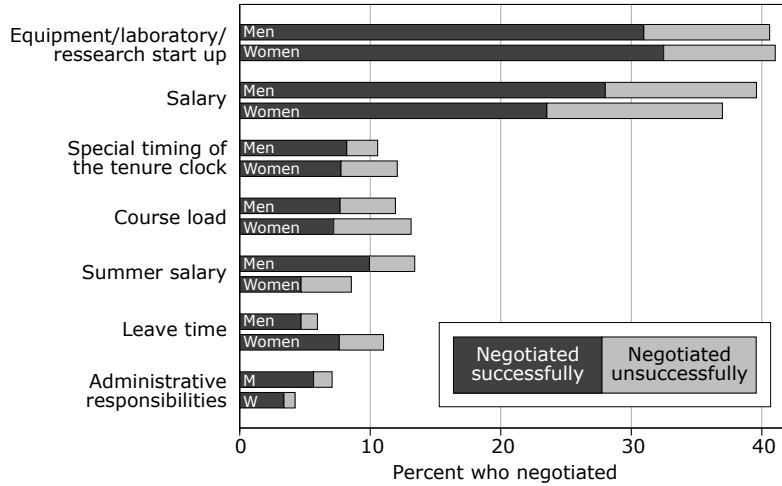
The results in Figure I-2 do not attempt to disentangle gender effects from date of hire or other possibly confounding variables (including age, discipline, and departmental climate).

Of the seven items that are portrayed in Figure I-2, there are only two statistically significant differences by gender. First, women were more likely to negotiate leave time (11% of women negotiated it and 8% did so successfully, as compared to 6% and 5% of men respectively). Second, men were more likely than women to negotiate summer salary (with 10% of men doing so successfully, as compared to just 5% of women).

Male respondents were slightly more likely than female respondents to have successfully negotiated salary (28% of men, and 24% of women), though this difference is not statistically significant.

Figure I-2. Negotiation Items at Time of Initial Appointment, by Gender

"It never occurred to me that I was in a position to negotiate anything, ever."



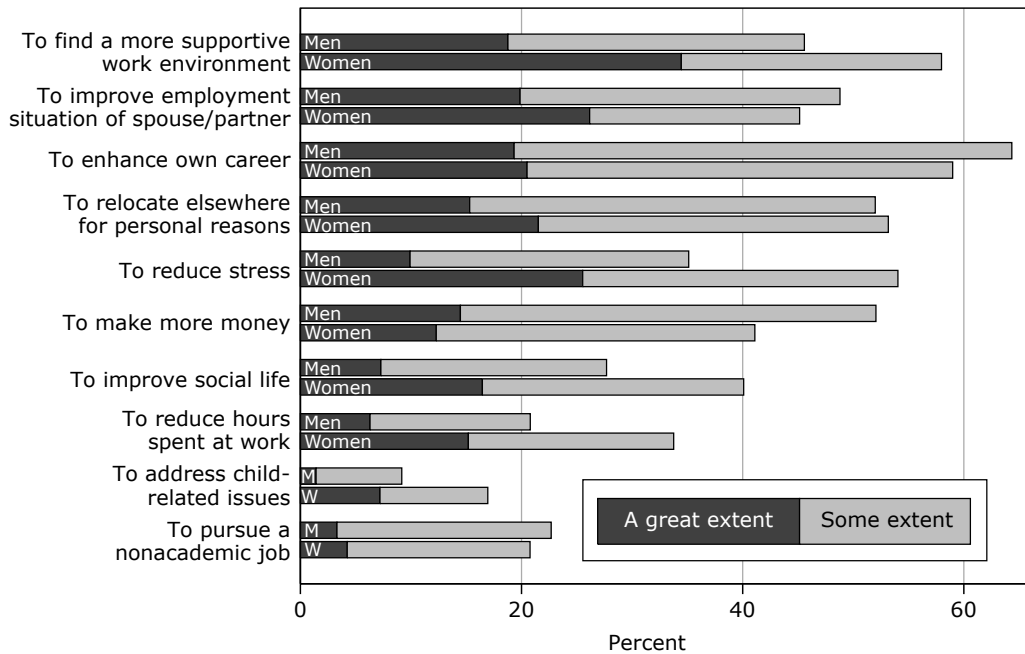
Reasons to Leave Cornell

Respondents were asked, "To what extent have you considered the following as reasons to leave Cornell?" Ten particulars followed, as listed in Figure I-3.

Just over a third of women indicated that they had considered finding a more supportive work environment to "a great extent" as a reason to leave Cornell. While only 19% of men responded similarly, it is also the case that finding a more supportive work environment was one of three items most commonly considered to "a great extent" among men.

Specifically, among men the three most frequent areas to be considered to "a great extent" were: "to improve employment situation of spouse/partner (20% of men indicating thus), "to enhance your career" (19% of men) and "to find a more supportive work environment" (also 19%).

Figure I-3. Extent of Consideration of Reasons to Leave Cornell, by Gender



Among women, the three most frequent areas to be considered to "a great extent" as a reason to leave Cornell were: "to find a more supportive work environment" (35% of women) "to improve employment situation of spouse/partner (26% of women), and "to reduce stress" (also 26%).

Of the ten items listed, seven were associated with significant differences by gender such that women were more likely to be considering the items. The three items with *no* gender difference were "to enhance your career" (with 19% of both men and women considering it to "a great extent), "to make more money" (15% of men and 12% of women), and "to pursue a nonacademic job" (3% of men and 4% of men)

Outside Offers

A fairly equal percent of women and men (27% and 29% respectively) indicated that at some point in their time at Cornell it has "become public knowledge that a department elsewhere has expressed serious interest" in hiring them. It is important to note, however, that on average male faculty have been at Cornell for about six more years than female faculty. Considering just the interval from 2003 to the date of the survey (Fall 2005), 12% of men and 16% of women had received outside interest.

Among those who had received outside interest, 40% of women and 36% of men indicated that they received an adjustment in salary as a result. Five percent or less of faculty indicated that outside interest resulted in adjustments to course load, administrative responsibilities, leave time, summer salary or special timing of the tenure clock. Twelve percent of men and 7% of women reported that outside interest resulted in an adjustment in "equipment/laboratory/research start-up." (There were no significant gender differences in reported adjustments.)

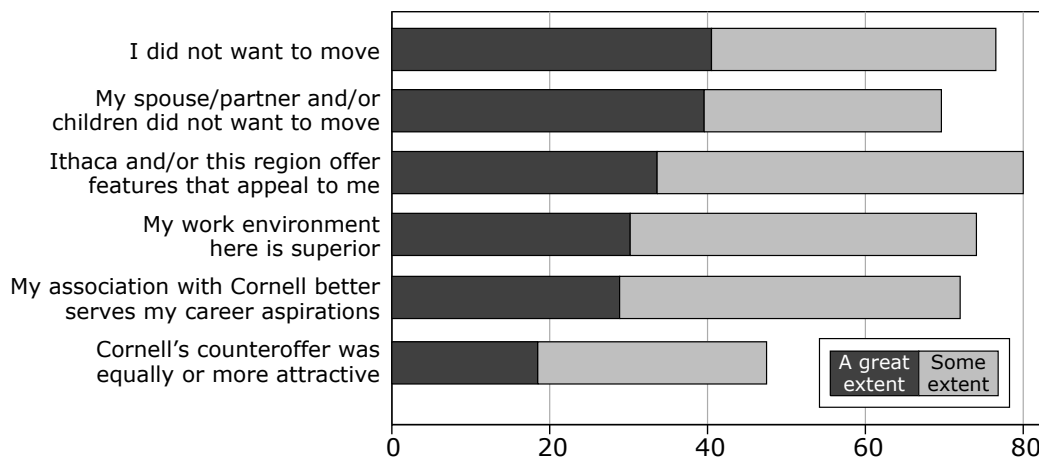
Factors Keeping Faculty at Cornell

Survey respondents who had received outside interest were asked "To what extent did the following factors contribute to your staying at Cornell?" As illustrated in Figure I-4, the two most commonly cited factors for deciding to stay at Cornell were, "I did not want to move" and "my spouse/partner and/or children did not want to move." The least commonly emphasized factor was the attractiveness of Cornell's counteroffer.

There were no significant differences by gender in these factors.

In thinking about the factors which lead faculty to stay versus leave, it may be important to recall that we do not have information from faculty who left.

Figure I-4. Factors Contributing to Decision to Stay



J. Closing Remarks

The Faculty Work Life Survey was an effort to gather information concerning faculty work loads, faculty members' feelings about the work that they do and how Cornell does or does not support it, perceptions of the social climates of departments, and the ways in which life outside Cornell meshes with faculty responsibilities. By most standards, response to the survey was quite strong, with about two-thirds of invited faculty responding.

This "Overview" document provides a glimpse at the information collected through the survey, with some special attention to the question of how these aspects of faculty work life vary by gender.

In some measures relating to the quality of faculty work life—including the most global measure: overall satisfaction with being a faculty member at Cornell—there are notable gender differences (e.g. Figure C-2, page 7). This document merely describes these differences and makes little attempt to uncover the underlying reasons. A companion document, "Understanding Faculty Satisfaction," presents some results from multivariate analyses in an attempt to develop a fuller explanation of both gender and the factors that shape faculty well being. Additional analyses in this vein may be developed in the future.

Other critical socio-demographic dimensions including ethnicity, national origin, family structure and college are also no doubt present and inform the patterning of responses to many of the survey items. A full examination of those patterns is beyond the scope of this document.

While the gender differences present in these data are notable, it is also important to emphasize that there are many domains in which no gender differences were found. These areas of similarity include satisfaction with: rank, salary, benefits, office space, research space, and access to quality graduate students (Figures C-2 and C-3, page 7). It also appears that there are profound similarities in the ways in which men and women on the faculty spend their time (Figure B-1, page 2), and in the factors that keep men and women at Cornell (Figure I-4, page 21).