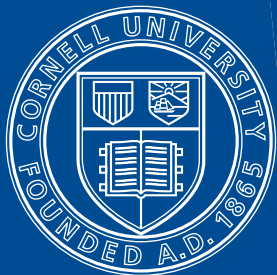


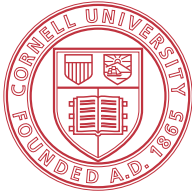
Faculty Work Life Survey Results

Provost's Advisory Committee on
Faculty Work Life
November 2006



Cornell University





Cornell University

Faculty Work Life Survey

Faculty Work Life Survey Results

November 2006

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

This document represents a compendium of analyses to date based on the data collected from Faculty Work Life Survey administered to Cornell faculty in the Fall of 2005. The survey was an effort of Provost's Advisory Committee on Faculty Work Life, a group charged "to examine the tenured and tenure-track faculty work life and working climate, with a special emphasis on the experiences of women faculty." The survey was designed to gather information concerning work loads, feelings about the work faculty 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.

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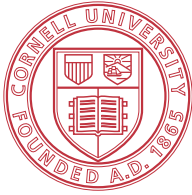
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Cornell University

Faculty Work Life Survey

Response Rates and Patterns

November 2006

*Prepared by Institutional Research and Planning
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In November of 2004, Provost Biddy 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. Nine-hundred and sixty-two faculty—or 65% of those invited to participate—responded to the web-based survey. This document looks more closely at the response rate to better understand how non-response may influence the generalizability of survey results.

With a narrow focus on response and non-response, this document does not present much in the way of actual survey results. For an overview of how our respondents answered a wide variety of questions of the survey, see the companion document, "An Overview of Responses." A more indepth examination of faculty satisfaction is 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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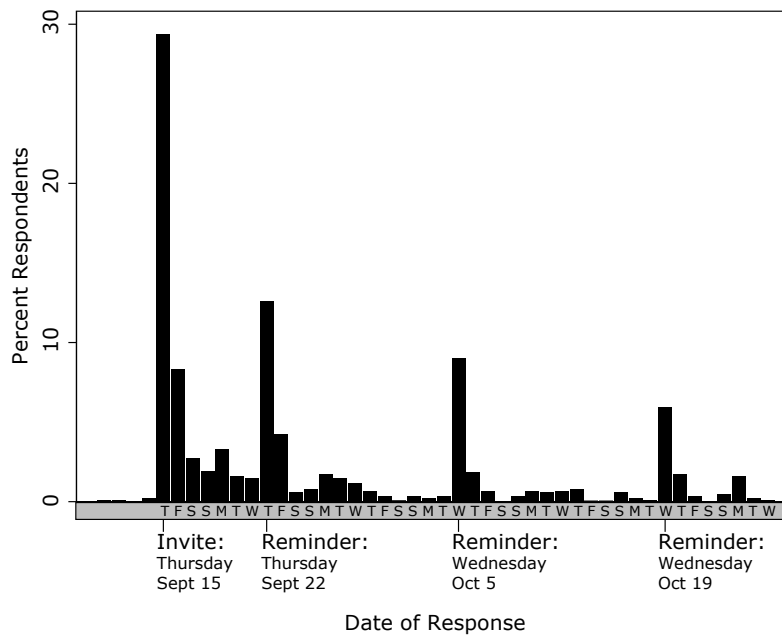
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A. Response to the FWL Survey

Figure 1. Response to the FWL Survey, by Date



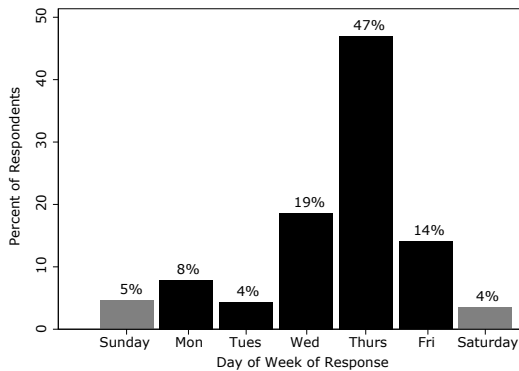
The FWL Survey was conducted during the fall semester of 2005. All tenured and tenure-track faculty not in the first year of their contracts (n=1,486) at Cornell were invited to participate in the web-based survey through an email from the Provost. Paper versions of the survey were made available to those who requested them.

More than 200 faculty responded to the survey within the first four hours of the survey opening, with the pace of responding diminishing after the initial surge (see Figure 1). Over the next several weeks, three reminders were sent to non-respondents, coming from "Academic Deans" (on September 22nd), and the "Provost's Advisory Committee" (October 5th and October 19th). The survey closed Monday, October 25th.

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%. Ninety-three

percent of all respondents who started the survey persevered to the final page of the lengthy survey instrument. These figures are comparable to the best response rates achieved with other faculty surveys at Cornell and elsewhere.

Figure 2. Response to the FWL Survey, by Day of the Week

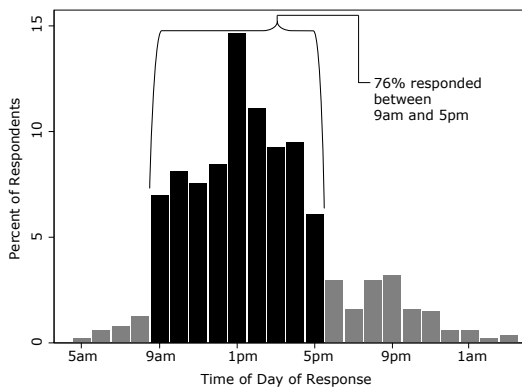


B. Timing of Responses

While there is a notable spike in the response rate on the day the survey opened, more than half of all responses were returned after at least one reminder.

There is no evidence that more or less satisfied faculty were especially quick to respond to the invitation to provide the administration with their opinions of the quality of their work lives: the correlation between the date of response and overall satisfaction with being a faculty member (the first question of the survey) is quite small ($r = 0.04$) and is not statistically significant ($t=1.12$).

Figure 3. Response to the FWL Survey, by Time of Day



The survey invitation and reminder notices went out on Wednesdays and Thursdays (see Figure 1). Ninety-two percent of responding faculty completed the survey on a weekday (see Figure 2), though the percent was as low as 82% among responding faculty from Architecture, Art & Planning.

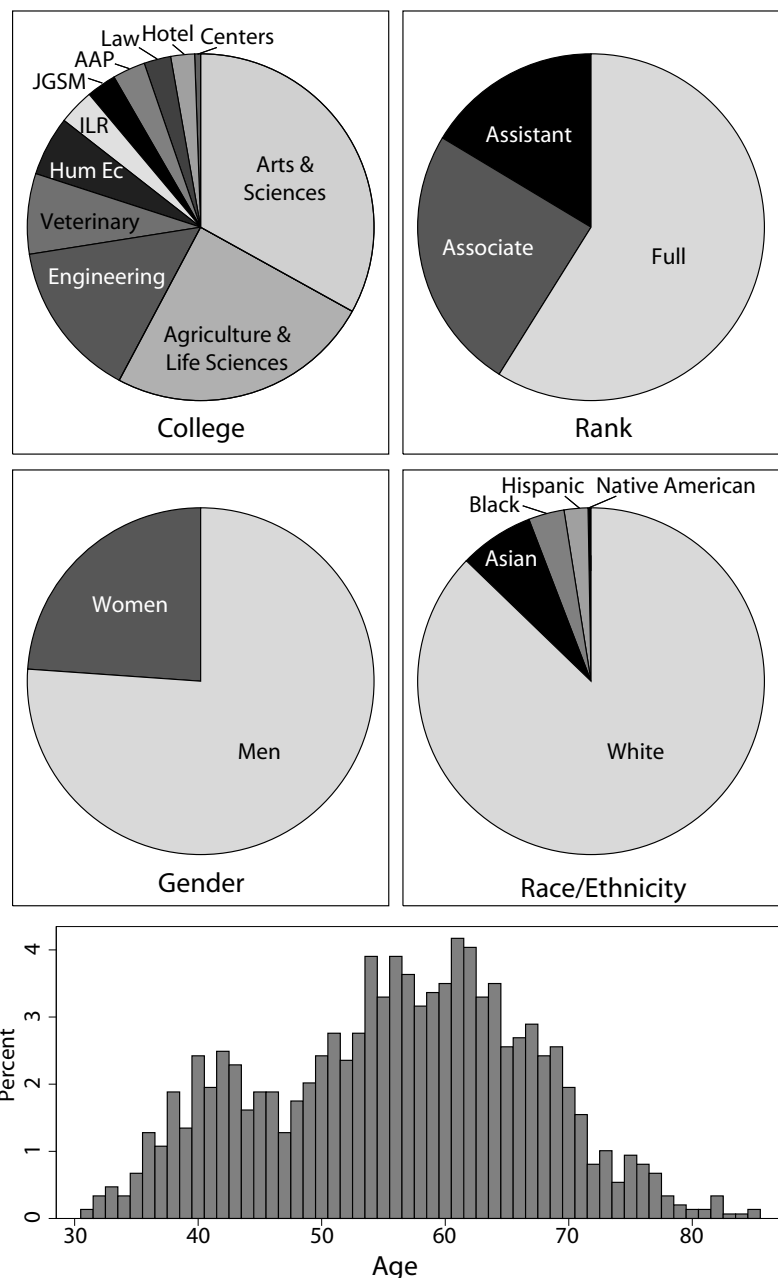
Seventy-six percent of responding faculty responded between 9am and 5pm; 11% responded in the evening between 5pm and 10pm, and 6% of faculty responded to the survey during the night hours after 10pm and before 7am (see Figure 3). Full professors were most likely to respond outside of "business hours", with 27% responding before 9am or after 5pm, as compared to 19% of assistant professors and 23% of associate professors. There were no substantial differences by gender or by overall level of satisfaction in the propensity to respond to the survey at night or on weekends.

C. Respondents and Nonrespondents

Demographics of Cornell's Faculty

Figure A-1 portrays some of the basic characteristics of the 1,486 faculty members invited to participate in the survey. Nearly three-quarters of Cornell's faculty are in one of the three largest colleges: Arts & Sciences (33%), CALS (25%), and Engineering (15%). Fifty-nine percent are full professors, 25% are associate professors, and 16% are assistant professors. A substantial majority of faculty are male (76%) and white (87%). Half of faculty not in their first year are 57 years old or older; only one-in-ten faculty members is 40 years of age or younger.

Figure 4. Demographics of the Faculty Population: College, Rank, Sex, Race/Ethnicity and Age*



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

Characteristics of Respondents

Compared to the survey population, survey respondents were somewhat over-representative of faculty from CALS, assistant professors, women, and younger faculty.

Males and full professors each constitute a majority of the population of interest (see Figure 4 and Table 1). The figures in Table 1 also indicate that these two groups also dominate the *survey* data (as the sample is 56% full professors, and 73% male). However, both men and full professors were less likely to respond to the survey than were women and assistant/associate professors (see Table 1).

Response rates also varied by college, with CALS having the highest response rate at nearly 75% (see Table 1). Two colleges had response rates substantially below 60%: Architecture, Art & Planning (53%), and the Johnson Graduate School of Management (56%).

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.

Some of the demographics 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 to response rates, and to rank and gender.

In a model where rank, gender, salary, college, leave status, and age were considered simultaneously as predictors of response odds, sex 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. In this model, 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.

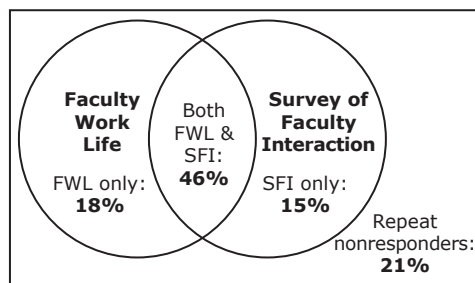
Table 1. Characteristics of Population and Respondents to the FWL Survey

Population	Survey Population		Survey Sample		Response Rate
	N	as % of population	N	as % of respondents	
Overall	1486	100.0%	962	100.0%	64.7%
By Gender					
Men	1132	76.2%	699	72.7%	61.8%
Women	353	23.8%	262	27.3%	74.2%
By Race					
White	1297	87.3%	849	88.4%	65.5%
URM	85	5.7%	51	5.3%	60.0%
Asian	103	6.9%	61	6.4%	59.2%
By Rank					
Assistant	244	16.4%	182	18.9%	74.6%
Associate	366	24.6%	244	25.4%	66.7%
Full	875	58.9%	535	55.7%	61.1%
By College					
CALS	369	24.8%	271	28.2%	73.4%
AAP	45	3.0%	24	2.5%	53.3%
Arts	490	33.0%	316	32.9%	64.5%
Engineering	218	14.7%	130	13.5%	59.6%
Hum Ec	85	5.7%	57	5.9%	67.1%
Hotel	35	2.4%	21	2.2%	60.0%
ILR	46	3.1%	28	2.9%	60.1%
Centers	7	0.5%	4	0.4%	57.1%
JGSM	45	3.0%	25	2.6%	55.6%
Law School	35	2.4%	21	2.2%	60.0%
Vet	111	7.5%	65	6.8%	58.6%

D. Repeated Nonresponse: Two Surveys

A year-and-a-half prior to the FWL Survey, many of these same faculty were asked to participate in a Survey of Faculty Interaction with Undergraduate Students (SFI). That survey achieved a 62% response rate. Of the 1,411 faculty who were invited to participate in both surveys, 46% responded to both instruments and 21% responded to neither (see Figure 5).

Figure 5. Overlap in the Response to the FWL and SFI Surveys



Did the faculty who chose to respond to one survey and not the other tend to answer the surveys in systematically different ways than those who responded to both? Such a pattern might suggest that some faculty decide to participate in surveys only when they hold non-normative views. The results presented in Table 2 suggest that there are few differences in variables of interest between those who responded to one survey and not the other as compared to those who responded to both surveys.

Though only suggestive, this brief analysis suggests that non-normative views regarding the topic of the survey content is not a powerful factor in influencing faculty decisions to participate in a given survey.

Table 2. Mean Responses to Selected Survey Items, by Participation in SFI and FWL

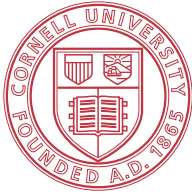
Survey Item	Item mean among faculty responding to:			t	Statistically significant difference?
	FWL Only	FWL & SFI	SFI Only		
Faculty Work Life Survey:					
Overall satisfaction with being a faculty member	3.96	3.94		0.25	no
Importance of teaching	3.29	3.29		0.06	no
Survey of Faculty Interaction:					
Research v. teaching orientation		2.38	2.47	1.14	no
Do you have any children?*		75%	77%	0.56	no

* The FWL Survey asked a similar question, "Are you a parent or legal guardian?," and also found 75% answering "yes."

E. Imputation of Overall Satisfaction

It is impossible to know how non-respondents would have answered the survey. However, we can use the data from those who did respond to predict how those who did not respond might have answered a particular question on the survey on the basis of their sex, race, age, rank, salary and other characteristics. The first question of the survey—overall satisfaction—may be particularly interesting to examine in this way given that it is highly thematic. It is important to emphasize that such an exercise can only be suggestive, as demographics and other institutional variables give us a limited basis for understanding something as complex as someone's overall satisfaction with being a faculty member.

The results of the exercise point towards the conclusion that nonrespondents are remarkably similar to respondents in terms of their overall satisfaction with being a faculty member: the observed mean among respondents of 3.95; the imputed mean among nonrespondents is 3.96. This difference of 0.01 on a five-point scale does not approach statistical significance ($t=0.15$).



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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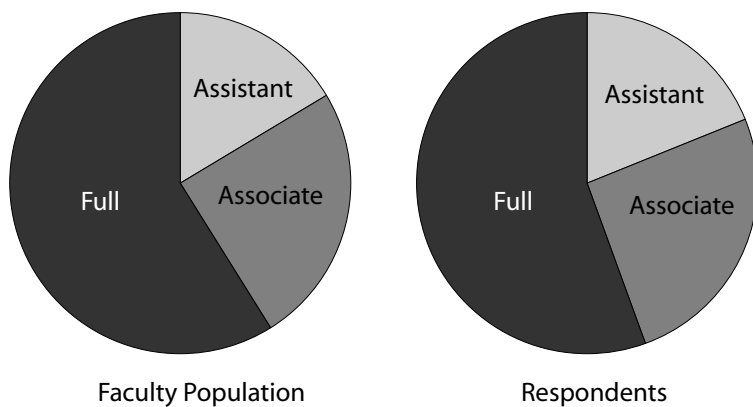
A. Response to the FWL Survey

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.

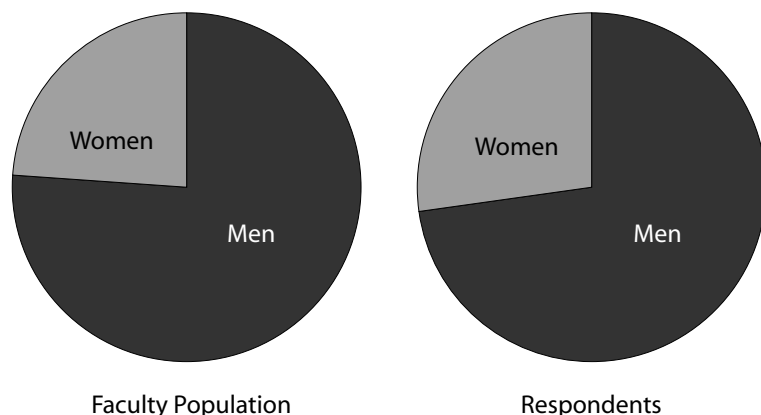
Figure A-1. Distribution of Professorial Rank: Survey Population* and Survey Respondents



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.

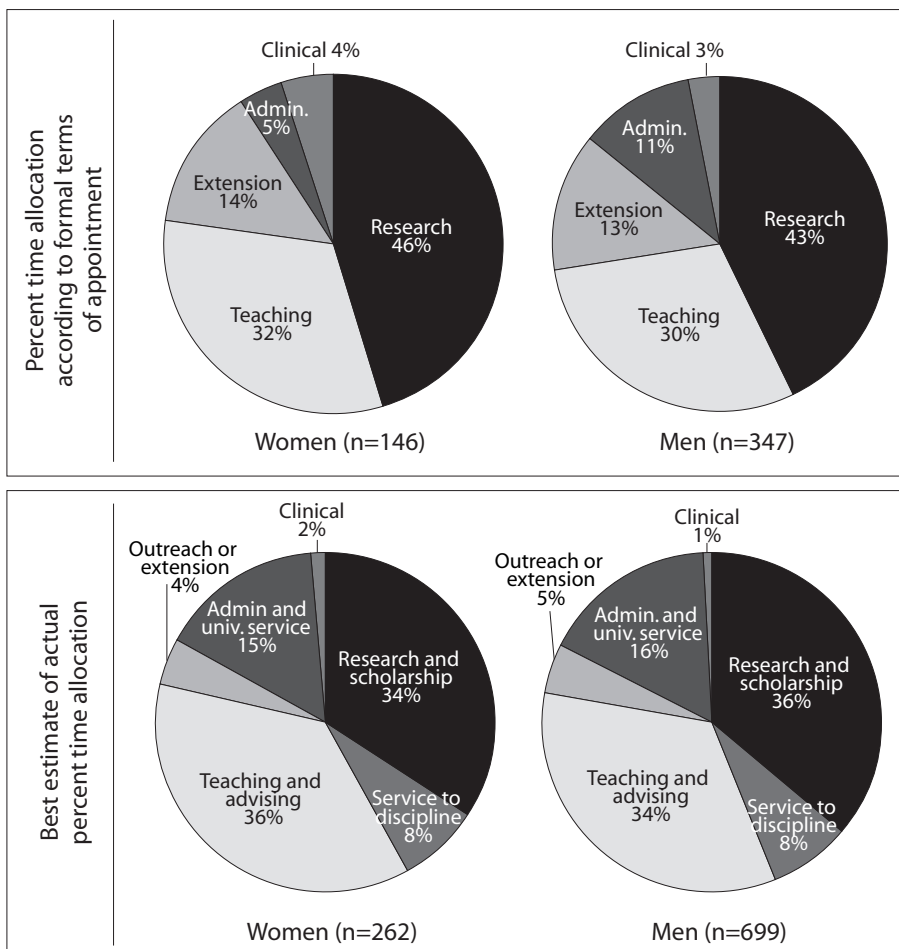
Just over half (52%) of responding faculty indicated that the formal terms of their appointments described a percent-time allocation, such as "50% research, 50% teaching" or some other configuration. (About a third of faculty indicated that their appointments did not describe a percent-time allocation,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

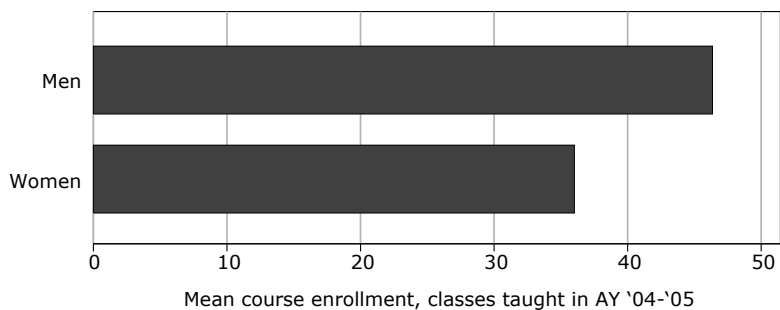
The survey did not explicitly ask faculty to estimate their work hours, though many volunteered that they worked well over 40 hours a week.

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

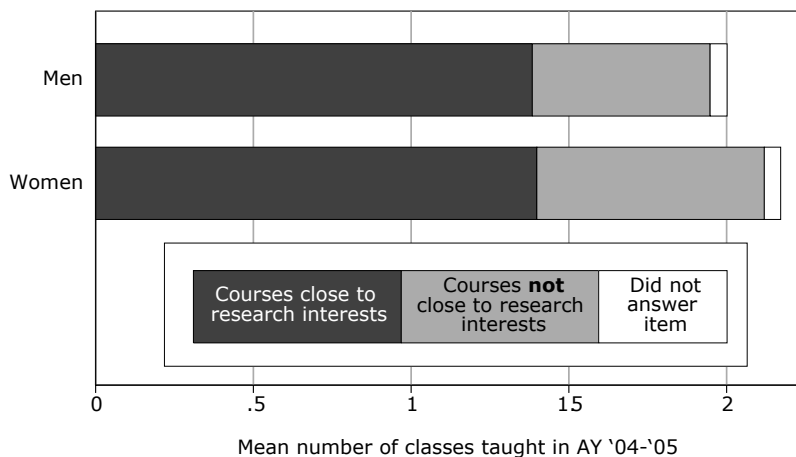
taught by women had a median enrollment of 42. The difference is reversed – though small – in psychology and the social sciences, where courses taught by women had a median enrollment of 22, and those taught by men had a median enrollment of 20.

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.

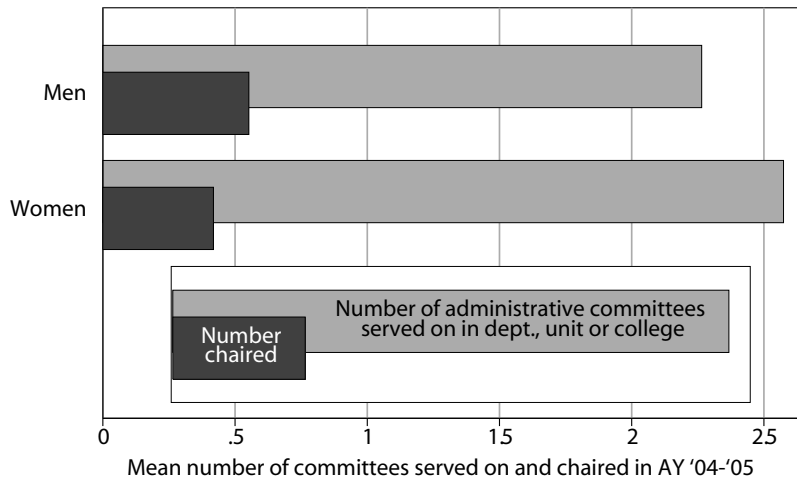
Courses taught by women, however, were less likely than those taught by men to be clearly related to their area of research (see Figure B-3): overall, 34% of courses taught by women were not tied to their research interests, as compared to 29% of classes taught

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.

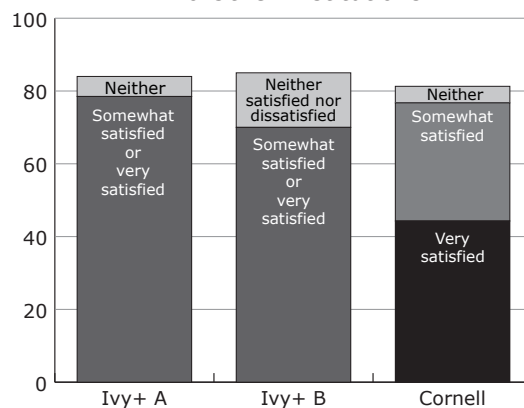
Satisfaction with Specifics

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.

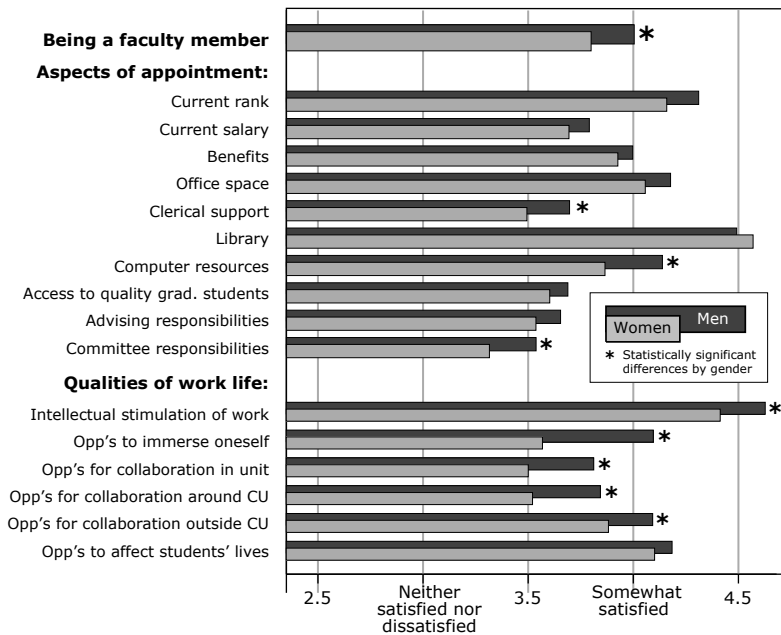
Five other items had means over 4 on the five-point scale (where 4 represents "somewhat satisfied" and 5 is "very satisfied"): "current rank," "opportunities to make a difference in students' lives," "office space," "computer resources," and "opportunities to collaborate with faculty outside Cornell."

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



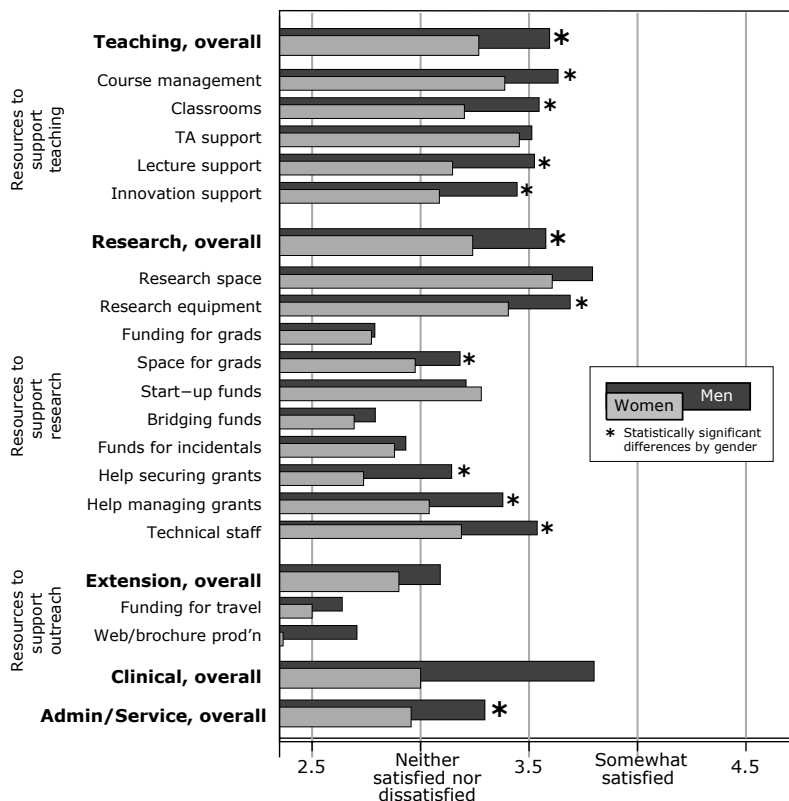
Four domains, in turn, had means on satisfaction below 3 (where that value represents “neither satisfied nor dissatisfied”). Two of these were asked of only those faculty who reported extension or outreach work: “funding for extension-related travel,” and “support for production and distribution of web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

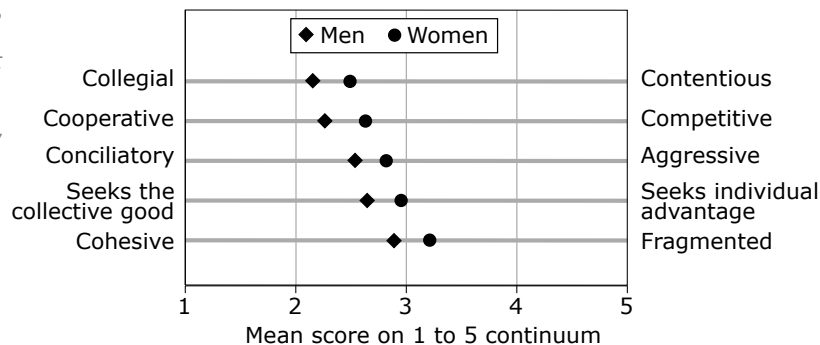
D. Working Climate of Academic Units

"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).

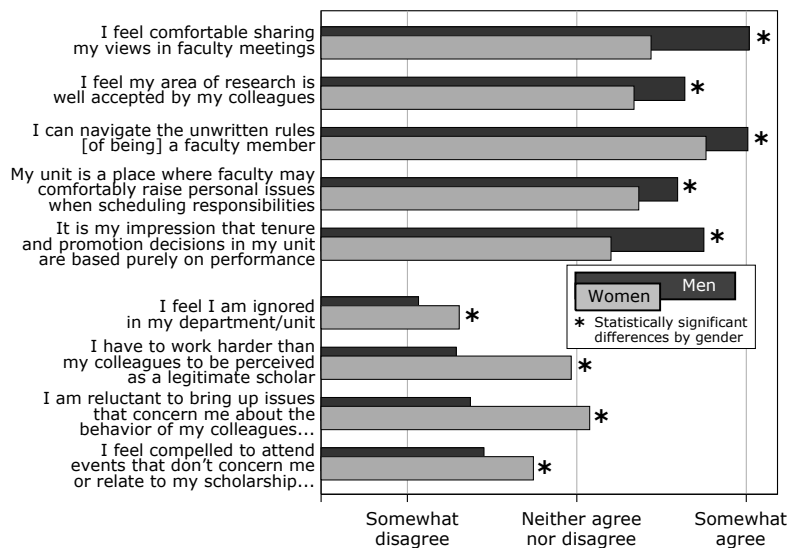
"These climate questions seem unanswerable. Is my unit cooperative or competitive? Yes. These are not exclusive features. We cooperate and we compete, both are necessary, both are good."

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

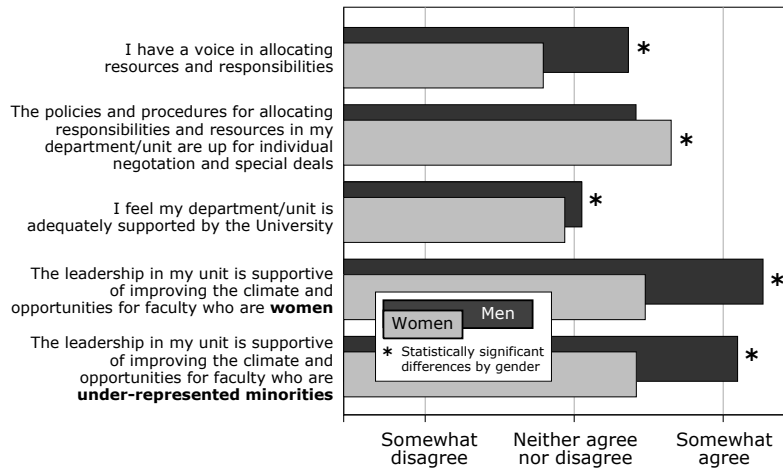
Figure D-2. Mean Level of Agreement with Various Items Concerning Relationships with Colleagues, by Gender



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

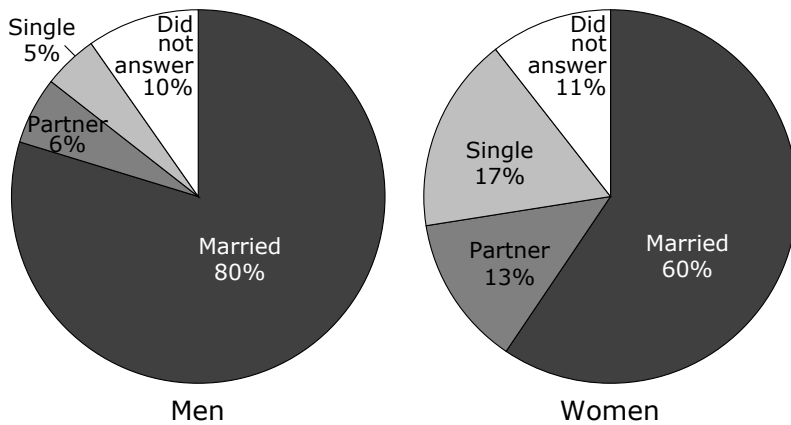


Figure E-2. Prevalence of "Commuting Relationships" in Marriages and Partnerships, by Gender

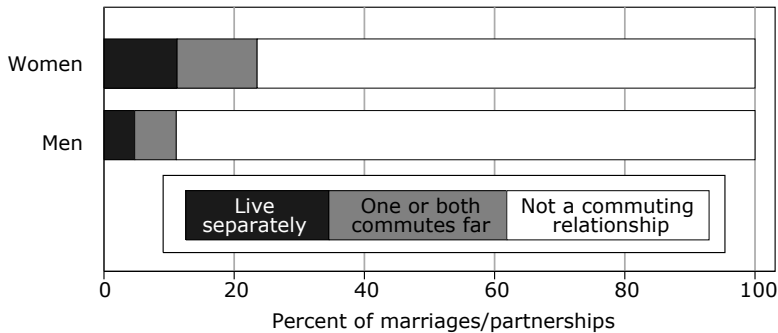
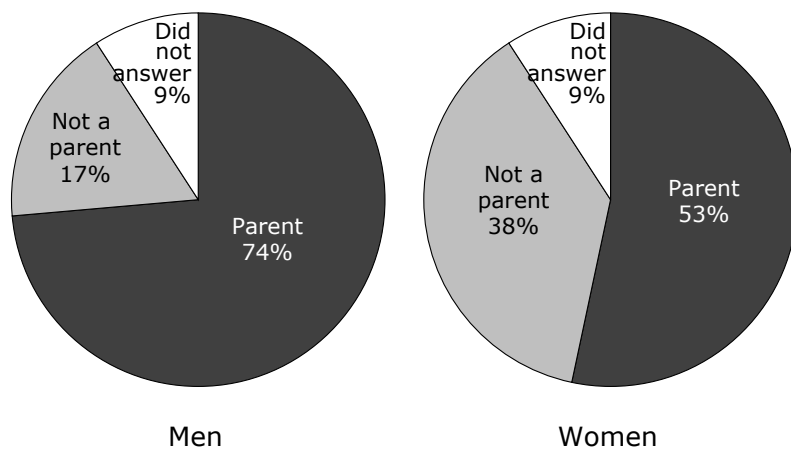


Figure E-3. Parenthood Status, by Gender



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."

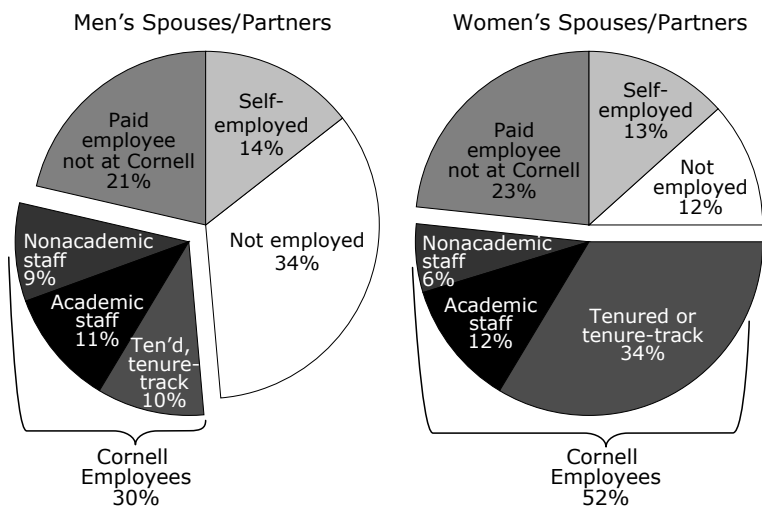
Among those who have a spouse or partner, women were more likely than men to report being in a "commuting relationship"—either living separately from their spouse at least some of the time (as shown by the black bar in Figure E-2) or commuting to separate communities for work (as illustrated by the gray 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).

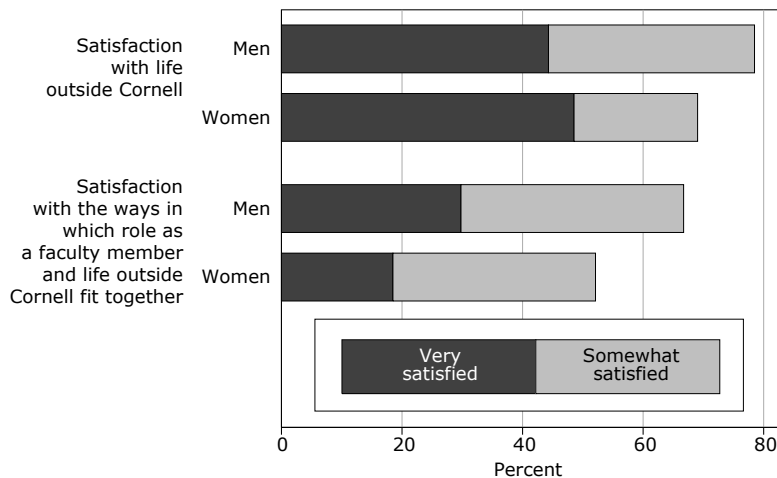
Satisfaction and Life Outside Cornell

“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

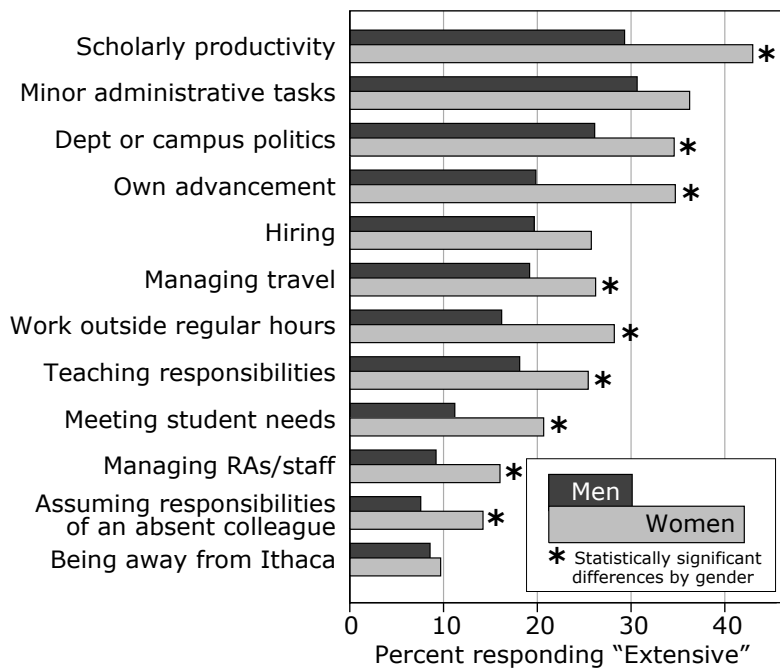


F. Stress

"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

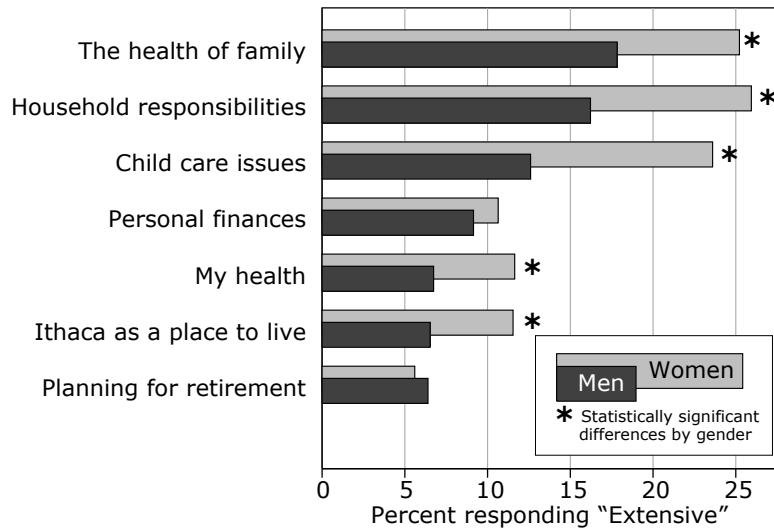
- "Child care issues" (only asked of those with a child aged 17 or younger): 24% of women versus 13% of men responding to this item

"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.

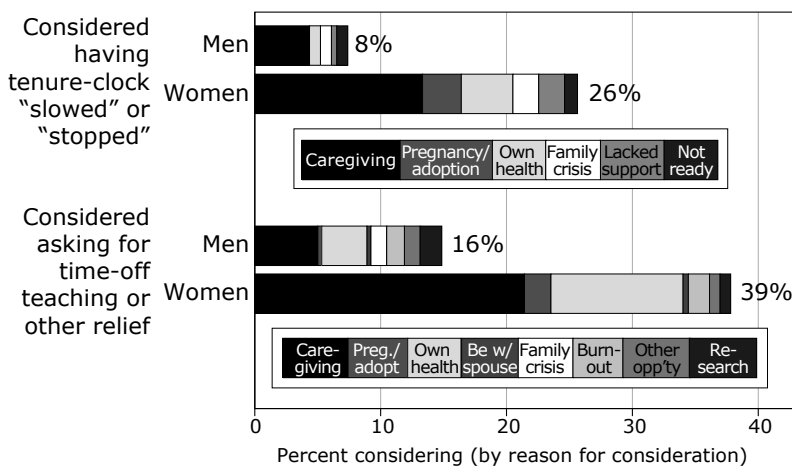
"Ithaca is an easy place to be, leaving time and calm for work."

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

G. Tenure Clocks and Time Off

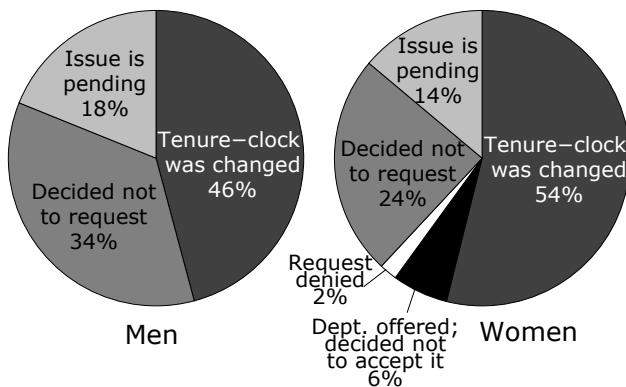
The FWL Survey asked faculty to reflect whether they had ever *considered* the possibility of slowing their tenure clock and/or asking for time off teaching or other relief for work-related duties for personal reasons. Over a quarter (26%) of female respondents and 8% of male respondents indicated that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

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



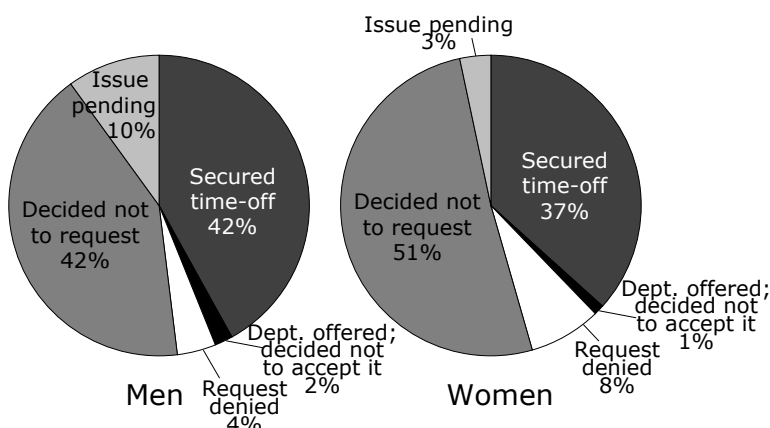
The most common rationale for considering a tenure-clock adjustment among both women and men was care giving responsibilities (see Figure G-1). Concern about one's own health was a not-uncommon concern among women. Thirty-nine percent of women had considered requesting time off teaching or other responsibilities, 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-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

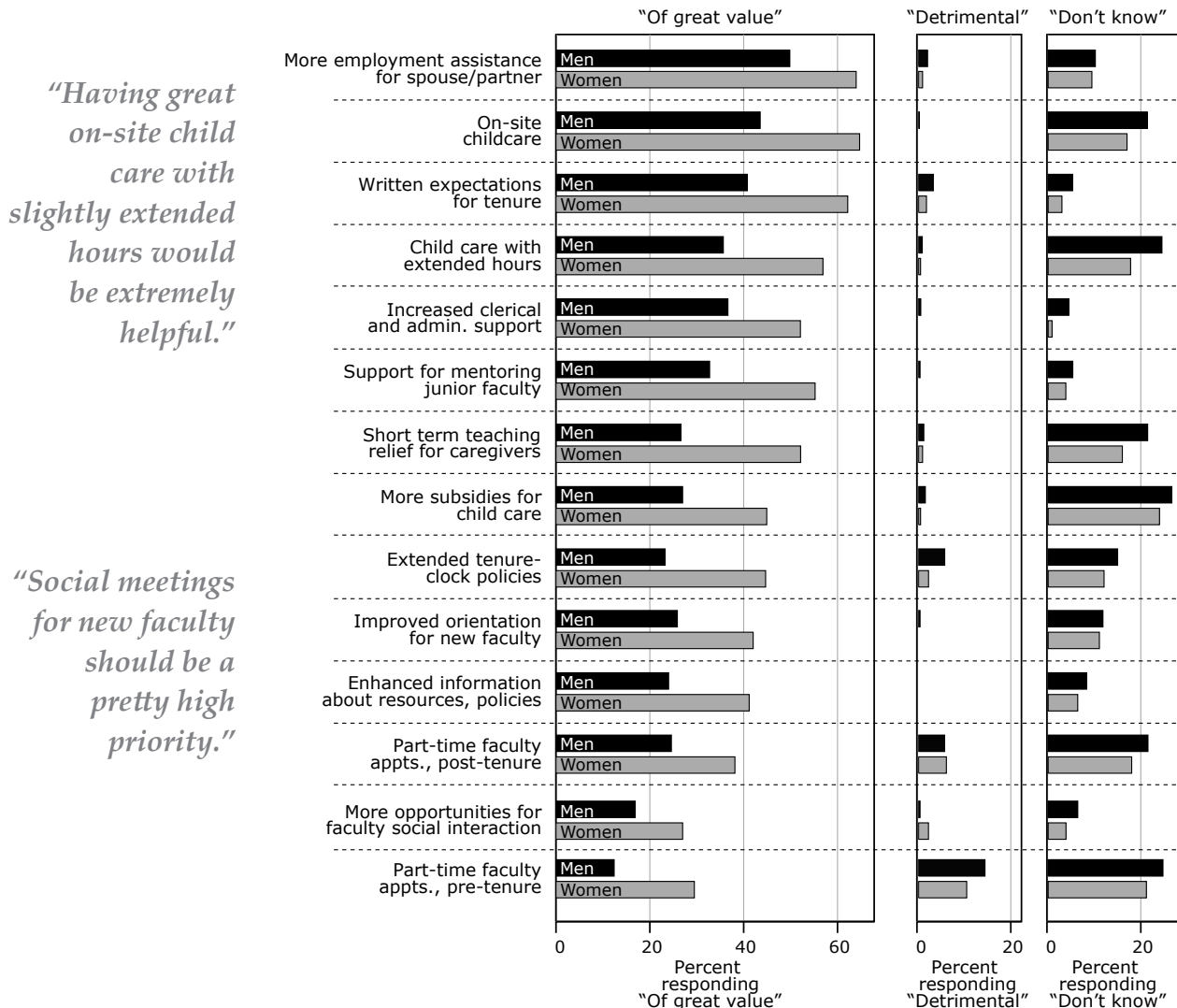
Faculty were asked, "In your estimation, how valuable would the following policies and practices be in improving the overall quality of faculty work life at Cornell?" The fourteen practices are listed in Figure H-1. Responses included "Of great value," "Of some value," "Of little or no value," "Detrimental" 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

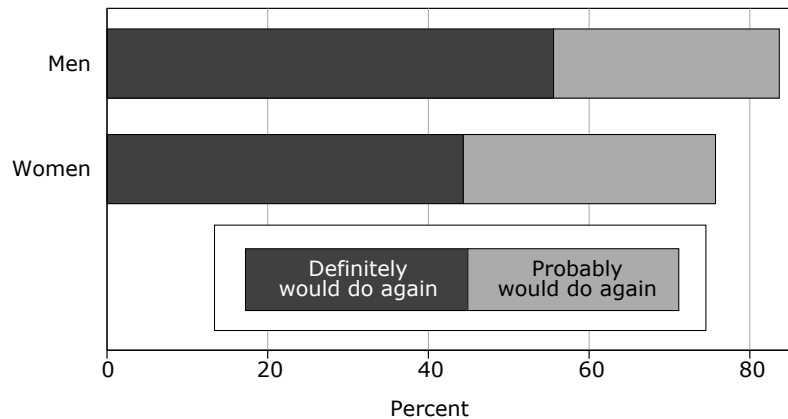


I. Reflections

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.

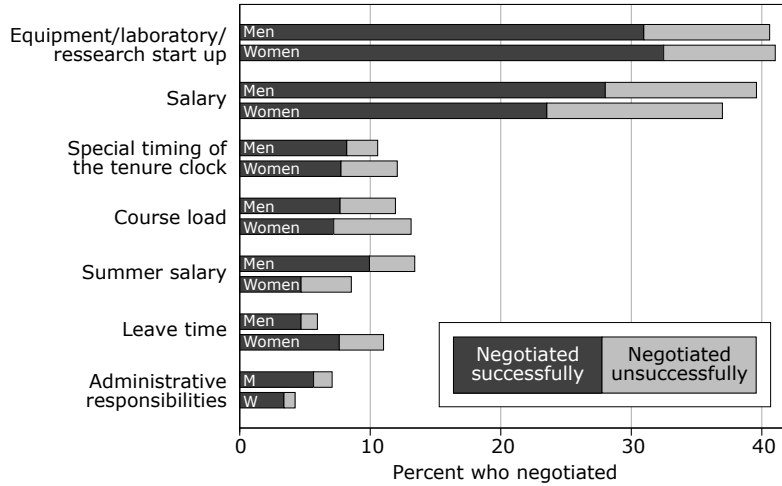
The results in Figure I-2 do not attempt to disentangle gender effects from date of hire or other possibly confounding variables (including age, discipline, and departmental climate).

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."



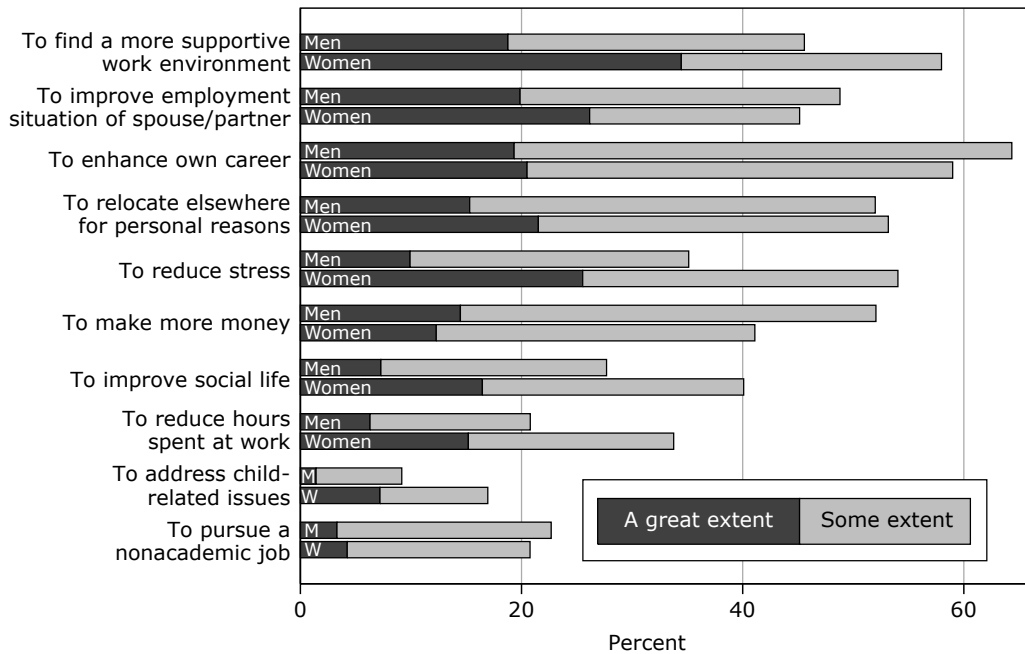
Reasons to Leave Cornell

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.)

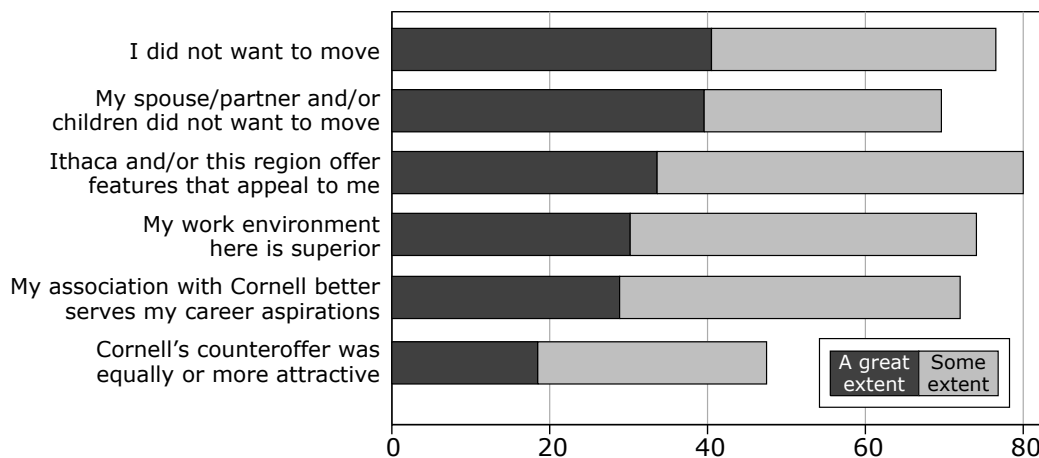
Factors Keeping Faculty at Cornell

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

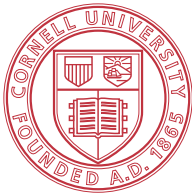
The Faculty Work Life Survey was an effort to gather information concerning faculty work loads, faculty members' feelings about the work that they do and how Cornell does or does not support it, perceptions of the social climates of departments, and the ways in which life outside Cornell meshes with 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).



Cornell University

Faculty Work Life Survey

Understanding Faculty Satisfaction

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 Biddy 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 FWL Survey was administered to Cornell faculty in the Fall of 2005. Nine-hundred and sixty-two faculty—or 65% of those invited to participate—responded to the web-based survey. For more information on the response rate, see the companion document “Response Rates and Patterns.”

Several measures on the survey were intended to measure faculty members’ “quality of work life.” Perhaps the most succinct of these is a single indicator of the level of satisfaction with “being a faculty member at Cornell.” The focus of this document is to examine the variation in responses to this single item. To this end, multivariate models which account for various attributes of survey respondents are developed to shed light on why some faculty members are more satisfied than others. In addition, alternative measures of the “quality of work life” are considered. The results of these analyses suggest that perceptions relating to integration or sense of belonging are strongly associated with positive faculty experiences.

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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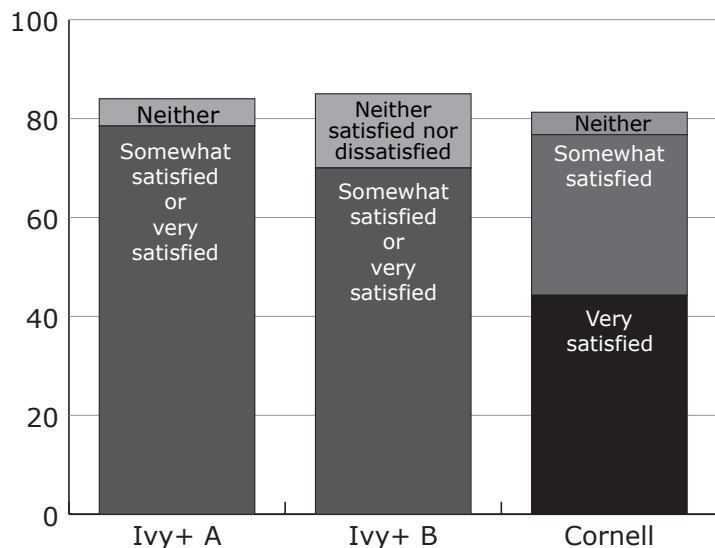
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A. Overall Satisfaction with Being a Faculty Member

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. Specifically, two institutions in the "Ivy+" consortium shared the data illustrated in Figure 1, which aggregates "somewhat satisfied" with "very satisfied."

Figure 1. Overall Satisfaction with Being a Faculty Member: Cornell and Two Other "Ivy+" Institutions



It appears that the percentage of faculty at Cornell who responded that they were "somewhat" or "very satisfied" is very close to the percentage of faculty doing so at these two other Ivy+ institutions.

Another point of comparison is a survey conducted at Cornell in the spring of 1993 as part of university-wide strategic planning. The survey, titled "Perceptions of Cornell," relied on random samples of the student, staff, and faculty populations. Of the 432 randomly selected faculty, 342 (or 75%) responded to the paper-and-pencil survey.

The 1993 Perceptions of Cornell survey included a global satisfaction item resembling the overall satisfaction measure included in the FWL Survey. Specifically, it asked, "In general, how satisfied are you as a member of Cornell's academic staff?" As in the case with the FWL Survey, respondents were

provided with five response categories, anchored on the ends with "Very dissatisfied" (coded as 1) and "Very satisfied" (coded as 5). In contrast to the FWL Survey, the 1993 Survey did not label the intermediate values of 2, 3, or 4.

Figure 2. Satisfaction as Reported by Faculty in the 1993 "Perceptions of Cornell" Survey and the 2005 "Faculty Work Life Survey"

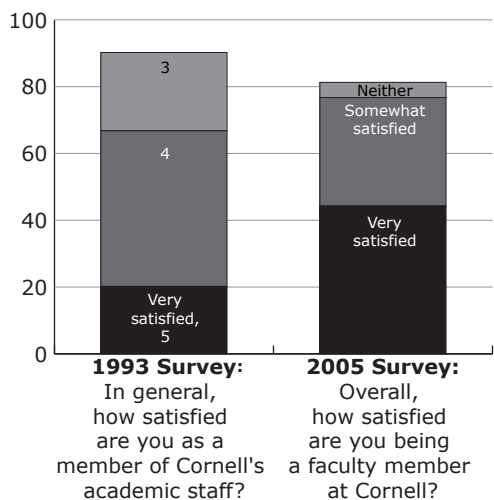
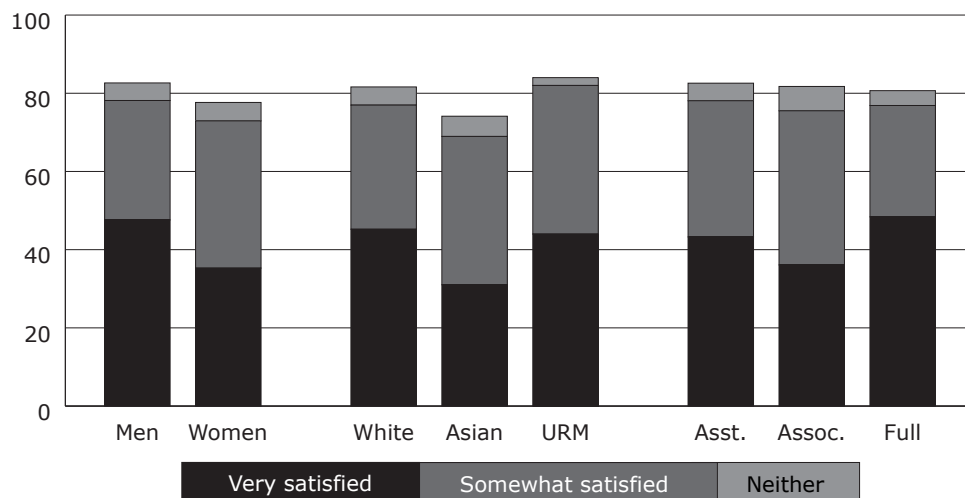


Figure 2 presents side-by-side tenure and tenure-track faculty responses to the 1993 Survey and those from the 2005 FWL Survey. Responses to the 2005 Survey were more likely to correspond to the extreme values of 1 or 5 than those in 1993. For example, more than twice as many faculty in 2005 than in 1993 indicated that they were "very satisfied" (i.e. 44% versus 20%). On the other end of the spectrum (not illustrated here), 7% of faculty in 2005 indicated that they were "very dissatisfied," as compared to only 1% of faculty in 1993. The mean satisfaction level in 2005 is slightly higher—3.95 in 2005 versus 3.71 in 1993—but it is difficult to judge the extent to which differences in wording and in the labeling of response categories may have influenced responses to the two surveys.

Figure 3. Overall Satisfaction with Being a Faculty Member, by Gender, Race/Ethnicity and Rank



In the 2005 FWL Survey, there were significant differences in overall satisfaction by sex and marginally so by rank. Specifically: men were more likely to report being “very satisfied” than women (e.g. 48% versus 35%, see Figure 3); 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). Under-represented minority (URM) faculty were equally likely as white faculty to report being “very satisfied”; respondents who were Asian were less likely to do so (see Figure 3), but differences by race/ethnicity were not statistically significant.

All but two colleges had an average overall satisfaction level 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.

B. Explaining Variation in Satisfaction

There are many possible explanations for why some faculty are very satisfied while others are less so. Accounts for variation may include some of the following considerations:

- **Structural position.** Features of one’s position at the University may shape satisfaction. Measures to consider include: rank, college, discipline, department and salary.
- **Work load.** Intense work loads or tasks of certain types may be associated with higher/lower levels of satisfaction. Measures to consider include: course load, the number of committees served on, the number of publications of various types, and the number of grants.
- **Life outside Cornell.** Personal lives may shape how faculty view their work environments and/or perceive the reasonableness of their responsibilities. Measures to consider include: marital status, presence and ages of children, and satisfaction with life outside of Cornell.
- **Integration.** A sense of connection or belonging to the University community and/or to academia more generally may enhance life as a faculty member. Measures to consider include: the extent of collaboration, and the social aspects of academic and/or departmental life.

This list is undoubtedly not an exhaustive one, but suggests some avenues for exploration.

The analyses which follow address two related questions: First, to what extent do these types of factors explain faculty satisfaction *in general*? And in the next section: given the observation of statistically significant differences by gender as noted above, to what extent does accounting for these factors help us understand why women on the faculty at Cornell are less satisfied than their male counterparts?

The results that follow are based on results from a statistical method called linear regression, a technique that isolates the unique contribution of each of several predictors (such as rank and gender) net of the contribution of the other predictors in the model in explaining the variation of an outcome variable (in this case, overall satisfaction).*

Structural Position

The following variables were considered in a regression model of satisfaction that accounted for features of structural position:

- **Rank:** assistant, associate and full professors were distinguished with indicator variables
- **College:** each of eleven colleges were flagged with indicators
- **Discipline:** eight broad disciplines were differentiated, such that each discipline was represented by at least 100 faculty members. These disciplines included: Professional; Humanities; Psychology & Social Sciences; Math & Physical Sciences; Biology; Applied Biology; Engineering; and Fine & Applied Arts.
- **Salary:** natural log of 9-month salary

Most of these measures are *not* significant predictors of overall satisfaction with being a faculty member. However, the single most important exception to this lack of association is salary; more satisfied faculty are paid more. Further, once salary is controlled for, assistant professors are significantly more satisfied than are full professors.

This multivariate model does not “explain away” the difference noted above concerning the faculty in the college of Art, Architecture and Planning. Disciplinary differences appear fairly minor, though faculty in biology may be somewhat more satisfied with being a faculty member than are faculty in the humanities.

This linear regression model uses nineteen variables and explains only 3.1% of the variance in overall satisfaction.

A model which substitutes some 90 indicators for department (in place of those for college and discipline) does only marginally better, explaining 4.7% of the total variation in satisfaction.

Work Load

The following variables were considered in a model that accounted for work load:

- **Course load:** number of courses taught in 04-05 that were close to research interests, number of courses taught in 04-05 that were *not* close to research interests
- **Committees:** number of administrative committees served on during 04-05
- **Productivity:** numbers of: book manuscripts; articles; and grant proposals submitted in 04-05.

Of these measures, only course load is associated with satisfaction: faculty who teach more classes and especially those who teach more classes *not* close to their own research interests are slightly less satisfied than faculty who teach less.

However, this regression model is not particularly powerful; with six predictors of work load it accounts for only 0.9% of the variation in overall satisfaction.

* The analyses below were also essentially repeated with a few alternate methods, including logistic regression (to predict the odds of being “very satisfied” versus not) and ordered logistic regression (using the five categories in the original coding of overall satisfaction). The results from those more complex models do not differ in substance from those presented here. Because results from generalized linear models are somewhat more cumbersome to discuss, we present the linear regression results here. In addition to exploring alternative methodologies, we also explored other possible measures of work life quality as outcome measures. These measures include a factor score of several satisfaction measures, and a factor of perceived departmental climate (see page 8 of this document). Again, the results were similar in flavor to the findings reported here. For more details on those analyses, please contact Marin Clarkberg at mec30@cornell.edu or 255-9101.

Life Outside Cornell

The following variables were considered in a model of satisfaction that accounted for some aspects of respondents' personal and/or family lives:

- **Marital status:** indicators for married and partnered
- **Parenthood:** parent of child[ren] aged 5 or younger; parent of child[ren] aged 6 through 17, and parent of children 18 or older.
- **Satisfaction with life outside Cornell:** responses, coded 1 through 5, to the question, "Overall, how satisfied are you with your life outside of Cornell?"

In general, married faculty are significantly more satisfied with being a faculty member than are unmarried faculty. (The evidence further suggests that unmarried faculty with same sex partners are about as satisfied as married faculty, but unmarried faculty with opposite sex partners have satisfaction levels closer to those of single faculty.)

Parents of grown children are somewhat less satisfied than faculty with no children, but there were no other significant difference between parents and nonparents.

Faculty who are more satisfied with life outside Cornell also tend to be more satisfied with being a faculty member.

This regression model with eight predictors accounts for 3.2% of the variance in overall satisfaction with being a faculty member.

Integration

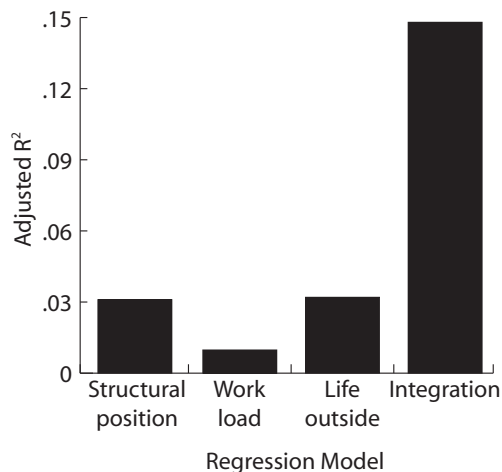
The following variables were considered in a model of satisfaction that accounted for the degree of integration or sense of belonging:

- Agreement with, "I feel I am ignored in my department/unit"
- Agreement with, "I can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member"
- Extent of stress caused by "Departmental or campus politics"
- Satisfaction with "Opportunities to collaborate with faculty in other units at Cornell"
- Extent considered "To find a more supportive work environment" as a reason to leave Cornell

All five indicators are statistically significantly associated with overall satisfaction with being a faculty member at Cornell. Faculty who feel ignored, cannot navigate the unwritten rules of faculty life, are stressed by politics, are unsatisfied with opportunities to collaborate, and are considering leaving Cornell to find a more supportive work environment are significantly less satisfied with being a faculty member at Cornell.

This model with five indicators of faculty integration explains 14.8% of the variation in overall satisfaction: three to more than ten times the variation explained by the other models discussed above (see Figure 4).

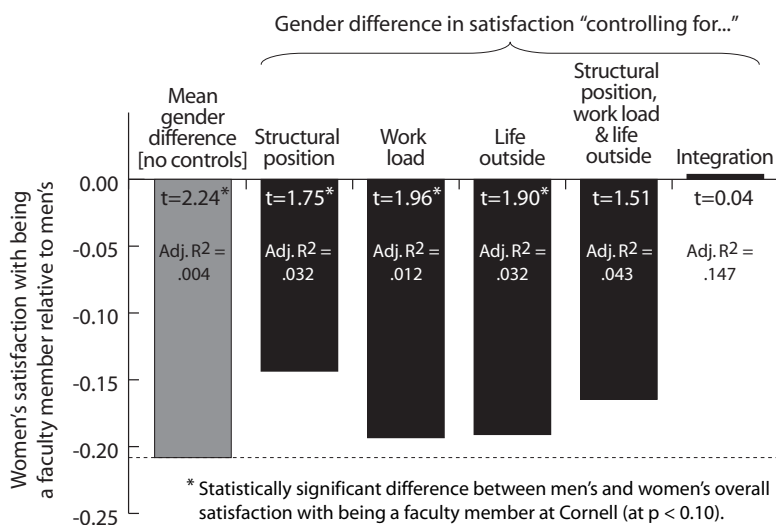
Figure 4. Adjusted R²'s for Various Regression Models Predicting Overall Satisfaction Being a Faculty Member



Note: The R² statistic is generally interpreted as the percent of variation in the outcome variable that is explained by the explanatory variables.

C. Understanding the Gender Gap in Overall Satisfaction

Figure 5. The Mean Gender Difference in Overall Satisfaction Being a Faculty Member with Various Other Controls



In response to the overall satisfaction item, faculty could respond on a scale coded from 1 (“very unsatisfied”) to 5 (“very satisfied”). The average response was 4.004 from men, and 3.796 from women. The mean gender difference of -0.208 is illustrated with the left-most bar depicted in Figure 5. The bars to the right, in turn, portray the remaining gender difference once other factors are accounted for with linear regression models.

For the most part, the gender difference in satisfaction remains with controls for structural position, work load, and life outside of Cornell. (In a model with indicators from all three of those rubrics, the gender difference passes to statistical insignificance, but at -0.165, the magnitude of the difference remains at about 80% of the size of the original difference. See Table 3 on page 8 of this document for details.)

The model including several indicators for “integration,” however, *fully explains* the gender difference in overall satisfaction. That is, if men and women felt the same about the five indicators of integration listed above, these results suggest that they would be equally satisfied being faculty members at Cornell.

Regression models run separately for the group of men who answered these items (n = 573) and for the group of women (n = 219) suggest that these five indicators play a role in both men’s and women’s overall satisfaction, though two coefficients are not significant in the women’s-only model (see Table 1), perhaps because statistical significance is partly a function of sample size and there are fewer women than men.

The results regarding overall satisfaction in Table 1 further indicate that the five measures explain a larger proportion of the variance among women (R² = 0.251) than they do among men (R² = 0.106). Alternative models including a wide variety of different measures from the survey instrument did not close this disparity in explanatory power.

Table 1. Regression Results Predicting Overall Satisfaction, for Total Sample and by Gender

Predictor	Total		Men		Women	
	Coef.	β	Coef.	β	Coef.	β
Satisfied with collaboration opportunities at Cornell	0.163*	0.149	0.120*	0.106	0.257*	0.254
Stressed by departmental or campus politics	-0.181*	-0.109	-0.156*	-0.094	-0.247*	-0.147
Feel ignored in department	-0.070*	-0.071	-0.077*	-0.078	-0.074	-0.078
Can navigate the faculty role	0.152*	0.124	0.165*	0.130	0.100	0.088
Considering seeking a more supportive work environment	-0.236*	-0.151	-0.202*	-0.124	-0.296*	-0.207
Female	0.004	0.001	—	—	—	—
Adjusted R ²	0.148		0.106		0.251	
n	792		573		219	
Constant	3.664		3.680		3.804	

* p < 0.10

D. Integration or Sense of Belonging

Table 2 provides the means and standard deviations for the five measures of integration used in the regression analysis described above. On each measure, women are less “integrated” on average, than are men (with all t-statistics greater than 2 in magnitude).

If women responded the way men did to these five measure of integration (that is, if women had the same means as men), the results in section C indicate that women would be at least as satisfied as men.

Table 2. Descriptive Statistics for Five Measures of Integration, by Gender

Indicator	Resp. Range	Men		Women	
		Mean	sd	Mean	sd
[Satisfaction with] Opportunities to collaborate with faculty in other units at Cornell	1-5	3.74	1.12	3.46	1.23
[Extent of stress caused by] Departmental or campus politics	1-3	1.93	0.77	2.13	0.74
[Agreement with:] I feel I am ignored in my department/unit	1-5	2.07	1.29	2.31	1.30
[Agreement with:] I can navigate the unwritten rules concerning how one is expected to conduct oneself as a faculty member	1-5	4.01	0.99	3.76	1.12
[Extent considering leaving Cornell] To find a more supportive work environment	1-3	1.64	0.78	1.92	0.87

All the results heretofore have treated the five measures of integration as distinct and independent contributors to the outcome of overall faculty satisfaction. It is also possible to conceptualize the five measures as related indices of a single phenomenon. A statistical technique called “factor analysis” provides a method for constructing a single weighted factor (or index) constructed as a weighted mean of the five indicators. (The five items have an alpha reliability coefficient of 0.64.)

Figure 6. The Distribution of an “Integration” Index, by Gender

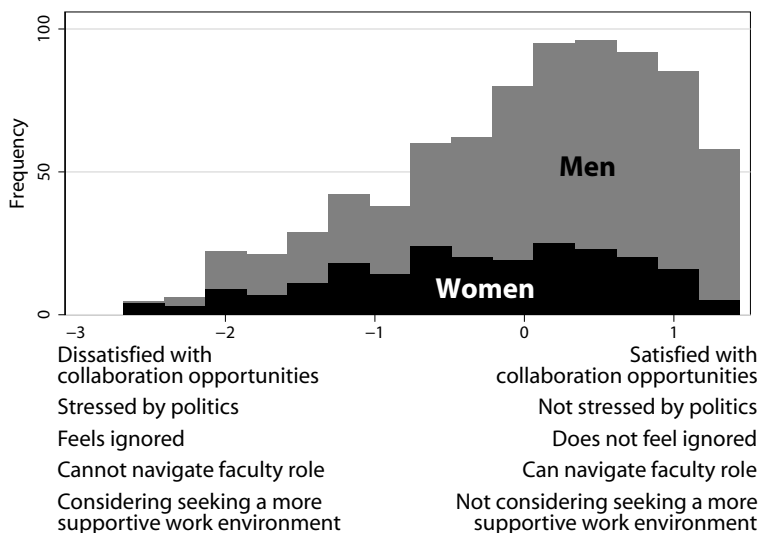


Figure 6 presents the distribution of this single “integration” scale. (The bars differentiating men and women are stacked such that the entire silhouette describes the distribution of the measure.) Both men and women fall along the entire spectrum of this scale. However, the distributions vary by gender, such that a larger proportion of men than women consider themselves satisfied with collaboration opportunities and comfortable navigating the unwritten rules of conducting themselves as faculty members.

More specifically, 57% percent of responding women have negative values on the “integration” scale, as compared to 37% percent of responding men.

Figure 7. The Distribution of an "Integration" Index, by Level of Overall Satisfaction with Being a Faculty Member

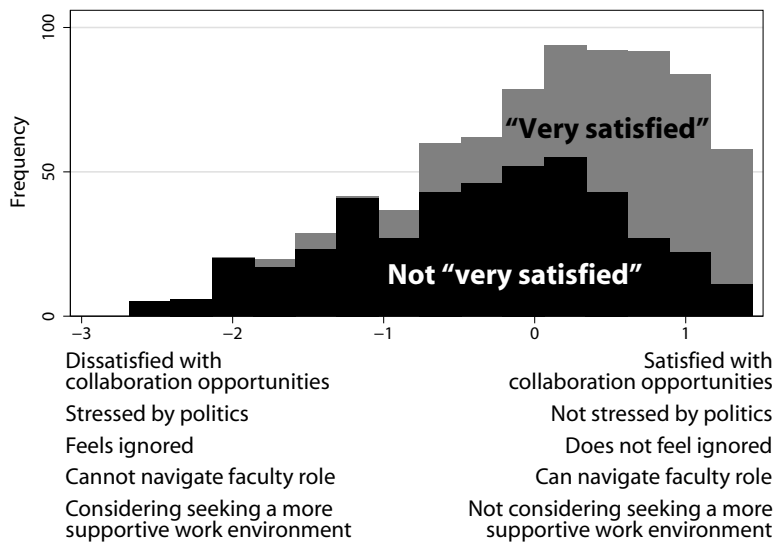


Figure 7 shows the same silhouette (the distribution of the created index tapping integration), but this time by whether or not the survey respondent indicated they were overall "very satisfied" with being a faculty member at Cornell. This graph illustrates the strength of association between satisfaction and integration.

Specifically, among the 121 faculty with values of less than negative one on the integration index, a total of 11 respondents indicated that they were "very satisfied" being a faculty member.

Conversely, among the 118 faculty with scores above positive one (signifying a high level of integration, appearing on the right side of the graph), 95 indicated that they were "very satisfied" with being a faculty member.

While we may not completely understand either the source of the gender difference in integration or the nature of the relationship between integration and satisfaction, it is apparent that:

- Women are less integrated than men, and
- Less integrated faculty tend to be less satisfied than are those who feel more integrated with being a faculty member.

E. Other Measures of Quality of Work Life

Overall satisfaction with being a faculty member is a succinct and compelling measure of the "quality of work life" among faculty. However, other variables may also tap aspects of the quality of work lives and offer different advantages. For example, we might consider some or all of the following:

- The single item: "All things considered, if you had to do it all over again, would you accept a position at Cornell?" On a five-point scale, responses ranged from "Definitely not" to "Definitely would." This measure correlates with overall satisfaction at 0.34.
- A satisfaction *scale*. For example, a series of ten items were asked of all faculty, and included satisfaction with rank, salary, benefits, office space, staff, library resources, computing, graduate students, advising responsibilities and committee responsibilities. While these measures tap distinct areas, in fact they are correlated (respondents satisfied in one area tend to be satisfied in other areas) such that as a scale they have an alpha reliability coefficient of 0.85. A single factor extracted from these measures correlates with overall satisfaction at 0.27.
- Departmental climate. The survey asked faculty to "rate the climate" of their units on five continua (collegial-contentious; cooperative-competitive; conciliatory-aggressive; seeks the collective good-seeks individual advantage; cohesive-fragmented). Responses to these five items were strongly correlated (e.g. $\alpha = 0.92$). This index correlates with overall satisfaction at 0.20.

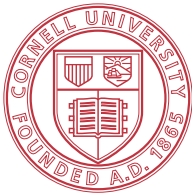
Table 3. Summary of Regression Results for Four Different Outcome Measures Relating to Faculty Work Life

Outcome in Regression Model	R ² from a regression model including:		Overall difference between the mean outcomes for men and women "controlling for"...		
	Measures of structural position, work load and life outside	Measures of integration	Nothing [no controls]	Measures of structural position, work load and life outside	Measures of integration
Overall satisfaction being a faculty member	0.043	0.147	-0.208*	-0.165	0.004
Likelihood one would "do it all over again"	0.057	0.341	-0.229*	-0.142	0.037
Satisfaction scale	0.127	0.207	-0.149*	-0.045	-0.007
Perception of departmental climate	0.114	0.399	-0.299*	-0.254*	-0.105*

Table 3 summarizes the results of using these alternative measures of quality of faculty work life as outcomes in regression analyses. In each case, the indicators of integration described above were powerful explanatory factors in the outcome and explained considerably more variation than did the measures of structural position, work load or life outside of Cornell (see, for example, the left panel of Table 3).

Further, controlling for the measures of integration essentially eliminated initial gender disparities in responses to the "do it all over again" and in the satisfaction scale, and explained the majority of the gender gap in responses to the departmental climate scale (see the right panel of Table 3).

Thus while each of these measures of faculty work life quality are somewhat different from one another, the conclusions suggested by the preceding analyses remain essentially unchanged: integrated faculty have higher quality work lives; and sense of integration explains much of the gender disparity in these work life outcomes.



Cornell University Faculty Work Life Survey

Child Care Needs Among Faculty

May 2006

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

In November of 2004, Provost Biddy 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. Among a variety of other domains, the FWL Survey included a series of items relevant to the child care needs of the faculty. This document focuses narrowly on the those items.

The FWL Survey was administered to Cornell faculty in the Fall of 2005. Out of the 1,465 tenured and tenure-track faculty invited to participate, 962 faculty answered at least some part of the survey, for a response rate of 65%. (We did not invite faculty in the first year of their contract at Cornell to respond.) Our survey data includes 263 women and 699 men. For more information on the response rate, see the companion document "Response Rates and Patterns." Other companion documents include "An Overview of Responses" and "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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Figure 1. Faculty Respondents with Children, by Age of Child

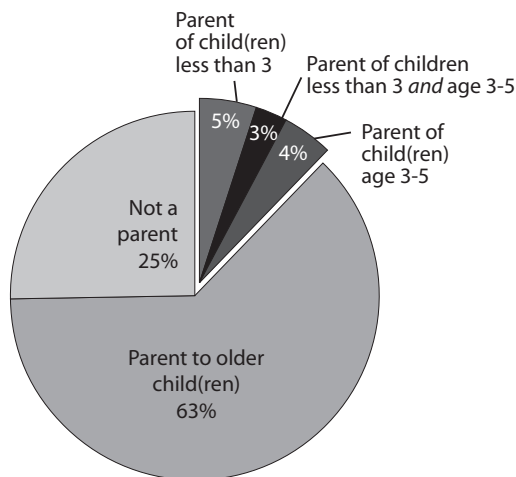
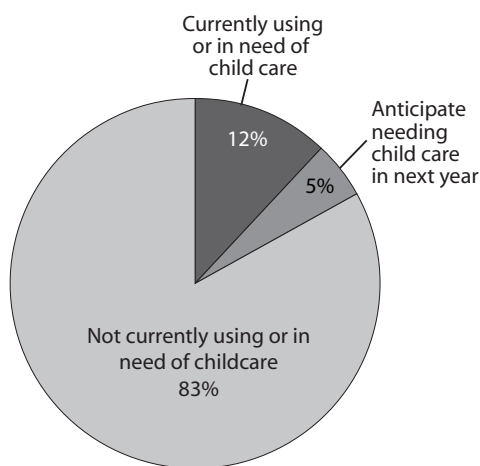


Figure 2. Need for Child Care Among Faculty Respondents



A. Faculty with Children and the Need for Child Care

Three-quarters of responding faculty indicated that they had children. (This figure is consistent with that estimated from the Cornell *Survey of Faculty Interaction with Undergraduate Students*, collected in Spring of 2004.) Reflecting the age demographic of the faculty population (in which half of all faculty invited to participate in our survey were 57 years old or older), the bulk of faculty children are school-aged or older. But approximately 12% of faculty members—or about 1-in-8—had one or more children age five or younger (see Figure 1). Extrapolated out to the entire faculty population, the estimates in Figure 1 suggest that there may be about 120 faculty members (8%) with children under the age of three years, and an additional 60 or so with one or more children age 3 to 5.

Again reflecting the age demographics of parenthood, parents of children under the age of five were more likely to be assistant professors and generally earned less than those without young children in the home. Indeed, 27% of assistant professors have at least one child under the age of 5. There is a small gender difference in our sample, such that about 14% of female faculty have a child aged 5 or younger, as compared to 12% of male faculty.

The FWL Survey instrument asked respondents, “Are you currently using or in need of child care for a child/children under the age of 6?” Respondents chose from one of three responses:

- Yes, I am currently using or in need of child care for a child under the age of 6
- No, but I anticipate needing child care for a young child in the next year or so
- No

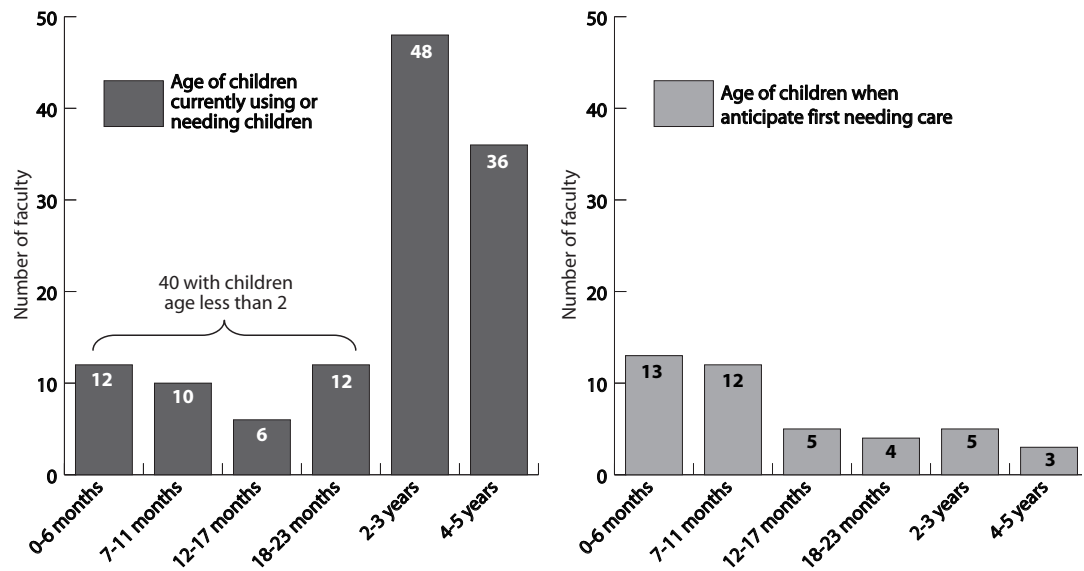
Twelve percent of faculty responded that they were currently using or in need of childcare (see Figure 2). In addition, 5% of responding faculty indicated that they anticipate needing childcare in the next year or so.

B. Ages of Children in Child Care

Among responding faculty who indicated that they currently used or needed child care, forty responded that they used or need childcare for a child or children under the age of 2 (see Figure 3, next page). The use or need was slightly higher in the 2-3 age range, with 48 faculty indicating current use or need, and slightly lower for the 4-5 age range (which presumably includes some kindergartners).

Faculty respondents who indicated anticipating child care in the next year or so were more likely to anticipate needing care for an infant under a year of age (with 25 faculty responding this way, see Figure 3) than for a child between 12 months and 5 years (with 17 faculty indicating anticipated need for that age range, Figure 3).

Figure 3. Faculty Using, Needing or Anticipating Needing Childcare, by Age of Child

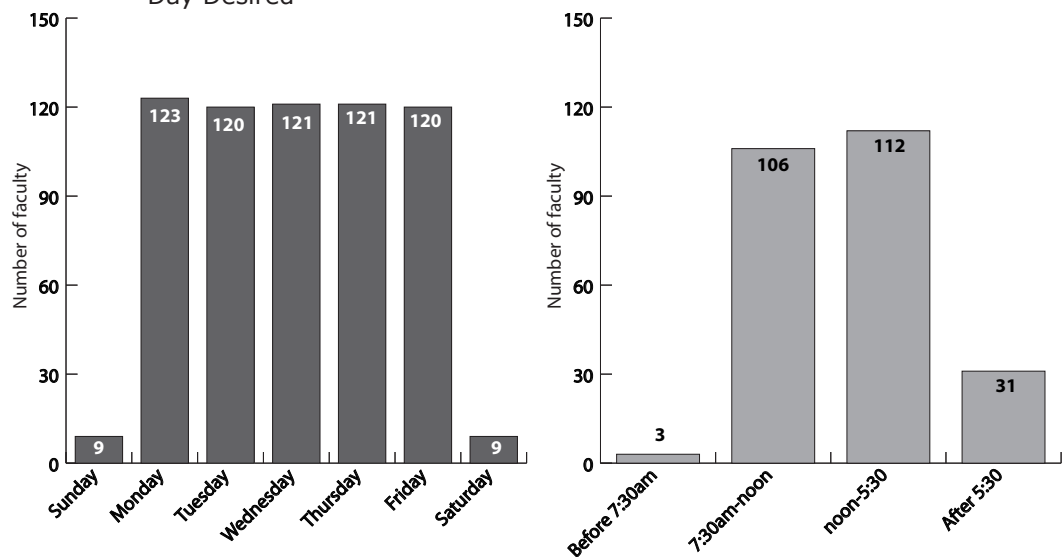


C. Days and Times of Child Care

Faculty using, needing, or anticipating needing child care were asked, “Which days of the week do you currently need or anticipate needing childcare” as well as “What hours do you need or anticipate needing childcare?”

As shown in Figure 4, child care is far more frequently desired on weekdays than on weekends. Nine respondents indicated that they needed child care on Sunday; seven of those indicated that they needed seven days a week of child care and the other two indicated a desire for Sunday through Friday care. Similarly, seven of the nine respondents who indicated a need for Saturday childcare indicated a need for seven days of child care; the other two respondent wanted six days, excluding Sunday.

Figure 4. Faculty Using, Needing or Anticipating Needing Childcare, by Time and Day Desired



D. Qualities Important in a Child Care Provider

Fully three-quarters of faculty using, needing, or anticipating needing child care consider “staff quality” to be “essential” in terms of importance in selecting a new care provider (see Figure 5).

Most respondents also identified location as a critical factor, with 58% considering “close to campus” and 54% considering “close to home” as “very important” or “essential.”

Overall, cost was not considered as important as staff quality or location, but more important than scheduling options.

Availability of part-time options were marked as “very important” or “essential” to 44% of responding faculty, and the availability of extended hours were valued this highly by 33% of respondents.

Figure 5. Importance of Various Factors in Selecting a Child Care Provider

