

# **Report on the Work Life Balance of Faculty**

Santa Clara University

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## Table of Contents

<b>Executive Summary</b> .....	3
<b>Work Life Study</b> .....	4
<b>Background</b> .....	4
<b>Methodology</b> .....	4
<b>Survey Findings</b> .....	5
<b>Main Survey</b> .....	5
Sample Demographics .....	5
Analytic Approach .....	6
Work and Life Satisfaction .....	7
Work Life Balance .....	8
Work Life Boundaries .....	8
Work Hours .....	9
Work Burnout .....	12
Hours Spent on Work and Life Activities .....	13
Life Stress .....	17
Friend Satisfaction .....	17
Predicting Work Life Balance .....	17
Work Life Policy Proposals .....	18
<b>Supplemental Surveys</b> .....	19
Promotion Path: Associate to Full .....	19
Faculty with Children .....	20
Relationship Status .....	21
Faculty Caring for Adults/Eldercare .....	22
<b>Interview Findings</b> .....	23
<b>Methods and Analysis</b> .....	23
<b>Findings</b> .....	23
Faculty Priorities .....	23
Sources of Stress .....	24
Resources and Support .....	28
Helpful Strategies and Possible Solutions .....	29
Programs and Policies .....	29
Conclusion .....	30
<b>Recommendations</b> .....	31
<b>References</b> .....	34
<b>Addendum: Faculty with Children</b> .....	35

## Executive Summary

This report summarizes the findings from a study conducted in the Spring of 2010 of full-time faculty at Santa Clara University, funded by a Sloan Foundation award. Fifty percent (n=280) of full-time faculty filled out a survey and 40 faculty (10 in each rank) were interviewed. The survey covered a number of dimensions of work and life including standardized scales to measure work burnout, work life balance, boundary crossing between work and life, and life stress. Faculty were also asked about their use of and support for various work life policies and programs and their experiences with dependent care (elder and child). The interviews were semi-structured, and interviewees were asked to reflect on their ideal days as faculty, sources of stress, and use of institutional supports.

Taken together, the data reveal a faculty satisfied with being at Santa Clara and who are committed to teaching, student mentorship, research, and to some extent service. Faculty take pride in teaching and the success of students, while at the same time they desire more time for research. In fact 93% of faculty who reported a discrepancy between desired and actual research hours desired more time for research.

Experiences and scores on the various scales included in the survey vary, widely in some areas, by rank, gender, and in some cases school/college. Assistant professors experience the lowest work life balance and have the highest average life stress scores and work hours per week. They also engage in more childcare hours than any other rank. Prepping new classes and grading were discussed as the greatest sources of work stress, along with the stress of publishing in a short time frame. Associate professors spend the most time doing service than any other rank.

Senior lecturers, although a small number in the sample, have the lowest satisfaction with their lives while those who are full professors have the highest, followed closely behind those on year-to-year contracts. Associates are the most likely to experience violations of work life boundaries followed by assistants. Full professors are the least likely to experience the intrusion of work into their lives at home.

Women spend more hours teaching and women full professors do more hours of work than men at

the full professor rank. Women faculty engage in significantly more childcare and housework than men faculty and are the most likely to be the ones to care for sick children.

Some differences were found by college or school. Faculty in the School of Law experience the greatest work burnout and the most hours of administrative work and faculty in the College of Arts and Sciences spend the most time teaching and have the highest work life boundary crossing

In terms of work life policies and programs, faculty are supportive overall of a variety of work life policies and programs, even if they do not utilize the policies themselves. Faculty were most supportive of health benefits in retirement, the option for temporary part-time appointments, more information on work life resources, and more faculty in permanent positions.

Supplemental analyses also revealed that many professors who are tenured felt they experienced a slower path to promotion than they would have liked, with engagement in too much service as the primary reason stated for the delay. Interviews revealed a similar frustration, especially among those associate professors who were dissatisfied with the amount of service they had done for most of their years at Santa Clara.

Overall faculty were happy with the health benefits and leave policies of the university and also appreciated the existence of other programs available for those eligible including the housing program and the campus pre-school. However in the interviews many faculty expressed frustration in trying to utilize the programs, especially the long wait for infant care.

Recommendations include paying special attention to the specific stressors faced by faculty by rank, especially the high demands of teaching and the desire for more time for research. Results also support a closer look at how service is stalling the promotion of associates and the potential negative consequences of the low life satisfaction of Senior Lecturers. In terms of policy, addressing potential health benefits in retirement, access to infant care, and job flexibility for heavy adult or child care needs appear to be the most important to faculty.

## Work Life Study

**This report was prepared by Kieran Sullivan (Psychology) and Laura Nichols (Sociology).<sup>1</sup>**

### Background

In 2008, Santa Clara University was one of six universities to receive an Alfred P. Sloan Award for Faculty Career Flexibility from the American Council on Education. The award was given in recognition of Santa Clara's efforts to improve career flexibility and work-life balance for faculty. Funds were used, in part, to conduct a work life study of faculty at Santa Clara University (SCU). This study was commissioned to assess work life balance among faculty and the extent to which related variables such as demographics (e.g., gender, rank), work-related variables (e.g., work burnout) and life-related variables (e.g., caring for elder adults) affect work life balance. Faculty use and support for work life programs and policies were also assessed.

### Methodology

Two methods were used to assess work life balance: surveys and interviews. Key informant interviews were conducted in the Fall of 2009 with nine faculty members across rank and school/college. Information from these interviews helped to shape the content of the survey. Survey participation was requested from all full-time faculty during the first three weeks of the spring quarter of 2010. Responders were asked to fill out a main survey, and then asked to respond to supplemental surveys based on rank and demographic variables (e.g., faculty with children). Upon completion of the survey, responders were asked to indicate if they were willing to be interviewed about work life balance. Thirty-one faculty were randomly selected within rank to interview. Combined with the pilot interviews, a total of 40 faculty were interviewed, 10 in each rank (Renewable/Senior Lecturer, Assistant, Associate, and Full).

The main survey assessed work and life satisfaction, work life balance, time spent in work and life areas, work burnout, life stress, family involve-

ment, friend satisfaction, and need for and support of various work/life policies. Additional questions were used to collect information from appropriate faculty based on rank, relationship status, whether they had or were planning to have children, and whether they had or anticipated having significant eldercare responsibilities.

The interview was semi-structured, allowing participants to describe their individual experiences with work life balance. After preliminary analyses of the data, the initial results were presented during a forum and feedback was solicited regarding further analyses.

In this report we present the findings from the surveys and the interviews. In response to input from the forum, we expanded our focus on service and elder care and added a more detailed report on childcare (see Addendum).

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<sup>1</sup> We thank undergraduate student Jaennika Aniag for research assistance and the support and/or feedback we received from the Office of the Provost, Faculty Development, and members of the work/life committee.

## Survey Findings

### Main Survey

#### Sample Demographics

##### *Response Rate*

Of the 565 full time faculty members<sup>2</sup> who received an email request to complete the survey, 280 (49.6%) completed at least part of the survey. The demographics of the sample as they compare to the population can be found in Table 1.

**Table 1**  
**School, Rank, and Gender Distribution**

	Full-Time Faculty 09-10	Sample Surveyed
School/College		
Arts & Sciences	59%	68%
Business	21%	13%
Engineering	8%	6%
Law	13%	13%
Rank		
Lecturers <sup>3</sup>	36%	32%
Assistant	13%	13%
Associate	26%	28%
Full	25%	27%
Gender		
Male	59%	50%
Female	41%	50%

*School/College.* Faculty from Arts and Sciences (A&S) were overrepresented in the survey, making up 68% of the sample (cf. 59% of full-time faculty). Faculty in the School of Business were underrepresented, making up 13% of the sample (cf. 21% of full-time faculty). Faculty in the School of Engineering and faculty in the Law School were adequately represented in the sample.

<sup>2</sup> Full-time faculty were defined as those with a full-time appointment during the 2009-10 academic year. This included those with one year appointments as long as they were full-time (defined as a minimum of seven courses). Faculty with administrative or part-time administrative or staff positions were also included. Those with quarterly appointments were not included.

<sup>3</sup> Because of changing definitions of faculty at the institutional level, we were unable to calculate population percentages separately by rank.

*Rank.* All ranks were adequately represented in the sample ( $n = 261$ ). Non-tenure stream faculty were asked to identify themselves as year-to-year, senior lecturer, or on a renewable contract. These rankings are no longer current due to modifications made in the Faculty Handbook in June 2010. Thus it is important to note that self-identification by faculty may be inconsistent with rankings currently recognized at the university (e.g., fixed term lecturer and renewable/continuing). Analyses are based on self-identified categories.

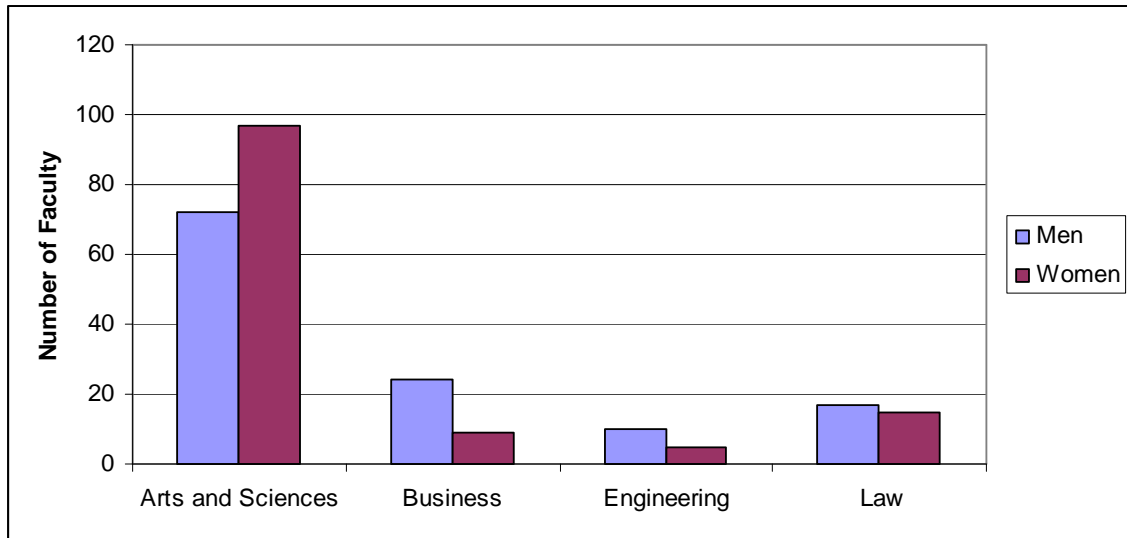
*Gender.* Women were overrepresented, making up 50% of the sample (cf. 41% of full-time faculty;  $n = 254$ ).

*Race/Ethnicity.* Although we had hoped to do some analyses by race/ethnicity, we knew that the small numbers in the population might make that difficult. This difficulty was compounded by the fact that 39% of the sample did not fill in the open-ended question asking respondents to identify themselves by race/ethnicity. When looking only at those who answered the question, 79% identified as white/European American. No other self-defined group reached the number necessary for statistical analysis and therefore separate analyses were not done by race/ethnicity. This is a weakness of this report.

*School/College by Rank.* A chi-square analysis was run to determine if the percent of faculty in each rank was significantly different across schools. There were no significant differences.

*School/College by Gender.* A chi-square analysis indicated that the percent of women faculty was significantly different across schools. Women comprised 57% of the faculty in the College of Arts & Sciences, 27% of the faculty in the School of Business, 33% of the faculty in the School of Engineering, and 47% of the women in the Law School (see Figure 1).

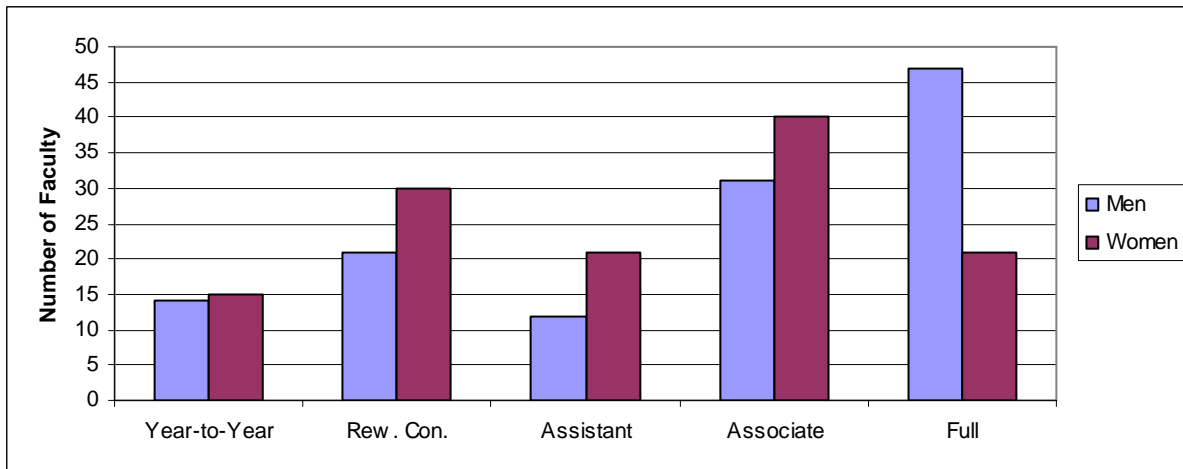
Figure 1  
The Number of Women and Men in Each College/School



*Rank by Gender.* A chi-square analysis indicated that the percent of women faculty who filled out the survey was significantly different across ranks. Women comprised 52% of year-to-

year faculty, 59% of faculty with renewable contracts, 65% of assistant professors, 56% of associate professors, and 31% of full professors (see Figure 2).

Figure 2  
The Number of Men and Women in Each Rank



### Analytic Approach

The survey was comprised of six questionnaires obtained from a review of the work life literature, single-item omnibus indicators (e.g., “Overall, how satisfied are you with being a faculty member at SCU?”), and questions written specifically for this survey (e.g., ratings of proposed policies). To control for Type I error, the six questionnaires were analyzed simultaneously using a multivariate analysis of variance (ANOVA); this method was used whenever

multiple comparisons were made (e.g., analyzing differences by rank). Tukey post hoc tests were used to determine which group differences were significant. To maximize statistical power, faculty who identified as senior lecturers (n = 9) were combined with faculty who identified as having renewable contracts whenever preliminary analyses revealed that the two groups were not significantly different and the overall findings did not change as a result of combining groups. When the results did change, findings for senior lecturers are reported separately. All the scales

were found to be reliable and normally distributed except the Family Involvement Scale (FIS), which was negatively skewed. The FIS was transformed to more closely approximate a normal distribution before conducting additional analyses.

## Work and Life Satisfaction

### Work Satisfaction

A single item was used to measure work satisfaction: “Overall, how satisfied are you with being a faculty member at SCU?” The response to this item was measured on a scale of 1 (very dissatisfied) to 5 (very satisfied). Thirty-eight percent of respondents indicated that they were very satisfied, 34% indicated that they were somewhat satisfied, 4% indicated that they were neither satisfied nor dissatisfied, 7% indicated that they were somewhat dissatisfied and 4% indicated that they were very dissatisfied. The mean score was 4.10 ( $SD = 1.09$ ), indicating that the faculty, on average, were somewhat satisfied with being a faculty member at SCU ( $n = 80$ ). No significant differences were found by school, rank, or gender.

Faculty were asked to respond to two statements to further assess work satisfaction. The first question was “I like that Santa Clara values my . . .” The most frequent response by far (mentioned by over one hundred respondents) was contributions in the area of teaching. Contributions in the area of research/scholarship/creative work and expertise were also mentioned quite frequently (about 50 respondents), followed by service contributions (18 respondents). Less frequent responses given by at least eight

respondents were administrative contributions, ideas/opinions, values, integration of mission, and social justice/community service contributions, advising students, and nothing.

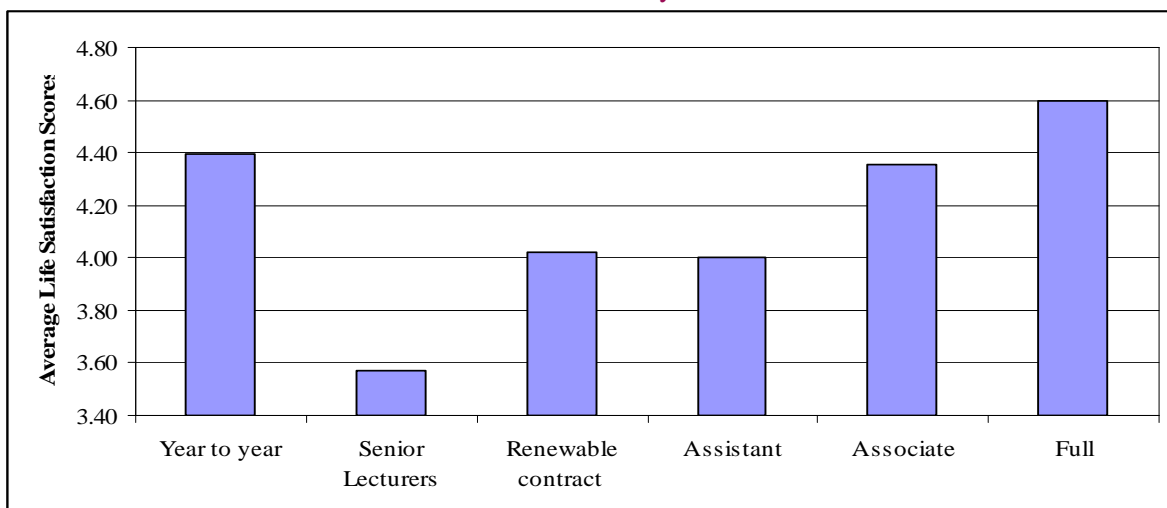
The second question was “I wish that Santa Clara valued me more for my . . .” The most frequent response was contributions in the area of research/scholarship/creative work (58 responses) followed by contributions in teaching (35), expertise/experience (26), and service (21). Less frequent responses given by at least seven respondents were in the areas of administrative work, advising, commitment/hard work, and social justice/community service.

### Life Satisfaction

A single item was used to measure life satisfaction: “Overall, how satisfied are you with your life outside SCU?” The response to this item was measured on a scale of 1 (very dissatisfied) to 5 (very satisfied). The mean score was 4.28 ( $SD = .99$ ), indicating that the faculty, on average, were somewhat satisfied with their life lives outside of work ( $n = 276$ ). Forty-five percent of respondents indicated that they were very satisfied, 30% indicated that they were somewhat satisfied, 2.5% indicated that they were neither satisfied nor dissatisfied, 6% indicated that they were somewhat dissatisfied and 2% indicated that they were very dissatisfied.

Significant differences in life satisfaction were found by rank (see Figure 3). Full professors reported higher life satisfaction compared to senior lecturers, assistant professors, and faculty with renewable contracts.

Figure 3  
Life Satisfaction by Rank



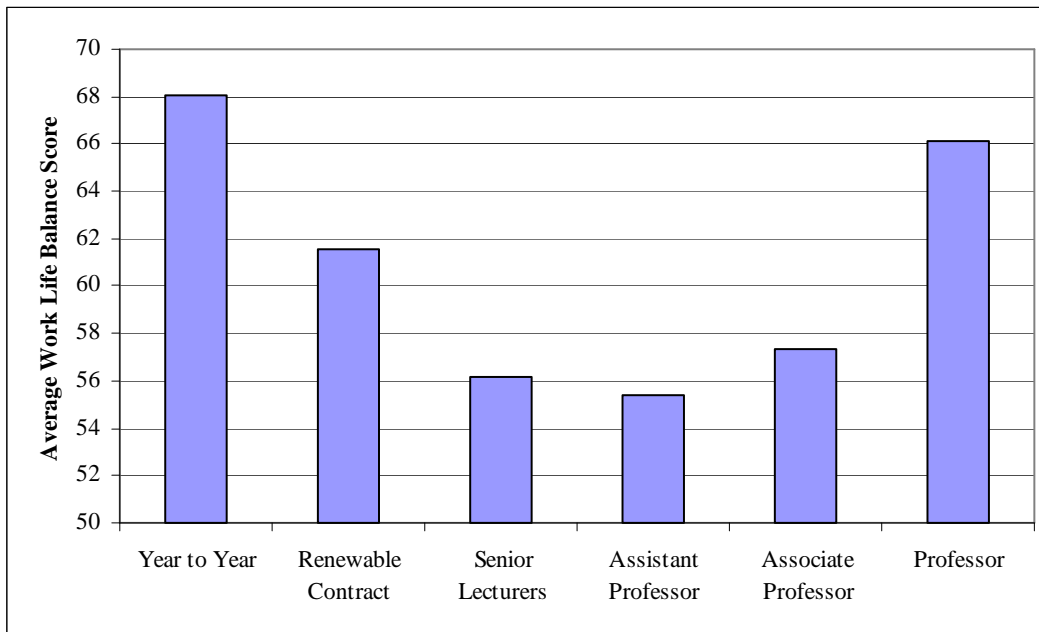
## Work Life Balance

The work life balance questionnaire (Hayman, 2005) consisted of 13 items rated on a scale of 1 to 7; total scores ranged from 25 – 91. Higher scores indicate greater balance of work and life. The sample mean was 61.3 ( $SD = 15.6$ ). A one-way ANOVA indicated that there were significant differences among the schools/colleges. Faculty members in the College of Arts & Sciences ( $M = 58.6$ ) obtained significantly lower scores compared to faculty in the Business School ( $M = 67.8$ ) and the School of Engineering ( $M = 60.1$ ). Significant

differences were also found for rank (see Figure 4) and gender.

Faculty with year-to-year contracts ( $M = 68.1$ ) scored significantly higher on the scale compared to senior lecturers ( $M = 56.2$ ), assistant professors ( $M = 55.4$ ), and associate professors ( $M = 57.3$ ). In addition to scoring lower than year-to-year faculty, assistant and associate professors also scored significantly lower than full professors ( $M = 66.2$ ). With regard to gender, men obtained significantly higher work life balance scores ( $M = 64.5$ ) than women ( $M = 58.4$ )

Figure 4  
Work Life Balance Scores by Rank



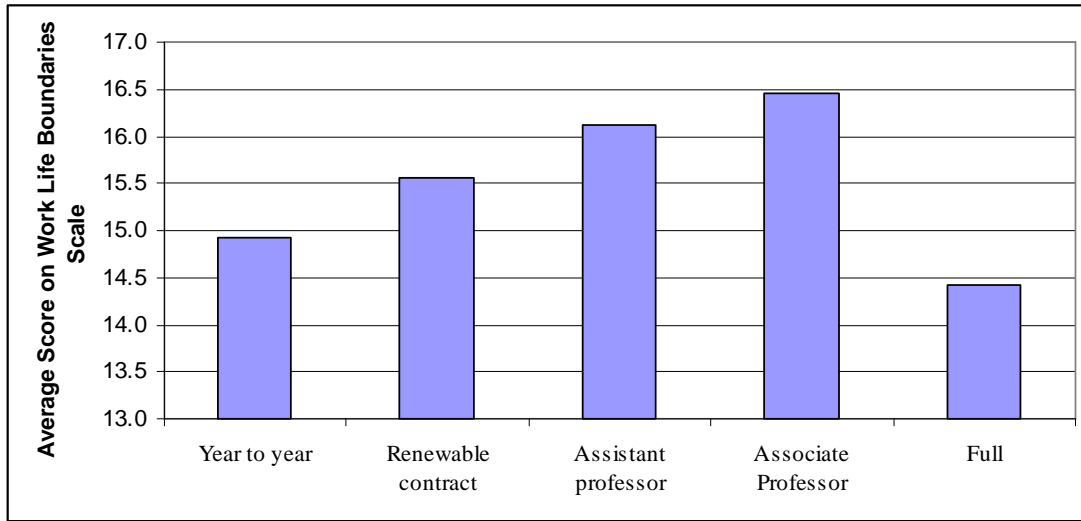
## Work Life Boundaries

Work life boundaries were assessed with a 5-item scale (Bulger, Matthews, & Hoffman, 2007). Participants were asked to rate the permeability of the work domain (e.g., whether coworkers contacted them about work-related matters outside of normal work hours) using a scale of 1 (never) to 5 (very often). The mean score was 3.1, indicating that the faculty, on average, indicated that the boundary between work and life was permeated sometimes ( $n = 280$ ). Seventeen percent of respondents indicated that work and life boundaries were hardly ever crossed, 55% indicated that they were sometimes

crossed, 26% indicated that they were often crossed, 2% indicated that they were crossed very often.

Significant differences were found by school, rank, and gender. A&S faculty reported higher total scores for boundary crossing ( $M = 16.0$ ) compared to business ( $M = 14.3$ ) and law school faculty ( $M = 14.0$ ). Regarding rank, full professors reported significantly less boundary crossing compared to all other ranks and associate professors reported significantly more boundary crossing compared to year-to-year faculty (see Figure 5). Regarding gender, women ( $M = 16.2$ ) reported higher levels of boundary crossing compared to men ( $M = 14.6$ ).

Figure 5  
Violations of Work Life Boundaries by Rank



## Work Hours

### Hours Spent Per Week on Work Activities

To get the most accurate picture for the hours full-time faculty spend on teaching, research, service, and administration we excluded participants who reported working more than 20 hours per week in administration ( $N = 29$  or 11.9%) and participants who reported working less than 20 total hours per week ( $N = 2$  or .01%). Overall, faculty reported

working an average of 49.21 ( $SD = 10.65$ ) hours per week. See Table 2 for the number of hours spent on each activity. The percentage of time spent in the standard three categories, teaching (teaching and advising), research, and service (service and administration), was 57% teaching, 27% research and 17% service (hours identified as “other” not included). For tenure stream faculty only, the percentage of time spent was 50% teaching, 28% research and 22% service.

Table 2  
Number of Hours Spent Per Week on Work Activities

Activities	$N$	Minimum Number of Hours	Maximum Number of Hours	$M$	$SD$
Teaching	244	3	50	20.5	8.7
Advising	244	0	25	5.9	3.7
Research	244	0	40	12.3	9.1
Service	244	0	20	5.0	4.1
Administration	244	0	18	2.8	4.1
Other	45	0	50	4.2	9.3

**Differences by School.** Faculty in A&S reported teaching significantly more hours per week than faculty in the Business School ( $M_{diff} = 5.20$  hours) and faculty in the School of Engineering ( $M_{diff} = 5.63$  hours). Faculty in A&S also reported significantly more hours spent on research per week compared to faculty in the Business School ( $M_{diff} = 5.24$  hours). Faculty in the Law School reported significantly more hours spent on administration per

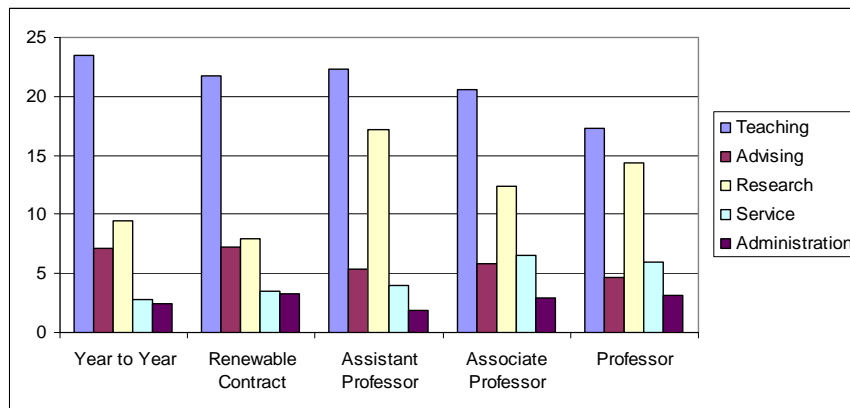
week compared to faculty in A&S ( $M_{diff} = 4.35$  hours). There were no significant differences in reported hours spent doing service.

**Differences by Rank.** Significant differences were found by rank (see Figure 6); full professors reported significantly less hours teaching than all other ranks: year-to-year faculty ( $M_{diff} = 6.18$  hours), faculty with renewable contracts ( $M_{diff} = 4.44$  hours), assistant professors ( $M_{diff} = 4.96$  hours) and associate

professors ( $M_{diff} = 3.18$  hours). Year-to-year faculty and faculty with renewable contracts reported spending the most hours in advising, significantly more than full professors ( $M_{diff} = 2.45$  and  $2.58$ , respectively) and faculty with renewable contracts reported significantly more hours than associate professors ( $M_{diff} = 1.85$  hours). Research hours also varied quite a bit by rank. Assistant professors reported the most hours per week, significantly more than year-to-year faculty ( $M_{diff} = 7.61$  hours), faculty with renewable contracts ( $M_{diff} = 9.13$  hours), and associate professors ( $M_{diff} = 4.70$  hours). Full professors reported significantly more hours spent on research per week compared to year-to-year faculty and faculty with renewable contracts ( $M_{diff} = 4.90$  and  $6.42$  hours,

respectively) and associate professors reported significantly more hours than faculty with renewable contracts ( $M_{diff} = 4.43$  hours). Hours of service also varied; associate professors reported the most hours of service per week, significantly more than year-to-year faculty ( $M_{diff} = 3.67$  hours), faculty with renewable contracts ( $M_{diff} = 3.04$  hours), and assistant professors ( $M_{diff} = 2.50$  hours). Full professors reported significantly more hours of service than year-to-year faculty ( $M_{diff} = 3.15$  hours), faculty with renewable contracts ( $M_{diff} = 2.53$  hours), and assistant professors ( $M_{diff} = 1.98$  hours). No other significant differences were found for service. Hours of administration and other hours were about the same across rank, with no significant differences found.

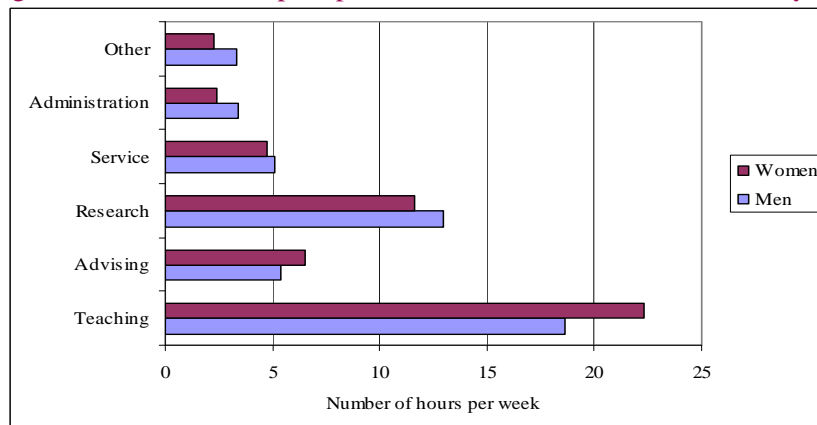
Figure 6  
Average Number of Hours Spent per Week on Work-related Activities by Rank



*Differences by Gender.* Significant differences in hours spent on work activities were also found by gender. Women reported teaching significantly more hours per week than men ( $M_{diff} = 2.53$  hours) and significantly more hours advising students ( $M_{diff} =$

1.4 hours) compared to men (See Figure 7). There were no significant differences in reported hours spent doing research, service, administration, or other work between men and women.

Figure 7  
Average Number of Hours Spent per Week on Work-related Activities by Gender



### *Desired Hours Spent Per Week on Work Activities*

Using the same subsample, full-time faculty wanted to work an average of 44.7 ( $SD = 9.6$ ) hours per week, or about 4.5 hours less than they are currently working (see Table 3). The percentage of desired time in the standard three categories,

teaching (teaching and advising), research, and service (service and administration), was 51% teaching, 37% research and 13% service (hours identified as “other” not included). For tenure stream faculty only, percentage of desired time was 46% teaching, 40% research and 14% service.

Table 3  
Desired Number of Hours per Week Spent on Work Activities

Activities	<i>N</i>	Minimum Number of Hours	Maximum Number of Hours	<i>M</i>	<i>SD</i>
Teaching	238	0	40	16.6	6.9
Advising	238	0	25	5.4	3.6
Research	238	0	40	15.8	9.2
Service	238	0	15	3.5	2.6
Administration	238	0	15	1.62	2.9
Other	41	0	30	4.8	6.5

### *Discrepancies between Hours Worked and Desired Hours.*

Faculty are spending about 3 more hours per week than they would like on teaching, about ½ hour more than they would like on advising, almost 4

hours less than they would like on research, about 1½ more than they would like on service and almost 2 hours more than they would like on administration. All the differences between the actual numbers of hours worked and desired number of hours worked were significant (see Table 4).

Table 4  
Discrepancies between the Number of Hours Worked Per Week and the Number of Hours Faculty Wanted to Work Per Week.

Activities	<i>N</i>	Minimum Discrepancies	Maximum Discrepancies	<i>M</i>	<i>SD</i>
Teaching	267	-15	30	3.2	5.7
Advising	267	-10	14	0.4	2.0
Research	267	-20	14	-3.8	5.3
Service	267	-6	20	1.4	3.3
Administration	265	-6	20	1.4	3.3

*Number of faculty members who desired more and less hours on each work activity (see Figure 8).* Among faculty who indicated a discrepancy in actual and desired teaching hours ( $N = 128$ ), 114 (89%) indicated that they would like to spend less time teaching, about 8 hours less per week on average ( $M = 8.2$ ,  $SD = 5.1$ ) and 14 (11%) indicated that they would like to spend more time teaching, 6 more hours per week on average ( $M = 6.0$ ,  $SD = 3.8$ ).

Among faculty who indicated a discrepancy in actual and desired advising hours ( $N = 71$ ), 55 (78%) indicated that they would like to spend less time

advising, about 3 hours less per week on average ( $M = 2.8$ ,  $SD = 2.3$ ) and 16 (22%) indicated that they would like to spend more time advising, 3½ more hours per week on average ( $M = 3.5$ ,  $SD = 3.18$ ).

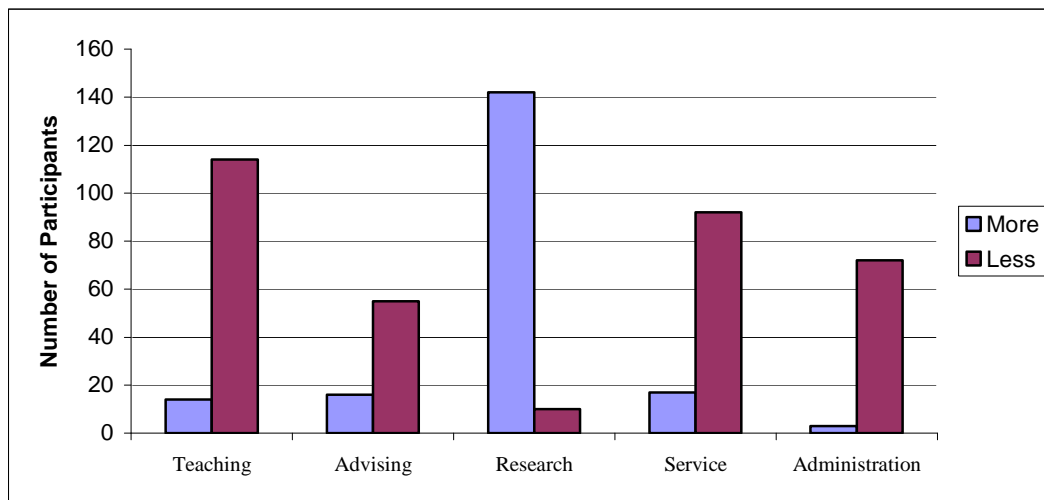
Among faculty who indicated a discrepancy in actual and desired research hours ( $N = 152$ ), 142 (93%) indicated that they would like to spend more time on research, about 8 more hours per week on average ( $M = 7.8$ ,  $SD = 3.9$ ) and 10 (7%) indicated that they would like to spend less time on research, 7½ hours less per week on average ( $M = 7.5$ ,  $SD = 3.8$ ).

Among faculty who indicated a discrepancy in actual and desired service hours ( $N = 109$ ), 92 (84%) indicated that they would like to spend less time on service, about 4½ hours less per week on average ( $M = 4.6$ ,  $SD = 3.8$ ) and 17 (16%) indicated that they would like to spend more time on service, 2½ more hours per week on average ( $M = 2.5$ ,  $SD = 1.46$ ).

Among faculty who indicated a discrepancy in

actual and desired administration hours ( $N = 75$ ), 72 (96%) indicated that they would like to spend less time on administration, about 7 hours less per week on average ( $M = 7.1$ ,  $SD = 7.3$ ) and 3 (4%) indicated that they would like to spend more time on administration, about 3½ more hours per week on average ( $M = 3.3$ ,  $SD = 1.5$ ).

Figure 8  
Number of Participants who Desire More or Less Hours on Each Work Activity



**Gender.** Significant differences in discrepancies were found by gender. Women reported a significantly higher discrepancy in teaching ( $M = 4.62$ ,  $SD = 6.03$ ) compared to men ( $M = 2.75$ ,  $SD = 4.68$ ), indicating that the gap between actual and desired hours teaching was greater for women (who want to teach about 4 and ½ fewer hours per week) than for men (who want to teach 2 and ¾ fewer hours per week).

## Work Burnout

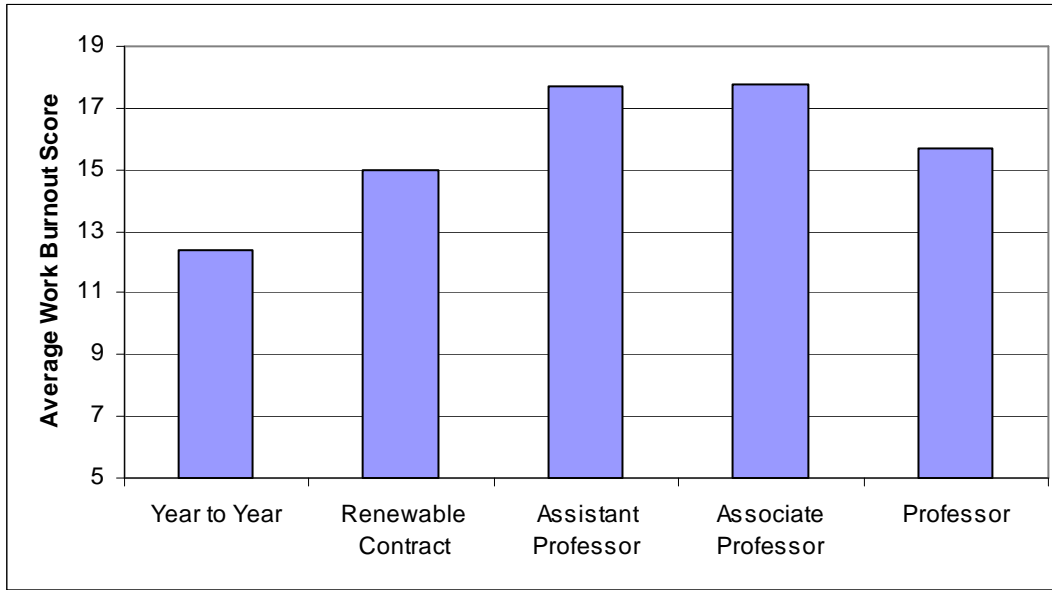
### Work Burnout Scale

Work burnout was measured using the brief version of the Maslach Burnout Inventory – General Scale (Maslach, Jackson, & Leiter, 1997). Six items were rated on a scale of 1 to 7; total scores ranged from 2 – 30, with high scores indicating high burnout. The sample mean was 16.0 ( $SD = 6.27$ ).

Faculty in the School of Law reported significantly higher scores on the Work Burnout Scale ( $M = 18.9$ ,  $SD = 6.5$ ) compared to the faculty in the Business School ( $M = 14.0$ ,  $SD = 5.7$ ) and the School of Engineering ( $M = 13.7$ ,  $SD = 5.3$ ). The scores of faculty in the College of Arts and Sciences did not differ significantly compared to any other school ( $M = 16.6$ ,  $SD = 6.4$ ).

Significant differences were also found by rank, with associate and assistant professors scoring highest on the scale (see Figure 9). Associate professors ( $M = 17.8$ ,  $SD = 6.5$ ) scored significantly higher than year-to-year faculty ( $M = 12.4$ ,  $SD = 5.3$ ), faculty with renewable contracts ( $M = 15.0$ ,  $SD = 6.0$ ), and full professors ( $M = 15.7$ ,  $SD = 6.7$ ). Assistant professors scored significantly higher than year-to-year faculty and faculty with renewable contracts. Finally, full professors ( $M = 15.7$ ,  $SD = 6.7$ ) scored significantly higher than year-to-year faculty.

Figure 9  
Work Burnout by Rank



### Greatest sources of work stress

Faculty were asked “what would you say are the biggest causes of stress at work.” The most frequent responses across rank were overall workload, lack of respect and/or appreciation, difficulties with administrators, difficulties with colleagues, and teaching demands. Teaching demands included teaching load, student difficulties/demands, course preparation and grading. Job security/contract renewal was frequently mentioned by faculty on year to year contracts and faculty with renewable contracts as sources of stress. Assistant professors frequently identified deadlines/time management and tenure as

sources of stress. Associate and full professors frequently mentioned competing demands on their time, too much and/or meaningless service assignments and lack of time for research as sources of stress.

### Hours Spent on Work and Life Activities

See Table 5 for the number of hours faculty reported they spent on work, housework, childcare, other dependent care, leisure, and commuting. No significant differences among college/schools were found.

Table 5  
Number of Hours Participants Spent on Work and Life Activities

Activities	<i>N</i>	Minimum Number of Hours	Maximum Number of Hours	<i>M</i>	<i>SD</i>
Work as an SCU faculty member	263	5	80	48.19	12.03
Housework	262	0	50	12.29	7.75
Childcare	262	0	75	9.75	15.72
Other dependent care	262	0	105	1.80	7.36
Leisure	262	0	50	11.44	8.55
Commuting/Driving	260	0	20	4.65	3.83

### Differences by Rank

Reported hours spent on work and life activities varied quite a bit by rank (see Figure 10). Assistant professors reported the most hours per week, significantly more than year-to-year faculty ( $M_{diff} =$

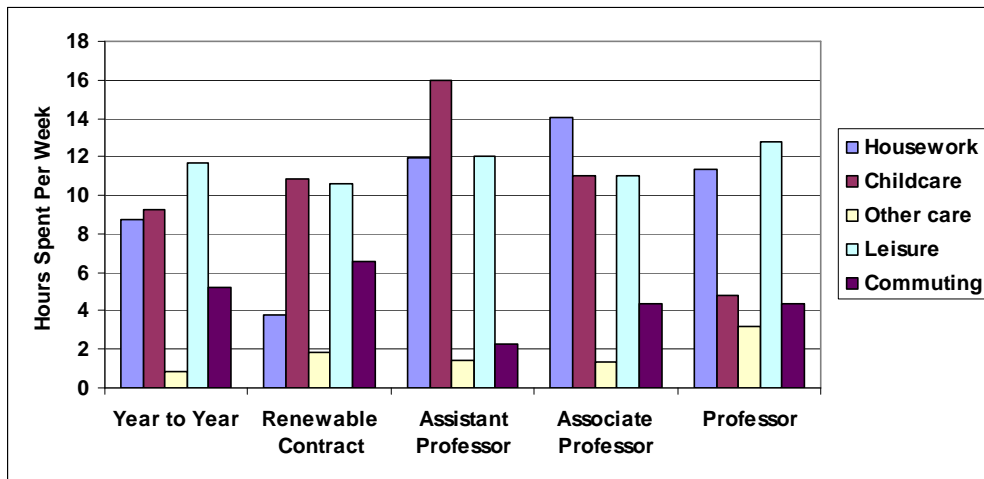
10.12 hours), faculty with renewable contracts ( $M_{diff} = 9.75$  hours), and full professors ( $M_{diff} = 5.46$  hours). Associate professors reported significantly more hours than year-to-year faculty and faculty with renewable contracts ( $M_{diff} = 7.73$  and 7.36 hours, respectively) and faculty with renewable

contracts reported significantly more hours than full professors ( $M_{diff} = 4.29$  hours).

Year-to-year faculty reported doing significantly fewer hours of housework per week compared to faculty with renewable contracts and associate professors ( $M_{diff} = 5.01$  and  $5.25$  hours, respectively). Assistant professors reported the most hours doing childcare, significantly more than full professors ( $M_{diff} = 11.18$  hours), full professors also did significantly less childcare than faculty with renewable contracts ( $M_{diff} = 6.06$  hours) and associate professors ( $M_{diff} = 6.23$ ). Full professors reported spending the most time doing other dependent care, though all post hoc pairwise

comparisons were not significant. There were no significant differences across rank in number of hours of leisure time. There were significant differences in time spent commuting, with faculty with renewable contracts commuting significantly more than assistant, associate, and full professors ( $M_{diff} = 4.30, 2.16,$  and  $2.20$  hours, respectively). Year-to-year faculty reported spending significantly more hours commuting compared to assistant professors ( $M_{diff} = 2.98$  hours), assistant professors also spent significantly less time commuting than associate and full professors ( $M_{diff} = 2.14$  and  $2.10$  hours, respectively).

Figure 10  
Reported Hours Participants Spent on Life Activities by Rank

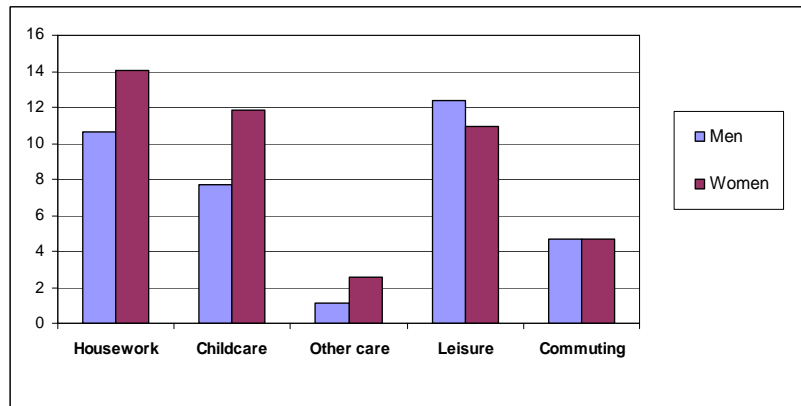


*Differences by Gender*

Women reported significantly more hours doing housework ( $M_{diff} = 3.42$  hours) and childcare ( $M_{diff} =$

4.21 hours; see Figure 11). In addition, women were four times more likely to report that they provided care when children were sick compared to men.

Figure 11  
Reported Hours Participants Spent on Life Activities by Gender

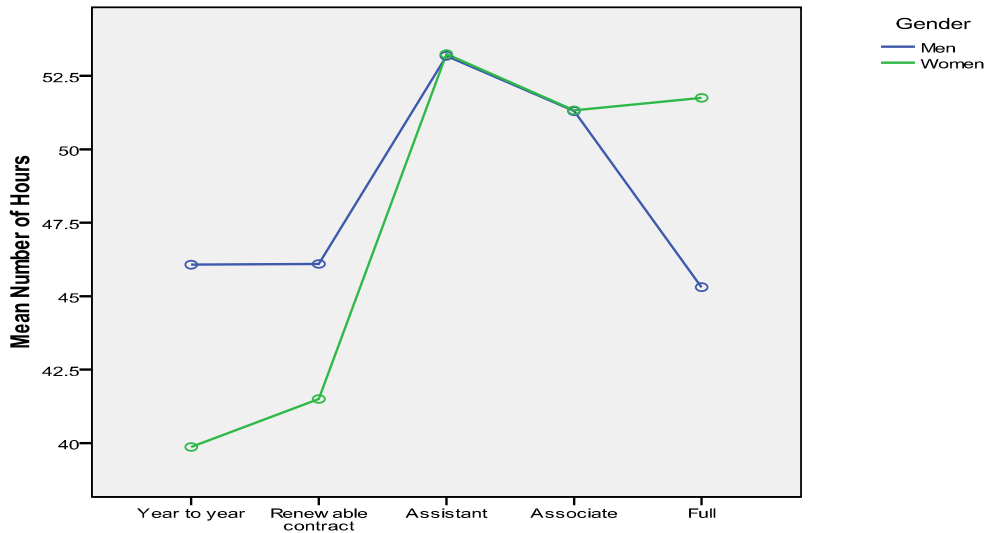


*Interactions between Rank and Gender*

Significant interaction effects between rank and gender were found for paid work hours, housework, and time spent in leisure activities. Regarding work hours, it appears that women with year-to-year contracts and women with renewable contracts work

significantly less compared to their male counterparts and that women at the rank of full professor work significantly more compared to men at the same rank. Men and women at the assistant and associate ranks report doing the same amount of paid work (see Figure 12).

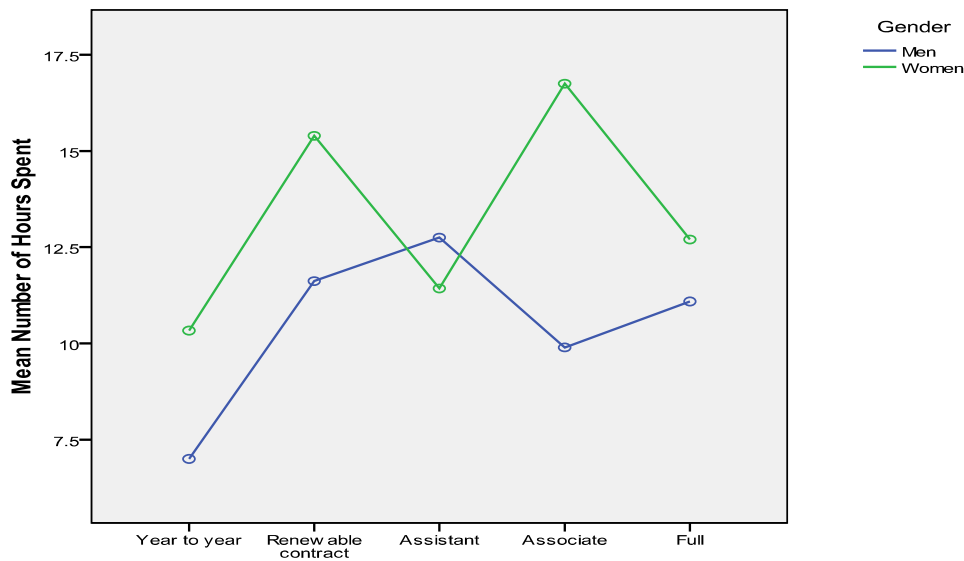
Figure 12  
Gender by Rank Effects for the Number of Hours Spent on Work Per Week



Regarding housework, women work more hours than men except for those at the rank of assistant professor. Notably, the most extreme gap is between

men and women at the rank of associate professor, with women doing about 7 more hours of housework per week compared to men.

Figure 13  
Gender by Rank Effects for the Number of Hours Spent on Housework Per Week

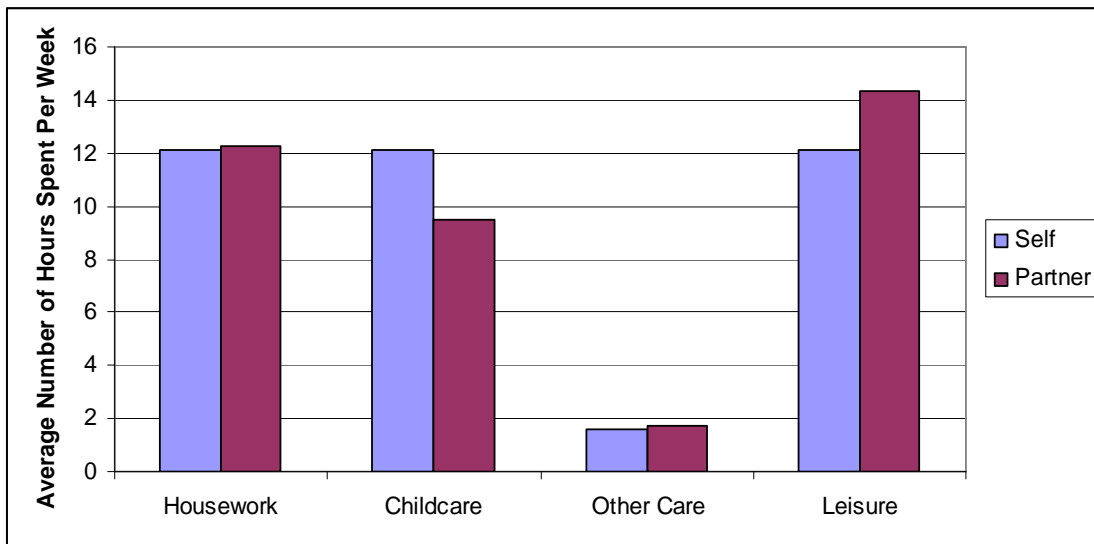


*Hours Spent by Spouse/Partner on Work and Life Activities*

Participants reported that their partners worked an average of 37.2 hours per week, over 10 hours less per week than the participants themselves.

Comparisons of life activities revealed that partners spent significantly less time taking care of children and significantly more time in leisure. No differences were found between self and partner for time spent doing housework and other dependent care (see Figure 14).

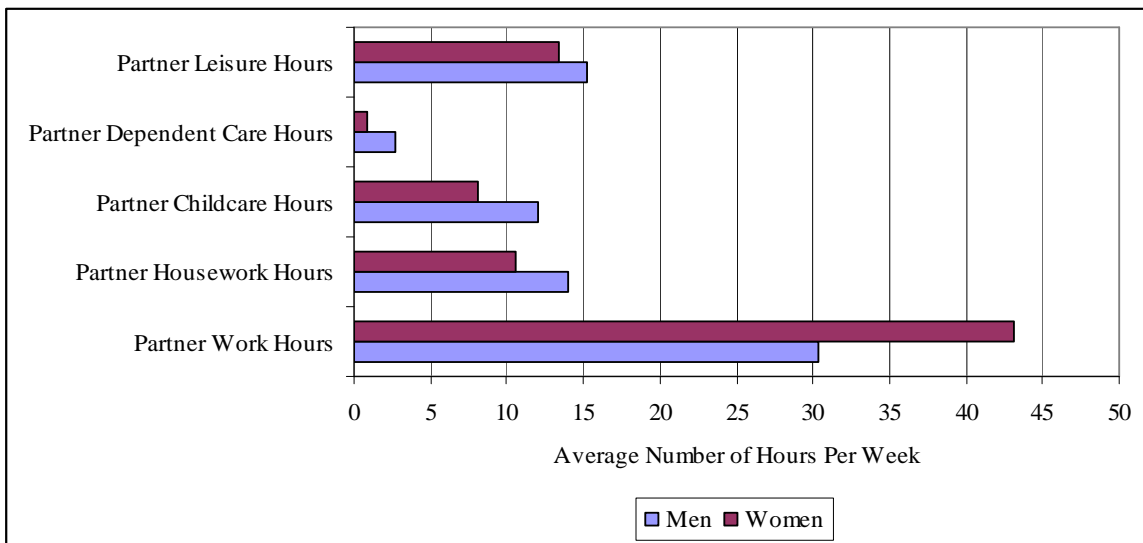
Figure 14  
Number of Hours Spent by Self and Spouse/Partner on Life Activities



*Differences by Gender.* Reported number of hours partners spend in work and life activities per week were compared by gender of participants. Male faculty reported that their partners spent

significantly less time working and significantly more time doing housework, childcare, and other dependent care (see Figure 15).

Figure 15  
Number of Hours Spent by Spouse/Partner on Work Life Activities by Participants' Gender

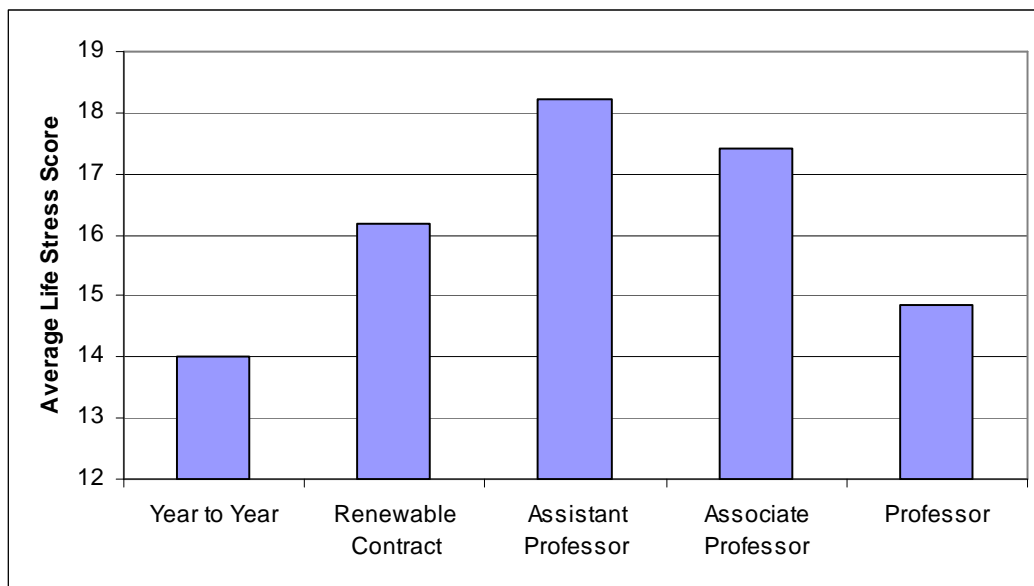


## Life Stress

Life stress was measured using nine items rated on a scale of 1 (not at all stressful) to 5 (very stressful). Participants were asked to report the amount of stress they had experienced in the past 12 months in nine areas (e.g., health, cost of living). Total scores ranged from 10 to 37 and the sample mean was 17.13 ( $SD = 5.6$ ). Significant differences

were found by rank and by gender (see Figure 16). Associate professors scored significantly higher ( $M = 17.4$ ,  $SD = 6.3$ ) than year-to-year faculty ( $M = 14.0$ ,  $SD = 5.0$ ) and full professors ( $M = 14.9$ ,  $SD = 6.0$ ) and assistant professors scored significantly higher ( $M = 18.2$ ,  $SD = 6.9$ ) than year-to-year faculty and full professors. Women reported significantly more life stress ( $M = 18.67$ ,  $SD = 4.6$ ) than men ( $M = 15.6$ ,  $SD = 6.3$ ).

Figure 16  
Average Life Stress Scores by Rank



## Friend Satisfaction

Participants were asked to rate friend satisfaction using three items. Participants indicated how satisfied they were with the number of close friends they had, the amount of support they received from friends, and the amount of time spent with friends on a scale of 1 (very dissatisfied) to 5 (very satisfied). Significant differences in friend satisfaction were found by rank. Year-to-year faculty reported higher scores on the Friend Satisfaction Scale compared to faculty with renewable contracts ( $M_{diff} = 1.75$ ), assistant professors ( $M_{diff} = 1.60$ ) and full professors ( $M_{diff} = 1.88$ ). No significant differences were found by school or gender.

## Predicting Work Life Balance

Work life balance was significantly correlated with a number of variables. Work life balance was lower when faculty reported higher work burnout ( $r = -.70$ ), higher discrepancies in desired work versus

actual work ( $r = -.67$ ), more life stress ( $r = -.67$ ), more work hours ( $r = -.23$ ), children under the age of five ( $r = -.20$ ), more hours teaching ( $r = -.17$ ), more hours of service ( $r = -.15$ ), more spouse work hours ( $r = -.15$ ), and more hours caring for children ( $r = -.14$ ). Work life balance was higher when faculty reported higher job flexibility ( $r = .68$ ), higher work boundaries ( $r = .63$ ), higher friend satisfaction ( $r = .47$ ), more leisure time ( $r = .42$ ), higher work satisfaction ( $r = .39$ ), higher life satisfaction ( $r = .37$ ), more family involvement ( $r = .16$ ) and hours spent doing research ( $r = .14$ ). Demographically, women faculty not currently in a relationship, and faculty in the College of Arts and Sciences reported lower work life balance.

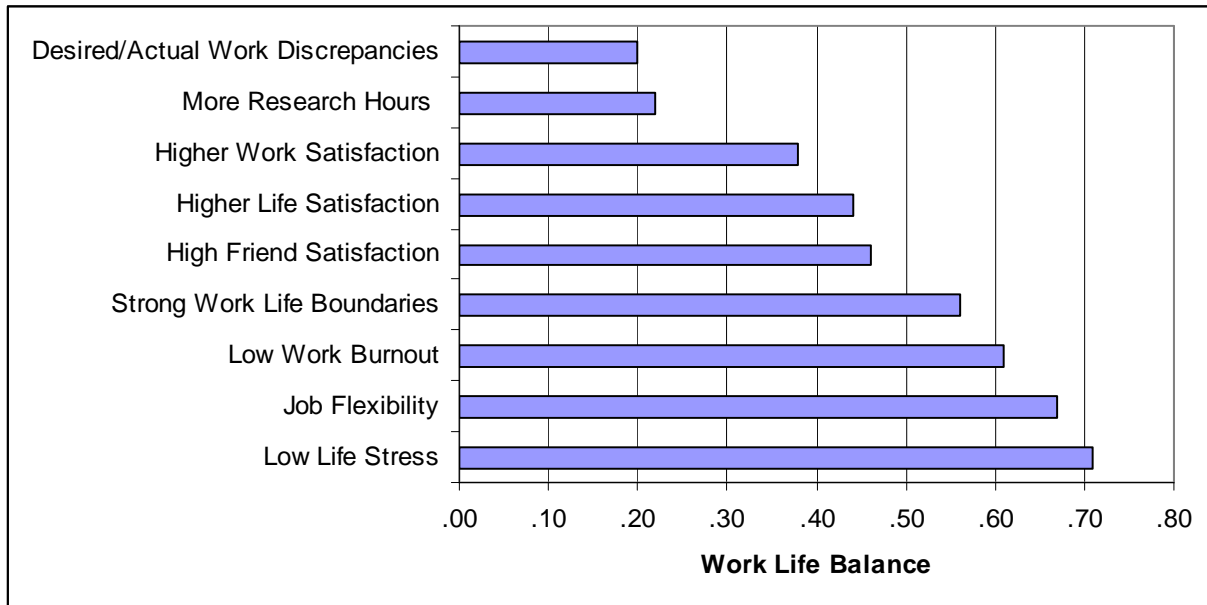
Hierarchical linear regression analyses were used to determine whether any of the variables were still related to work life balance after controlling for the demographic variables (gender, school, rank, and having a child under 5). The demographic variables were entered first, accounting for about 11% of the variance in work life balance. College/school and

having children under five emerged as unique demographic predictors (i.e., they were significantly correlated with work life balance after controlling for the effect of gender and rank).

Nine variables were significantly related to work

life balance after controlling for demographic variables. See Figure 17 for a display of the relationship between each variable and work life balance, taking the demographic variables into account (partial correlations).

Figure 17  
Relationship Between Predictors and Work Life Balance



### Work Life Policy Proposals

Faculty were asked about how useful a variety of policies or programs would be for them personally as well as whether they would support the policy overall (see Table 6). Over 80% of faculty said that health benefits during retirement would be very useful for them personally and 94% said they were supportive of instituting such a policy. Faculty

were also supportive of making childcare readily available (85% of the sample was supportive), as well as an option to temporarily move to a part-time position (79% were supportive), 78% were supportive of providing more information on work life resources and procedures, and 77% showed support for moving more faculty to permanent faculty positions.

Table 6  
Ratings of Policy Usefulness and Support

Policy/Program	Total <i>N</i>	% Said Would be Useful for Self (% <b>Very</b> Useful)	% Supportive for Faculty in General
Retirement Health Benefits	253	89 (80)	94
Option for Temporary Part-time Appoint.	247	59 (41)	79
More Information on W/L Resources & Procedures	250	70 (28)	78
Moving More Faculty to Permanent Positions	252	66 (45)	77
Longer Phased Retirement	249	62 (33)	67
Readily Available Childcare	252	48 (37)	85

## Supplemental Survey Results

Faculty were asked to answer additional relevant sections of the survey. The sections were: promotion for associate and full professors, faculty with children, relationship status, and adult/elder care.

### Promotion Path: Promotion to Full Professor

Sixty-nine associate professors filled out the supplemental survey for associate professors; 23% (n=16) reported that they did not plan to apply for the rank of full professor at SCU. The following three reasons were cited most frequently: engagement in too much service which has affected scholarship (94% of respondents), problems related to progress on scholarship/artistic work (75% of respondents), and uncertainty about the criteria (38% of respondents).

Fifty-three associate professors reported that they *would* apply for full professor at some point in their careers; of those 28% reported that they were on track, 2% reported that they were on a faster track than they expected, 35% reported that their path to full professor has been slower than they would like, but still okay, and 35% reported that their path to full professor has been a lot slower than they would like.

Sixty-six full professors filled out the full professor section of the survey. The average number of years they had been at the rank of associate professor was 7.85 years (SD=3.43). One-half

reported that their path to full professor had been on track, 14% reported that it had been faster than they had expected, 26% reported that it had been slower than they would have liked, but still okay, and 11% reported that it had been a lot slower than they would have liked.

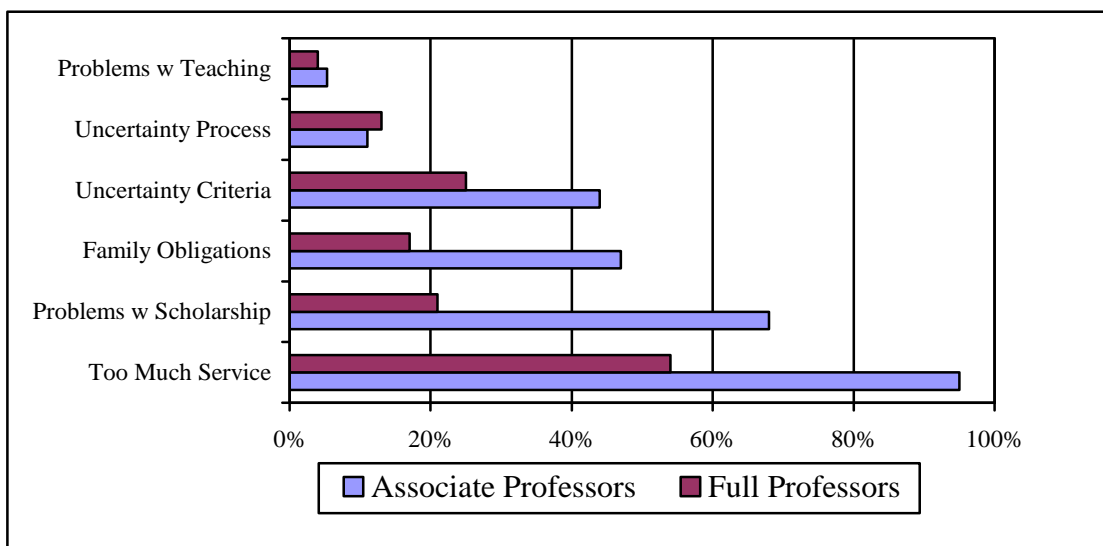
### Predictors of Slow Rate

Among the 38 associate professors who reported that their progress to full professor was slower than they would like, 95% of the sample reported that engagement in too much service was a contributing factor, 68% reported that problems related to progress on scholarship/artistic work was a contributing factor, 47% reported that family obligations were a contributing factor, and 44% reported that uncertainty about the criteria was a contributing factor (see Figure 18).

Among the full professors who reported that their progress to full had been slower than they would have liked, just over half (54%) said the engagement in too much service was a contributing factor, 21% said that problems related to progress on scholarship was a reason, and 25% said that uncertainty about the criteria was an issue.

**Gender.** Among associate professors, 74% of women reported a slow rate to promotion compared to 64% of men. Among full professors, 43% of women reported a slow rate to promotion compared to 33% of men.

Figure 18  
Reasons for Slowed Progress to Promotion to Full Professor



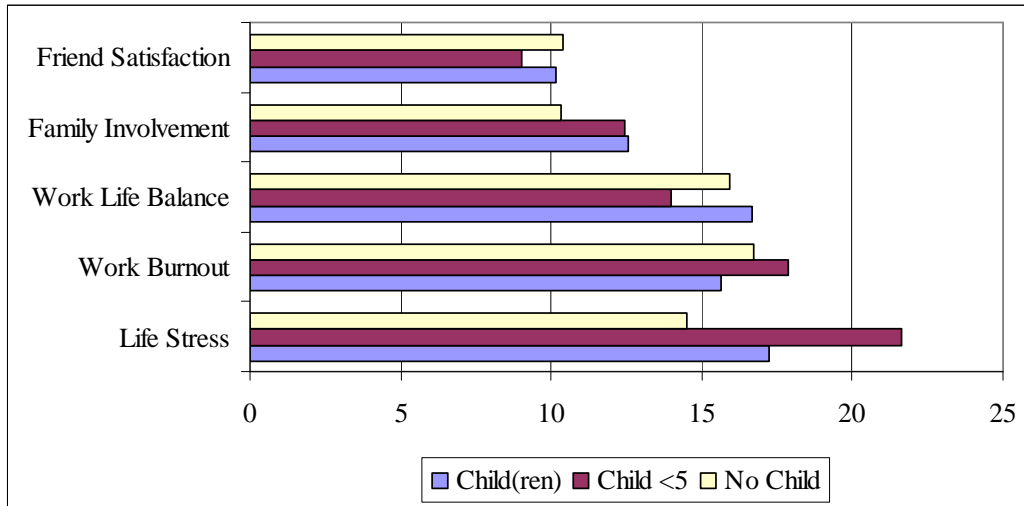
## Faculty with Children

### Differences based on children

Faculty without children ( $N=95$ ) were compared to faculty with children ( $N = 152$ ) and to faculty with at least one child under the age of five ( $N = 30$ ). Faculty with children scored significantly higher on

their levels of life stress ( $M_{diff} = 2.7$ ) and family involvement ( $M_{diff} = 2.2$ ) compared to faculty with no children. Faculty with at least one child under age five had significantly lower levels of work life balance ( $M_{diff} = -7.7$ ) and friend satisfaction ( $M_{diff} = -1.4$ ) and higher levels of life stress ( $M_{diff} = 7.1$ ) and family involvement ( $M_{diff} = 2.1$ ) than those with no children (see Figure 19).

Figure 19  
Average Scores for Participants With and Without Children

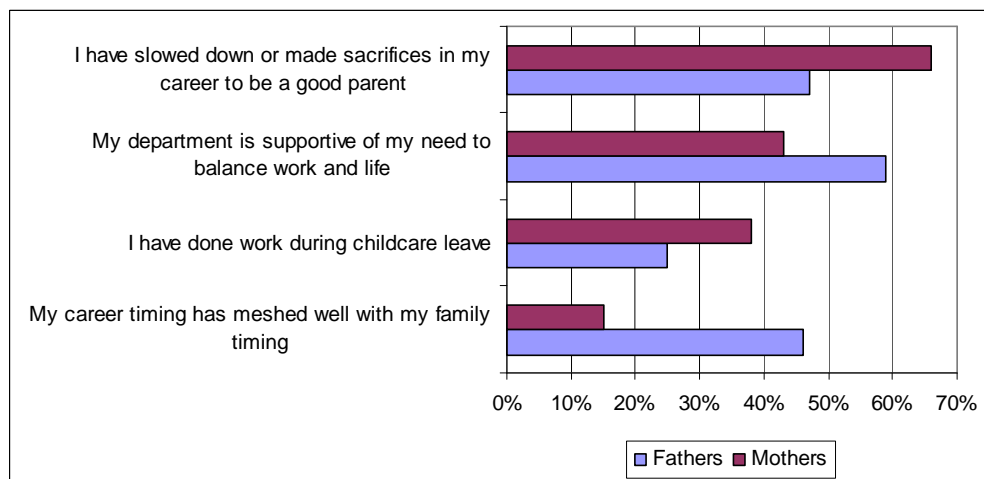


### Differences for mothers and fathers

Mothers and fathers differed in their perceptions of how well they had been able to balance work and life. The greatest differences were that fathers were much more likely than mothers to say that “my

career timing has meshed well with my family timing” and that their departments supported their need to balance work and life. Mothers were much more likely to say that they had “slowed down or made sacrifices in (their) careers to be a good parent.” (See Figure 20).

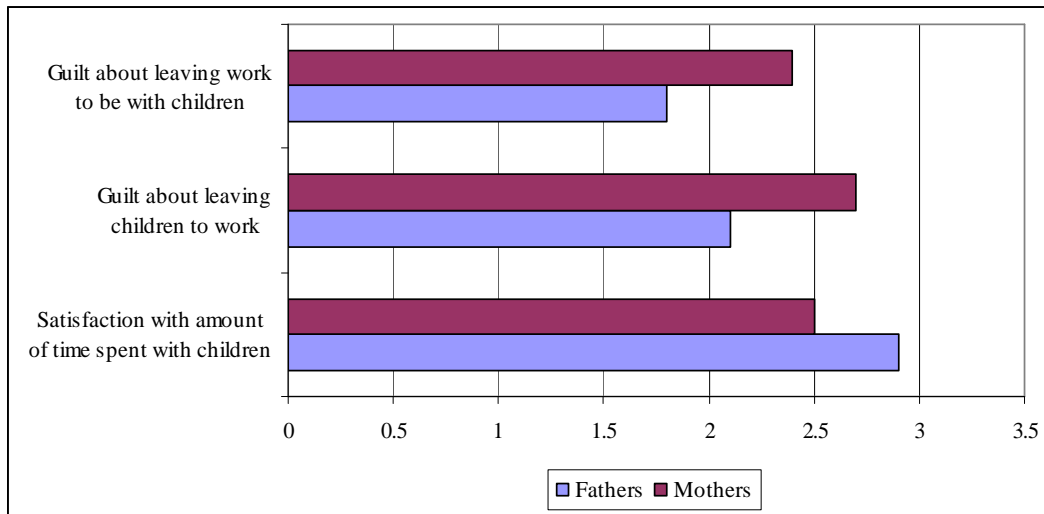
Figure 20  
Perceptions of Work Life Balance for Fathers and Mothers



Mothers and fathers also varied in satisfaction and guilt associated with the parenting role (see Figure 21). The greatest differences were that mothers reported more guilt associated with leaving work to be with children and leaving children to work

work compared to fathers. Further, mothers reported less satisfaction with the amount of time spent with children than fathers. There was no significant difference in satisfaction with the quality of relationships parents had with their children.

Figure 21  
Parenting Guilt and Satisfaction for Fathers and Mothers



### Planning to Have Children

Fifteen faculty indicated that they were planning to have children and were willing to answer questions about this. The most common reasons for not yet having children were fear of being able to balance work and family (60%), work (47%), wanting to be more financially secure (40%), wanting to get tenure first (33%), and waiting for the right partner (33%). Twelve of the 15 faculty (80%) were planning to use Kids on Campus for childcare in the future.

### Relationship Status

#### Differences between Single Faculty and Faculty in Relationships

Faculty with spouses/relationship partners ( $N = 194$ ) were compared to faculty not currently in a relationship ( $N = 36$ ). Significant differences were found for work satisfaction, life satisfaction, and work life balance. Single faculty reported significantly lower work satisfaction ( $M = 3.7$ ) and life satisfaction ( $M = 4.8$ ) compared to faculty in relationships ( $M = 4.2$  and  $4.4$ , respectively). Also,

average work life balance scores were significantly lower for single faculty ( $M = 56.6$ ) compared to faculty in relationships ( $M = 62.0$ ). No other significant differences were found.

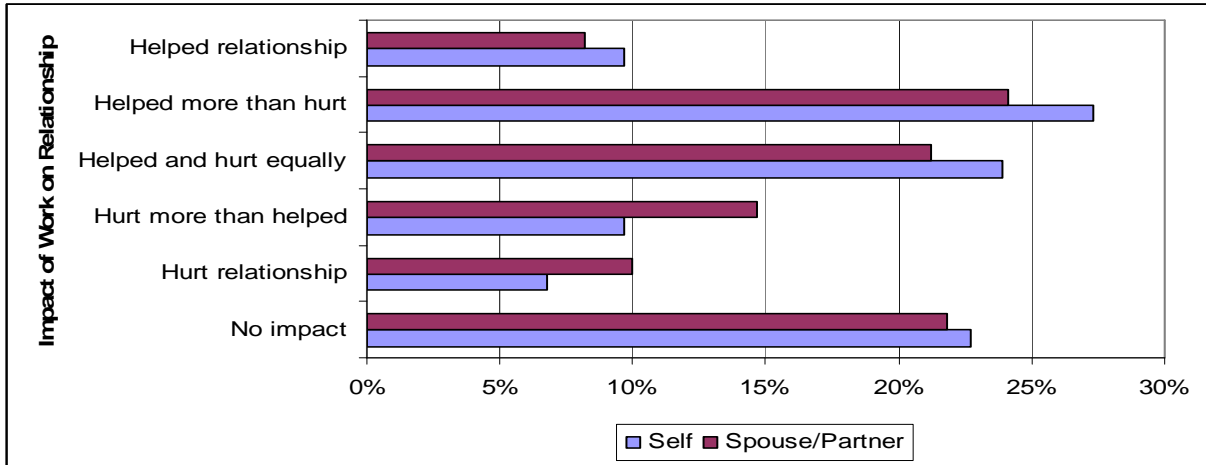
### Relationship Satisfaction

Most participants in relationships were happy with their relationships (73%); they rated their relationships as happy (10%), very happy (21%), extremely happy (32%), or perfect (10%). Faculty who were not happy rated their relationships as unhappy (6%), fairly unhappy (8%), or extremely unhappy (12%).

### Impact of Work on Relationships

Participants were asked whether work has had an impact on their relationships and whether they think their spouse/partner would say work has had an impact on their relationships (see Figure 22). Participant ratings of their own perceptions were more positive than their ratings of partners' perceptions of the impact of their work on their relationships.

Figure 22  
Perceptions of the Impact of Work on Relationships



### Faculty Caring for Adults/Eldercare

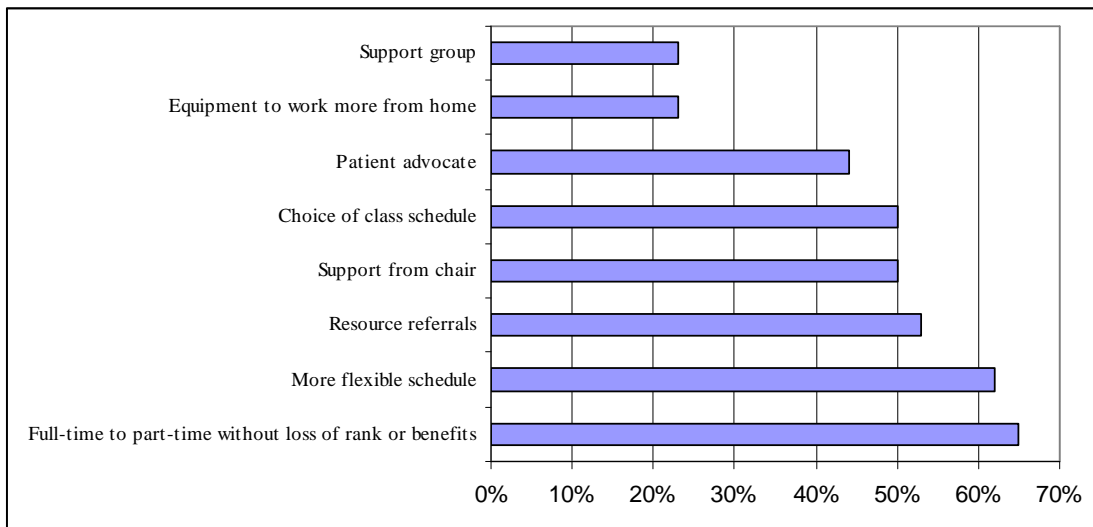
Almost 30% of faculty were currently or had provided extended care for an adult. An additional 34% said that they had not provided such care yet, but that they anticipated doing so in the future. Of those providing care, over half reported that they spent between 5-15 hours a week providing care, and six persons said that they spent more than 26 hours a week. Ten people said that they were caring for a dependent adult in their own home. The rest cared for dependent adults who lived independently or in assisted living/nursing homes.

Faculty reported doing many types of caregiving tasks. Those most frequently mentioned included providing companionship (89% reported doing this), filling out healthcare or legal forms (79%), doing

household chores (79%), arranging for outside help (77%), and providing transportation (70%).

The greatest problems that faculty experienced in providing care included physical and/or emotional strain (experienced by 55% of respondents), finding time (52%), finding needed services (36%), cost of care (26%), and keeping up one's work schedule (24%). Faculty mentioned a number of work-related supports that would be helpful in balancing work with caretaking responsibilities. In open-ended comments some mentioned that there were multiple supports for child caretaking, but few or none for adult care. The supports most desired were being able to easily move between part and full time positions, having a more flexible schedule and resource referrals (see Figure 23).

Figure 23  
Helpful Work Life Supports While Caring for Adults



## Interview Findings

### Methodology

As mentioned earlier, a total of 40 faculty were interviewed, 10 in each rank (Renewable Lecturer and Senior Lecturer, Assistant, Associate, Full). Interviewees represented faculty across the colleges/schools.

### Interviews

The interview guide was semi-structured, starting with a general question: “What is your ideal day as a faculty member?” More specific questions were then asked about how faculty were feeling about their work and work life balance, their use of institutional supports, needs and suggestions for supports, and how they were feeling about their careers and lives.

The interviews were conducted during the fifth week of the spring quarter of 2010 through the month of June. The interviews were recorded, transcribed, stripped of identifying information, and entered into NVivo8 for analysis. A coding scheme was developed based on the content of the interviews, topical areas of the survey, and patterns noticed by the researchers in conducting the interviews. Interviews were then read line-by-line and coded using the coding scheme.

### Analysis

We used a hybrid approach to analyze the interview data. To get a sense of faculty members as a group we initially analyzed their response to the first question about their ideal day. We then looked in-depth at those reoccurring themes that had been pre-coded based on categories of the survey as well as issues raised by the work-life committee. Finally, to get a more holistic understanding of the sources and causes of stress, we used the text analysis function in NVivo to find any references to words related to stress (including all synonyms) and analyzed the surrounding text.

In terms of the write up of the findings: typically the themes and responses most frequently mentioned are summarized. When different patterns were revealed by rank or other type of self-identified status we discuss those differing responses. Quotes were cleaned of any additional potentially identifying information and included in the discussion of results when the sentiments were expressed by more than just a few respondents.

### Findings

#### *Faculty Priorities*

The first question, “What is an ideal day for you as a faculty member?” was asked to better understand what faculty valued and enjoyed most about their jobs. In response most interviewees mentioned an ideal day that included teaching and research/artistic work. A few mentioned a day where their primary focus was research and some also included defined time for service work along with teaching and research: “*That would be the kind of ideal days in which I hit all the bases, you know, teaching, research, service without any one of them overwhelming the others*” (Assistant). Those who mentioned a day that included teaching, research, and service often commented that in answering the question they had “gone way over” the possible hours in a day. Most said that they rarely if ever experienced their ideal day, although some said their ideal day did occur sometimes, usually in the beginning of the quarter/semester or when teaching fewer courses than their usual load. Lecturers in particular mentioned as ideal being able to “*only teach two classes a quarter*” and having the freedom to teach in their specialty areas.

*Teaching as part of the ideal day.* Almost every interviewee across school/college and rank mentioned teaching and time with students as part of their ideal day: “*If it’s a teaching day, I make sure that I review the lectures I’m going to be giving early on, because that’s of foremost importance, the students*” (Full). Another said: “*I’d have my two classes, or ideally one class and there’d be great conversation and discussion in between me and the students and among the students and I feel like we really accomplished our goals for the day; and I’d have one or two students come see me, not about problems, but just for help on their research. . .*” (Associate).. A number of faculty mentioned a desire for “engaging and constructive” interactions with students outside of class. “*I mean I feel good as a teacher, I know I’ve had a big impact on a lot of students. I think you feel particularly happy when you see your students successful after Santa Clara and you realize that they got it, and they made something out of what you taught them*” (Full). “*I think the thing that I most value is when I see the*

students are succeeding. You know, that just really makes me happy” (Associate).

For most respondents, an ideal day also involved spending some time on research or scholarship, but most said that while teaching they were not usually able to focus on research: “My ideal is being able to write without becoming the binge writer I am now...you know, summers, Christmas, that kind of thing” (Lecturer).

*An end to the work day.* For some an ideal day was also one that included an end to work at a reasonable time, allowing time for other things. Many mentioned that part of an ideal day would be ending the day by five or six. Those who mentioned this as an ideal said it rarely happened, usually because they were meeting with students or dealing with software or lab issues to prepare for the next day. “Ideal, that would be, start at nine, finish at five, and when I go home I don’t have to worry about work, that would be ideal, that’s what I need, but now, every day, during the day and night I have to worry about all the things going on, emails from students, research projects, there’s not a cutoff time” (Assistant).

A few also mentioned that an ideal day depended on how things were at home: “The ideal day would be to not be anxious about getting out the door to get kids (to school) on time; or an ideal day would be frankly, not receiving that phone call to say they are sick or whatever” (Assistant)

*Time for thinking and a break.* Two components of an ideal day emerged as desired, but rarely accomplished: time for thinking and time for lunch, perhaps with colleagues. In terms of a time for thinking, faculty said: “the most desirable day would be one in which there was a fair amount of them (hours) available to teach a class and also have several hours of thoughtful work either related to a class that you’re going to teach or to the scholarship that you are going to do” (Full)., and “It’s about blocking off some time and being alone with my thoughts or my equipment or my students or whatever so I can work on that” (Full)., and “An ideal work day? I’m not sure what that would mean. I suppose it would be a day in which I felt I had the time to not fall further behind, and there was also some time to think about what I was doing for a little bit, as opposed to just putting out the next fire...some time to think about larger issues with where I am in my class, think about something going on in my research, think about something going on in the department” (Associate), and: “Yeah and

enjoy it (keeping up with my field) while I’m getting up on it as opposed to just rushing all the time” (Lecturer).

Faculty also mentioned a desire for time for a break, to eat lunch, and connect with colleagues: “Ideally it would be nice to take a break and get out of the office, to see people from across campus to make it over to Adobe Lodge occasionally, which maybe I do once a quarter” (Full). and “(When) going for lunch with a colleague, I find what happens is you know, you say ‘let’s go for lunch,’ you sit and you’re talking about work, you’re talking about research, you’re talking about you have a question and it becomes truly rich and it’s not planned but it’s wonderful” (Lecturer).

But faculty said that such time did not often occur: “I am working all the time. I eat lunch at my desk. I don’t take any breaks, I power through the days” (Lecturer). When encountering colleagues: “You end up saying: ‘I’d love to get-together, call me in a month” (Associate). A number of faculty said that working all the time made them feel isolated. Another said, regarding the ideal day: “And I go and teach and I’m ready to go and the students are the same. So we have fun. I finish class and I still have time to talk with students about other things. Then I have another class, then after that class, I take a little rest and I come to the office and I can see my colleagues, I can share my lunch with them, joke about things; then I take time to prepare for the next class and go home.” Interviewer: “So how often does that happen for you?” “No it doesn’t happen very often. Some of the things don’t happen ever. I am really tired...Sharing lunch with my colleagues, it doesn’t happen, not at all...(because) they don’t have time...normally our schedules don’t work so that we can have lunch” (Lecturer).

Overall faculty described an ideal day that included relaxed time for teaching and research, time to think and be engaged with others and with their disciplines as well as time for family. “It would be some combination of time to have thoughtful and concentrated work and also spend time with my family” (Lecturer) The ideal rarely matched the reality. Faculty mainly conveyed this as a workload issue with specific demands that took more time than faculty would like.

### *Sources of Stress: Work Hours and Load*

Most faculty said that during the school year they felt that the workload was heavy and disconnected from how they were supposed to be spending their time: “There is a real disconnect

*between what we say we value and how we show we value it...What it turns out is that people are spending in teaching, research, and service is 80, 50, and 10. So it's adding up to at least 140% time, and for junior faculty I think it's probably closer to 200% time. If we were more honest about the time we expect people to be spending on these things then we should require what can fit in those hours"* (Full). Those who mentioned hours said that they estimated that they worked about 60 hours a week. Lecturers, especially when teaching three grading-intensive classes, felt especially overloaded.

A number of faculty who had been at the university for awhile said that they felt the workload had increased: *"People who have been here a long time seem to agree that the work load is expanding and as I said this year and the next couple of years with the new core rolling out there's going to be a lot more expected in terms of teaching and curriculum development. Research demands keep escalating"* (Associate). Many lecturers we interviewed expressed that: *"More than just me have to teach an overload to make a livable work/life salary. And what happens with that, as you can imagine, is I end up doing less research. So how can you finish a book?...And then some of us are doing a lot of service, even running programs"* (Lecturer).

One faculty member described a day that was "a little bit out of whack": *"It was in October and we had a (department document) due that day, we had a candidate on campus, so I was tending to that, I had a committee meeting, which was two hours, and it's not a brain drain, and then I had agreed to teach at night. So I got up around five, and put on my tie, and the day was over at about nine. It was a very busy, full day, engaging and whatnot, but I probably would say things were a little bit out of whack"* (Associate). Another associate said: *"I usually feel most of the time exhausted and overwhelmed."* A number of faculty expressed the sentiment that: *"It (life) just barely works when everything is normal. But if there is any sort of crisis at home, any illness, anything out of the ordinary, then it becomes absolutely impossible"* (Lecturer).

Faculty coped with work overload by working evenings and weekends. *"I pretty much work most nights, either grading or prepping"* (Assistant). Faculty who did not have children often did not stop working in the evening, either staying at school or going home to work continuously: *"(before I had kids) I used to be able to eat dinner and then work 'til twelve and get six hours of work in. Now I start maybe at ten, and if I get my grading done and am more or less prepared for class the next day, that's*

*about all I could hope for"* (Associate). Some said they had trouble knowing when to stop working and struggled with creating a balanced life when there was so much work to do. Some faculty said that their partners were often frustrated with the amount of time they spent doing work. Faculty in partnerships who did not experience this noted that their spouses worked as much as they did, which alleviated potential strain.

Faculty with children described evenings that included stopping work for a while and then picking work back up again when the household was asleep. *"yeah, I do (work nights), I think sometimes just in order to get everything done, I work a lot of evenings, and I've always worked evenings because it's quiet and I can get stuff done"* (Full)., *"I come (back) to school at 10:00 or 10:30 at night and I stay until 1:00 in the morning and then I teach my class at 9:00a.m., so that isn't so great"* (Assistant)., and: *"It is just part of the rhythm of my day that my kids go to bed, and by 9:30 or so I am picking up a pen and a stack of student papers and I am grading for a couple of hours. And I don't love that, but it's just a fact of life...With grading at least there is an end in sight. Whereas, with the administrative work, it just never ends, and I am never done...I have gotten into what I think is an exceptionally unhealthy pattern where I just work late, late into the night, because nothing is ever done"* (Associate).

While faculty across ranks mentioned working at night, many faculty talked about doing at least some work on the weekends. One associate whose spouse planned a weekend away with family said, *"We went away and it was great, but I was a basket case before we left trying to get work done ahead, and I've been a train wreck this week thinking, my God, I shouldn't have taken the weekend off. I can't take weekends off."* Assistants were more likely than those in the other ranks to mention working full days on the weekends: *"I think that is the norm, having to come in virtually every weekend for almost an entire day. When I was teaching two courses that I had taught previously I didn't come in every weekend, I just said no, enough, and that felt better. My family was really excited, but most of the time it feels off—it's abnormal to feel balanced."*

An assistant in the faculty housing program thought that living close to campus was helpful in having a more balanced work-life: *"Living in the faculty housing, I am able to walk to work, you know, I don't have a long commute or anything. So that really helps, and especially, like when I have to work late, because I am so close to campus, I can still go home for dinner and help maintain the*

*work/life balance that way. To still have some time for home and then turn around and come back...but even though I am working late, that ability to be so close to campus has really helped a lot this year."*

Teaching and service obligations seemed to be the main reasons for the immediate need to work on the weekends and evenings. Aspects of teaching and service were also mentioned as the main types of activities that drained faculty of energy. Research was not mentioned as a source of work overload, but rather as a source of stress to publish and to figure out how to "keep the little buds (of research) from dying" during the school year (Assistant)

**Teaching and work overload.** Grading, and grading in a short time seemed to drive much of the work overload related to teaching. "We teach 15 weeks in just 10 weeks—so it's just faster. Not only are the courses essentially semester courses, if you look at the number of exams we grade, etc., and our class size is large (in our school)" (Associate), "If I could teach all my classes without grading, teaching would be an absolute joy--the grading is the worst part of the job—well next to going to pointless committee meetings...Does everyone feel like they have to work seven days a week?" (Associate), and, "I just graded 73 essay exams. If you ask me what I have done the last, sort of, five days, about 14 hours a day, it's grade exams" (Full). While many faculty mentioned grading as draining or a "boring" part of the job, one faculty said: "It's not the actual doing the grading that really bothers me, it's the grading with time pressure that bothers me often" (Lecturer).

Prepping new courses and keeping courses up to date also accounted for large amounts of teaching time. One faculty member thought that because of technology and easy access to new information, teaching was more labor intensive than in the past: "Teaching is more time-consuming (than it used to be), I've got up-to-date graphs, but I have to keep up on that, I have to always be on the Web. I'm always downloading information. And then there's the e-mail. E-mail is a nightmare" (Associate). Some faculty mentioned having to prep a number of new classes in a short time as very time-consuming. Those who said that new course preparations were a source of overload said they had prepped seven to nine new courses while at the assistant level. A number of faculty also mentioned that the new core curriculum had added a lot of extra preparation time for them this particular year.

Other sources of stress related to teaching included the need to get high teaching evaluations and not being able to teach courses they had

designed: "I think the teaching part, I feel a little bit drained, because I've been trying to, I've been putting lots of effort into teaching and trying to be a good professor, this is my dream job, but I'm not exactly sure why the student evaluations are not going higher or to the top, so that's one reason I mentioned earlier on, maybe because I've been focusing too much on how much they learn instead of what are the things they like to learn" (Assistant). "So what's draining is first investing (in developing new classes), and then being told that your investment is not welcomed or is not needed. That's very draining" (Lecturer).

Some faculty said they thought something had to change in the allocation of work or in the expectations of faculty due to the time faculty devoted to teaching: "So I think, yes, they should go down a bit on the teaching expectations, or admit you are a teaching-focused university and stick with it. It's schizophrenic and has been ever since I got here. We want to be teaching scholars we want everybody to be doing excellent teaching and excellent research but we're not going to give you the time to do it; because if we give you the time then we have to hire lecturers and that's taking you out of the classroom and that's not what we mean by having teacher-scholars in the classroom, or we have to hire more faculty and, gee, we can't afford that. So something has to give somewhere in that model. And the thing that has been giving is that we've been expecting the faculty to do more and more research without giving them the time to do it" (Full). "I believe strongly we need fewer courses per year or different writing expectations. It's very unfriendly to parents, very unfriendly to anyone who has a family crisis...I don't think the system works. Maybe it would be different if I didn't care about my teaching; it would certainly be different if I didn't have as many preps" (Assistant).

**Service and work overload.** Service was also mentioned as a source of work overload and stress. Some said that it would be nice to have service relegated to predictable and certain hours and days of the week "instead of just trying to steal time from everywhere" (Full). "With service, often it works out, not so much a big chunk for any one thing, but you just have so many things happen in a given day, that you can kiss research goodbye, for example" (Assistant) Interviewees also serving as chairs of their departments mentioned many meetings and in particular "there are too many responsibilities, too many tasks" (Associate). One faculty wondered: "These days it's about service expectations...I was

chair of (a number of committees), ridiculous sorts of things—and as you know, with so many of these committees it's inconsequential when you think about what they actually do. Do they really need to exist?" (Full)

In contrast, one faculty member expressed frustration that while resources for faculty had increased, faculty seemed less interested in and willing to do service: "There isn't the sense of 'I'm a member of this institution and it's part of my job to be a contributing member, to be a citizen of this institution' without always looking for something in return." It appears that some associate professors are perhaps caught in the middle of the what is perceived as a cultural shift that the university has made from a culture where faculty of all ranks were expected to do relatively heavy service assignments to one in which assistants are supposed to be "protected from" large amounts of service to focus instead on research. "When I came in people weren't protected from service; it was just assumed that you would ramp up your service as the number of years you were here increased. There were a lot of Assistant Professors at that time that were doing really significant service, but then, once you're an Associate then it was pretty much a field day, you aren't protected from anything" (Associate). One assistant was trying to prepare for having to do more service once tenured: "I get the feeling that a lot of Associate Professors are burdened administratively...it's something that concerns me. I don't want to do more (service)." Another linked administrative work with delayed promotion from associate to full: "I don't think people should be in positions of higher administration until after they are full professors so they don't have to arrest their (research) momentum" (Associate).

Some faculty mentioned feeling responsible to show up at more events to support students of color because they were one of the few faculty members who was expected to be there for them. Another faculty member wondered sometimes if she/he was only asked to participate on committees and on other projects like the interview because of fitting some "under-represented category" on campus.

For some, meetings and/or conflict in their department was a source of aggravation: "The things that I find more draining or frustrating are meetings that seem, just to put it bluntly, kind of pointless. Meetings that could be accomplished over email, but for some reason there's just a compulsion to meet" (Assistant). "What has drained me is the level of turmoil that has been in (my department) this year, a level of turmoil, that in my perspective, is unne-

cessary...Can you imagine all the good we could have done in that time?" (Lecturer) For others the frustration was directed at the administration: "The people on the administrative side are not particularly in tune with what the demands are for faculty. They may say they are in tune, but, again, without having that intimate experience with what needs to be done and what students are experiencing and demanding from teachers and faculty members these days, they just don't realize what kinds of stresses they're building in the system" (Associate)

Some faculty talked about how service interfered with family life. "Meetings scheduling has been one of the biggest things to struggle with, to balance with the family responsibilities" (Assistant). and: "I have been less okay with the sheer amount of service work I have been doing, it's been causing a lot of exhaustion problems, and some problems in my personal life" (Full).

One faculty member who was called from work because a child got in trouble at school said: "I'm driving away, to pick up my (child), and I am completely split. My sense of stressors. And I am all exercised about (service work) and I am thinking, God, there is not enough room in my head for all of these things" (Associate).

**Research and stress.** In terms of stress associated with research, assistants were particularly stressed about how and when to fit research into the school year and lecturers were frustrated that they were not recognized for their research. A number of assistant professors mentioned not being sure how much research was enough for tenure made them feel uneasy most of the time, no matter how well they thought they were doing: "... I feel like I'm in the middle, with what I'm getting done, so I have, so I've got the people who haven't gotten as much done as I have stressing out, and that stress rubs off too, because you don't feel you've done enough. Then you've got the people who are doing more than you, and they're stressed out too, so it all rubs off. So I'd say, in terms of a particular day, there was a day, where I'd just finished (a) leave, and I didn't feel like I got anything done. I was in the field, but I just didn't get as much done as I wanted, so it was stressful."

One full professor, who said research was more important than teaching for her, said she wondered if she would be happier teaching if she had more time for research. Others talked about how research expectations affected their families: "I don't want to miss the time when my children are growing up. But then I also have the stress. Publication, I think, is the

number one stress right now. There are really high expectations” (Assistant). “Whenever I have a big deadline it puts stress on my family and then it puts an additional mental burden on me because I always feel guilty about it” (Assistant).

*Other sources of stress.* The cost of living in the Bay Area was another source of stress for faculty. “Well, yeah, the biggest stress, obviously, in this valley is housing and the cost of living here, because it’s a wonderful place to live. The University’s a great place to work, a great work environment in my opinion, but even to go out and rent an apartment here is, it stretches the means of a family that ... and especially in terms of people who want to have kids and have a family at a normal age, it’s a big stress because really, you have to have two incomes to survive here” (Full).

A few mentioned pay as a reason they would leave the university to move somewhere more inexpensive: “Our salaries are really not adequate...there are very real circumstances of living in this valley, and trying to raise kids, and trying to own a home (for some of us) it’s pretty challenging. If I ever leave, that would be why. (A higher salary) would really help my work/life balance. It actually really would, because I could take vacations, we could do more leisure stuff if we didn’t feel quite so pinched...It just is tiring. Very tiring” (Associate).

Dependent care (childcare and eldercare<sup>4</sup>) were another significant source of stress for faculty. Faculty talked about past or current experiences taking care of a spouse or, in most cases, an elderly parent, as a source of stress. A number of faculty mentioned apprehension about facing such care in the future. Said one: “It’s overwhelming to suddenly be dealing with end of life issues of a parent on an emotional level, but then all of a sudden the responsibility, the financial, the medical and all of that, it’s just huge.” A faculty member with a parent in their home with a caretaker during the day said: “Well, during the last (number of) years I’ve been taking care of my mother. So every day (of that time) my work/life balance is off. Because an hour of care has to be provided when I get up before I go to work, another hour or two of care when I get home. So, by the time I’m actually ready to sit down and try to focus on something, it’s 10 or 11 at night and I’m

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<sup>4</sup> What interviewees said about the stressors related to child care is covered in the attached addendum.

exhausted. Then the clock has to be set back in the morning so I can get up extra early, try to grade papers. I grade in the car. I grade at the breakfast table. I grade in bed.”

Phased retirement was mentioned as a useful support in being able to balance elder care along with work. A few faculty said that because they were not the primary caretaker they could not use the family leave policy, and wished there were some other types of support that allowed them more flexibility to travel to help aging parents and the time it took to help with financial, medical, and living arrangements, often from afar.

## Resources and Support

For the most part, faculty felt supported by their departments and those who were tenure stream felt they received enough collegial support for their research: “I’ve found my colleagues in my department have been very helpful and understanding when the life side is kind of being more demanding” (Assistant). Another mentioned not requesting leave for health-related issues because members of the department were willing to step in to teach: “there was one week when some people subbed for me, and that was just a quiet thing” (Full). Some faculty said that members of their departments had stepped up their service in the department when they were doing more service outside the department, resulting in “protecting us from ourselves” (Associate)

In terms of support for research one full said: “I’ve always felt supported in my professional activities, the support budget that I have is adequate to fund research assistants and conferences and other professional activities. I think that the sabbatical policy is really nice.” In addition, faculty said that some of the most useful resources were internal grants, money for international conference attendance, and funds to hire student research assistants.

Two faculty mentioned appreciation for having resources from the university available, but then frustration when trying to use them: “the university has spent a lot of effort to provide resources and trying to help the faculty, like the housing and Kids on Campus, these are the benefits, that I can, when I talk to my friends, I can brag about it, that we have this wonderful support on campus, many other institutions don’t have it. So I’m very proud to be in an institution that’s really caring about faculty, especially the junior faculty, understanding the

*difficulty we are facing. But when you try to use it, it's just extremely difficult*" (Assistant).

Overall faculty appreciated the housing program, particularly the low rent and/or mortgage assistance that allowed some faculty to eventually buy a home. Complaints about the program typically centered on difficulties getting things fixed as well as a perceived lack of flexibility when a faculty member's family situation changed and they desired a different kind of housing arrangement (say from an apartment to a house). One faculty member said that the requirements of the housing program were not compatible with their goals of starting a family because his/her spouse made too much to qualify, yet wanted to quit work after having a baby, making them unable to afford housing on the open market.

In terms of dependent care support, most faculty were extremely appreciative of the paid family leave policies they were able to receive to care for a family member. In addition, most faculty who used the campus childcare center (Kids on Campus) were happy with the facility once they got into the program. The main desire was for easy access, especially for the infant room, and better hours (see Faculty With Children Addendum).

For those who had, or at the time of the interview were providing adult or elder care, faculty said that being able to go part or 2/3rds time during that period would have been helpful. Knowing the resources available to support eldercare issues was also cited as a need.

A faculty member who was transitioning to no children at home said *"I need help constructing that boundary so I have a healthier home life in this transition that I'm in the middle of, but I'm not sure that falls to Mother Santa Clara to provide"* (Associate).

### **Helpful Strategies and Possible Solutions**

Faculty mentioned being able to teach the same classes in a quarter and clustering classes as strategies that had been helpful to them in having more time during a year for research and in balancing work-life. As mentioned earlier, a number of faculty thought that if teaching and service obligations were going to stay the same, that research expectations should stop increasing: *"I don't really see why, as long as we're not going to cut down on teaching and service demands, why we should continually increase scholarship demands...so backing off a little on the scholarship demands, I think could be healthy for getting down to 60 hours per week (of work)"* (Full).

Some also wondered why there could not be more flexibility in the interpretation of the teacher-scholar model: *"I'm not saying throw out the teacher-scholar model, I'm saying make it fit our needs and make it serve our faculty rather than the faculty always serving it. It's just a model."* Another wanted flexibility in the "one size fits all tenure clock" that was not compatible with having children, even with generous family leave benefits.

Faculty also said that flexibility in how and when benefits could be used would be helpful. Some faculty wanted a more "cafeteria" style benefit plan where faculty could choose among a number of policy options. This was viewed by some as more fair than the current system where faculty with children received more benefits than those without children.

### **Programs and Policies**

#### *Suggestions Related to Health Benefits*

For the most part, faculty were happy with the health benefits provided by Santa Clara. Interviewees said that the benefits have given them "peace of mind" (Lecturer) and that the coverage was "fabulous....we're really, really, really fortunate" (Associate).

Full professors in particular had a lot to say about health coverage for retirement. Some thought it would be helpful to have coverage before 65 if someone wanted to retire earlier, most wanted the continuation of benefits while retired and said that it would help the institution as well as the faculty ready to retire: *"What I'd like to see is some kind of option for health insurance for retirees. I think the university would benefit from that because I think there are a lot of people here who are past retirement age who would be willing to retire if they had some guarantee of health coverage. It's just scary as hell to consider retiring without any benefits"* (Full).

#### *Additional Suggestions*

There were a number of other programs, policies, or practices that faculty mentioned would be helpful in making work and life more enjoyable as well as improve the institution as a whole. These included diversifying the faculty along a number of lines, but especially race/ethnicity so faculty better reflected the diversity of the student body and a "critical mass" of faculty could be developed.

Other suggestions were recognition for faculty who represented the mission of the university in the work that they did: *“I’m not saying that people should be punished for not being interested in that part of the school, but it seems that people who are committed body and soul to further deepen and exemplify the supposed distinctive attributes of our school, that that ought to be acknowledged some way or another.”*

Other ideas included university administration paying attention to process before introducing changes, improved mentorship programs, and announcing life events (such as births and adoptions) on the faculty listserv.

### **Conclusion**

As a whole, the interview data confirmed the survey findings and provided more specific information about sources of overload and stress. The faculty interviewed appeared to value teaching and research and had mixed feelings and ideas about the role of service in their work lives. Faculty worked long hours, usually the result of teaching and service, and desired more time for research. In terms of policies, faculty were positive about paid leave, the health benefits, and the housing and child care resources, although many had trouble accessing or fully utilizing the latter.

## Recommendations

### Work Life Balance

#### Summary of Findings

Significant predictors of diminished work life balance were being a woman, having a child under five, life stress, being single, inflexibility in work, work burnout, weak work life boundaries, low friend satisfaction, low work satisfaction, less hours doing research, and higher discrepancies between actual and desired work hours. These predictors were significant even after controlling for other variables related to work life balance (e.g. rank).

#### Recommendations

Continue, develop, and/or enforce (uniformly across school department and rank) policies and programs that target vulnerable populations (i.e., women and parents of young children) and specific difficulties (e.g., job flexibility, work burnout, weak work life boundaries, low work satisfaction, hours spent doing research, and discrepancies between actual and desired work hours).

#### Specific Suggestions

Ensure that course clustering is uniformly accessible and available, optimize procedures allowing faculty to choose courses and course times, decrease teaching/advising responsibilities to allow more time for research (see Work Hours below), expand campus infant care, expand hours of campus infant and child care, and encourage a culture of strong work boundaries (e.g., calls or emails to faculty during weekends).

### Work Hours

#### Summary of Findings

Faculty across rank work about 49 hours a week (with some working many hours more), but want to work about five hours less per week. The time they spend on teaching, research, and service is inconsistent with SCU faculty expectations (40% teaching, 40% research, and 20% service) and with hours faculty would like to work. Faculty currently spend about 57% of their time teaching, 27% of their time doing research, and 17% of their time engaged

in service/administration. In order to make the hours faculty spend consistent with the way they are currently evaluated, faculty would need to spend, on average, 7.8 less hours teaching, 6.3 more hours doing research, and 1.5 more hours engaged in service per week, based on their current 49 hours per week rate.

#### Recommendation

Increase the amount of time available for research by reducing the amount of time faculty spend on teaching and advising.

#### Specific Suggestions

Reducing course load would likely be the most effective way to make this change; extending the program of course releases for research-active faculty would help to achieve this goal. Additional supports, such as helping faculty find ways to spend less time on course preparation (e.g., scheduling two sections of the same course in a quarter as well as carefully watching the distribution of new preparations) as well as grading and advising (e.g., more staff support for advising) may also be helpful, but may not be sufficient to reach a goal of reducing teaching time by almost 8 hours per week.

### Tenure and Promotion

#### Summary of Findings

Assistant and associate professors report the most work burnout and the heaviest home responsibilities (i.e., childcare and housework). Assistant professors also report high life stress. In the interviews assistant professors, even those with young children, talked of working many weekends and evenings, as did those in other ranks. Associate professors report the most work burnout, the most hours of service, the most hours of housework per week, and the most work life boundary crossings compared to all other ranks. Associates also spend the least amount of time engaged in research, significantly less than assistant or full professors.

The top reason endorsed for a significantly delayed promotion to full is too much service; 95% of associates who felt their promotion was off-track endorsed this reason.

## Recommendations

Be cognizant of the high work demands especially on assistant professors, especially the time they put into teaching while also trying to do large amounts of research in a short time span. Continue and develop procedures to optimize spreading service as evenly as possible among tenured professors, assist faculty during times of heavy responsibility outside of work, and promote a culture of strong work life boundaries

## Specific Suggestions

Extend the course release for assistants into the second year. As much as possible minimize new course preparations. Redistribute service assignments to avoid overburdening a subset of faculty and to assist associate professors toward promotion (e.g., restricting the role of department chair and other administration positions to full professors whenever possible). Continue and make uniformly accessible appropriate leaves (e.g., parental leave) and other policies and programs that assist faculty during times of heavy responsibility outside of work such as job flexibility (e.g., course clustering), and available infant and childcare.

## Non-tenure Stream Faculty

### Summary of Findings

Faculty on year to year contracts spend more hours advising and commuting compared to tenure stream faculty. Senior lecturers and faculty with renewable contracts have lower life satisfaction ratings than full professors and more commute time. In the interviews faculty also said they often taught grading-intensive classes and desired more time and recognition for their research.

### Recommendations

Be cognizant of teaching demands and desires (e.g., course scheduling to accommodate longer commutes). For those on renewable contracts who want time for research, consider sabbatical leave or the potential for teaching releases for research or other means to support research. Offer structured time to meet with colleagues.

## Gender

## Summary of Findings.

Women report significantly more hours spent teaching and advising (and no less service or research) and doing housework and dependent care (e.g., childcare and eldercare). Women also have partners who spend more time at work and do less housework and dependent care. Further, women faculty report significantly lower work life balance, higher work life boundary permutations, and are more likely to slow down their career to provide childcare to young children.

Women are less likely to be full professors; among our participants, 56% of associate professors were women but only 31% of full professors were women. Women in the associate rank report slower rates of promotion, and do about 7 more hours per week in housework compared to men associates. After promotion to full, the number of hours spent at work by men is significantly reduced but women continue to work the same number of hours, resulting in a 7 hour per week gap in work hours between men and women who are full professors.

## Recommendations

Continue and develop procedures to optimize spreading teaching-related and advising responsibilities across gender, and support the more timely promotion of women.

## Specific Suggestions

Take care to ensure the even distribution of teaching-related and advising responsibilities across gender in departments. Continue and make uniformly accessible leave policies and procedures that assist faculty when providing dependent care (disability leave, course clustering, family leave). Consider introducing the option for temporary part-time appointments for times when caretaking demands might peak. Take particular care not to overburden women at the associate rank with service responsibilities that cut into research time.

## Policy/Program Implementation

### Summary of Findings

The majority of faculty were supportive of all the policies/programs that were included in the survey and more than 50% of faculty said that each would be useful for them personally, with one exception. Readily available childcare was deemed

useful by 48% of faculty though 85% were supportive of this program. Difficulty and stress related to childcare is compounded by the lack of space and long waiting list for campus infant care.

### **Recommendations**

Update faculty on potential or not of health benefits in retirement. Expand infant care. Further, because our survey did not allow analysis by racial/ethnic group or other faculty groups that are under-represented on campus, we suggest that one strategy to any new policy or program implementation would be to approach existing groups of faculty to get their feedback on potential proposals.

### **School/College**

#### **Summary of Findings**

Faculty in the College of Arts and Sciences have lower work life balance, more work life boundary crossings, and work longer hours compared to faculty in the Business, Engineering, and Law schools. Faculty in the Law School spend significantly more time doing administrative work and have the highest rate of work burnout.

### **Recommendations**

Promote a culture of valuing boundaries between work and life and increasing work flexibility in the College of Arts and Sciences, particularly through the dean's office and chairs. Leaders in the Law School should be cognizant of the relatively high levels of administrative work and work burnout experienced by law faculty. Overall understand when faculty might be most burdened by teaching during the middle to ends of semesters and quarters and wherever possible reduce service and administrative work during these peak times.

### **Adult/Eldercare**

#### **Summary of Findings**

Faculty who are caring for elders or adults from a distance report needing more flexibility in being able to schedule or cluster their classes so they could travel more frequently. Faculty who were caring for adult dependents in their own homes report needing a period of part time employment (2/3rds or half

time) when providing large amounts of care. Faculty also needed more information about resources related to elder care.

### **Recommendations**

Develop, continue and make uniformly accessible information and programs to assist faculty with adult dependent care.

### **Specific Suggestions**

Make course clustering and partial leaves uniformly available, and increase faculty awareness of policies and programs.

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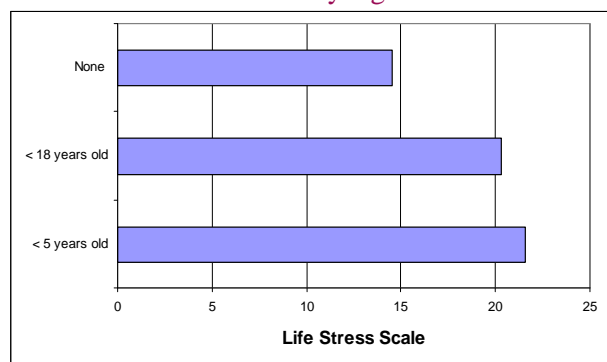
## Addendum: Faculty with Children

In this addendum we present a more in-depth analysis of faculty with children; This addendum includes data from the survey, open-ended comments on the survey, and interview data when interviewees mentioned children.

### Life Stress

As noted previously, faculty with children scored significantly higher on their levels of life stress ( $M_{diff} = 2.7$ ) compared to faculty without children. Faculty with at least one child under 5 years old reported the most life stress (see Figure 24). Differences in life stress are especially large among those in the assistant and associate ranks.

Figure 24  
Life Stress Scores by Age of Children



### Sources of Stress

**Care for sick children** In the interviews the greatest source of stress mentioned was balancing work when young children were sick, usually because the illness happened with little notice. This was cited as particularly stressful when there were no family members nearby to help. “Well, typically what happens to throw me off is a kid getting sick...it shouldn’t seem like losing five hours should knock everything for like the next two weeks off, but it does for me. Because, I think, really my whole work day is ideally eight hours on that particular day, but then it’s like I have to make up for it on all these other days. Then I get all stressed and out-of-sorts because I haven’t been able to get stuff done. Then I feel guilty because my kid is sick and also I don’t want to say to somebody, I hate saying, ‘well, I couldn’t do such and so because I have a sick kid.’ But then it’s like, you fit this stereotype of the parent who is not as good an employee or something like

that. So that’s the most recent example of just feeling like, then I wasn’t able to meet my professional obligations and, you know, I was present for my kid but I also knew the ramifications it was going to have. And they’re cranky and you just... and then you’re exhausted and you have to sleep because you’re making up... so that’s an example of just everything getting out of balance” (Assistant).

One faculty member thought that having to put her baby in daycare while still an infant contributed to her baby’s high number of illnesses and ultimate hospitalization. Dealing with that hospitalization while still trying to teach and make deadlines for reviews resulted in high levels of stress.

**Cost.** In open-ended comments on the survey, a number of parents mentioned that the cost of living was another contributing factor leading to stress. “The key thing is that with the cost of living, we need two incomes, which adds a lot of stress over who is giving up what aspects of their jobs to handle all the family/childcare needs.” Another faculty stated “The only problem I have experienced is the high cost of living in the Bay Area in general. This problem, of course, becomes much worse when you have children. For example, housing in areas with good schools is exorbitantly expensive, at least for those of us on the lowest end of the pay scale.”

On average, faculty with children spent about \$1,000 a month for childcare and faculty with at least one child under 5 spent on average \$1,387 a month.

**Finding care.** Over half (53%) of faculty with children reported some difficulty finding child care and 13% said finding care had been very difficult.

**Providing childcare.** Comparisons of life activities between faculty and their partners indicated that faculty spent significantly more time taking care of children and significantly less time in leisure compared to their partners. The flexibility inherent in most faculty positions might explain some of this difference. In the interviews some faculty mentioned using the flexibility to pick children up from school or spend more time with their children in the summers. Those faculty “make up” the work time by working in the evenings.

Faculty with spouses who also have flexibility in their jobs say that their spouses coordinate their

schedules to the faculty members teaching schedule, making things less stressful if a child is sick or something unexpected occurs.

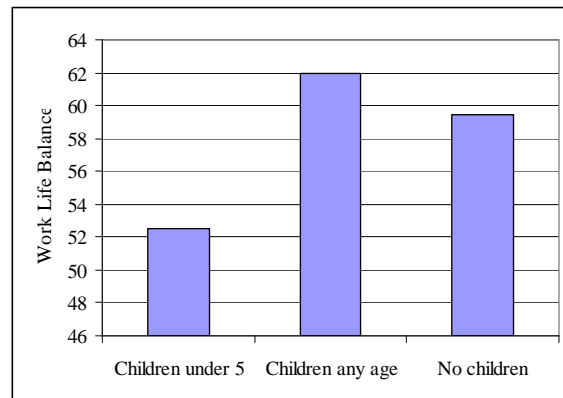
**Gender.** Mothers reported significantly more hours doing housework ( $M_{diff} = 3.42$  hours per week) and childcare ( $M_{diff} = 4.21$  hours per week) compared to fathers. In addition, mothers were four times more likely to report that they provided care when children were sick. Despite these significant differences in the amount of time spent caring for children, fathers reported about the same level of family involvement as mothers. They were also more satisfied with the amount of time spent with children and felt less guilty about leaving them for work compared to mothers. In the interviews, mothers in particular mentioned feeling guilty when they had to work on the weekends or be away from their children for conferences, etc., even while they said they had supportive spouses who were good fathers. *“My role as parent is another source of guilt for me”* (Assistant). *“I’m totally out of balance. I have a young child and I would love to spend more time with her, but after she gets out of daycare I have to work, and during the weekends as well, so I regret not being able to spend more time with her”* (Assistant).

Regarding parenting and work, mothers were much less likely to say that “my career timing has meshed well with my family timing” and that their departments supported their need to balance work and life compared to fathers. (Almost 60% of fathers and 43% of mothers said that their departments were supportive of their need to balance work and life.) Mothers were much more likely to say that they had “slowed down or made sacrifices in (their) careers to be a good parent.”

### Work Life Balance

Faculty with older children reported the highest average work life balance compared to faculty with younger children and faculty with no children. In the interviews some faculty with older children felt dissatisfied with how much time they spent with their children when they were younger and sometimes unhappy with the choices they had made prioritizing work over family: *“I had always thought my family would come above work, but it seems like that is not necessarily always the case”* (Associate). And: *“I was thinking about that earlier in the historical sense. I think that I didn’t spend enough time with my children when I might have. I think I took too much work home”* (Full).

Figure 25  
WLB for Faculty With and Without Children



### Benefits

#### Kids on Campus (KOC)

Among faculty planning to have children, 80% reported that they were planning to use KOC for childcare. Fifty-two of the 99 respondents who had preschool age children while at SCU indicated that they had used KOC (53%). Forty-five percent of the respondents who did not use KOC ( $n = 47$ ) indicated that they used childcare closer to home ( $n = 21$ ) and one-third of respondents indicated that KOC did not have an opening for their child ( $n = 15$ ). No other reasons were endorsed by more than 2 respondents. An interviewee noted that the cost of KOC, especially for two children, made it more economically feasible to hire a nanny.

Among faculty who currently had children in child care centers, 11 (44%) were using KOC and 14 were using another center. Of those currently using KOC when interviewed, most mentioned the long wait to get into the center. Many said that they waited at least 18 months, and that when a spot did open up they often had to decide very quickly, causing problems getting out of their interim care-taking arrangements. Some never got into the infant room, despite getting on the waiting list before the child was born. *“Even when I had a 2-year-old and infant, I was unable to get the infant in, so neither of my children had infant care at Kids on Campus, even though I worked here all that time”* (Lecturer).

Forty-three percent of the faculty with children at other centers indicated that they would have used KOC if there was an opening. Thirty-nine faculty responded to the open-ended question “Any suggestions for improving KOC?” The top three answers (by far) were to expand infant care (44%), have longer/more flexible hours (28%) and give

faculty priority (18%). *“As a researcher coming from other parts of the country where the cost of living is a lot higher here, having that as a benefit is really attractive. At the same time, when it seems like it’s a benefit, but that you can’t ever take advantage of, then you do get kind of bummed. It’s like, well, it’s like a semi-benefit—a teaser”* (Assistant).

In terms of expanding hours, a number of faculty also noted this as an issue on the open-ended portion of the survey. Some wanted KOC to stay open a bit later until 6 or 6:15 or to open earlier to better accommodate class times. One parent said it was difficult to teach at 8 am when KOC didn’t open until 7:45 am. One parent noted that closures for some holidays and staff development days made daily-life difficult.

Despite the waiting list, most parents interviewed who had children in KOC found it convenient, and accommodating. *“As soon as my kids were potty trained they were at Kids on Campus. And that was wonderful. Because I could, we did, you know, go over for whatever and always pick them up on the way home and things like that. So, that was fun”* (Full). and: *“it’s convenient and I find that the staff is very good there so I feel comfortable having my kids there”* (Assistant).

### Family Leave

Faculty were appreciative of the paid leave policy. Although some faculty found that the way the federal policy worked was difficult to integrate with their faculty job. Some mentioned grading while on leave in order to finish the term.

### Tenure Clock Stoppage

Faculty who had their tenure clocks stopped after the birth of a child were very positive about the policy: *“I feel good about the support I’ve been getting from my department Chair and encouragement from the Dean’s office and things like that...I’ve been able to take advantage of leaves when I had my kids and been able to stop my tenure clock for a year and that was very helpful...So I feel good about what the University has done for me, I’m still just having a hard time.”* (Assistant125) *“and I’m really thankful for the ability to stop the clock because you don’t really think about how hard it really is to get the same amount of productivity done when you’re on the 24 hour clock or feeding or whatever”* (Assistant).

### Tuition Remission Program

Ninety-four percent of parents who answered the survey said that they hoped to use the tuition remission program in the future. In the interviews faculty mentioned that they hoped their children would want to go to Santa Clara and some wondered if they would get in.

Those faculty members whose children went to SCU were happiest with the program. *“That’s a benefit that I think makes everything worthwhile on a certain level, to be able to have your kids go here after you’ve invested a lot of time in this place.”* A few faculty whose children went to other schools had some problems using the program: *“It’s a very hard program to use. Very hard. The impediments are that when we contacted places like (another Jesuit university), they said, well, you know, you have to take one of ours, and then we have an opening for one of yours. So, it’s sort of just hit and miss. It wasn’t easy. So, we didn’t pursue it... (Another school’s) benefit is, of course, very, very generous. Anyplace that one of your kids goes, they pay up to, I can’t remember what it is...they pay up to,... I think it’s up to half the tuition (at the university where my friend works), or something like that, at any school that your kid gets into. No matter where. So, he doesn’t pay any tuition.* (Full)

### Strategies and Suggestions

In the interviews faculty with children mentioned a number of strategies that were helpful to them in balancing children and faculty jobs. Having a co-parent with flexibility in his/her job was cited as helpful as well as having other help: *“Just having a network of caregiver support and then really trying to minimize commuting and distances as best we can, those, I think, are two of the keys that we do.”*(Assistant) Some were able to use resources at their spouses’ workplace such as back-up or emergency childcare or care for sick children.

Others mentioned knowing when to mention sick children to colleagues was important: *“There is an attitude that ‘you should be getting a lot done no matter what else might be happening in the world.’ That’s just sort of the expectation. If you have a personal health problem or something like that, well that is totally okay, totally less demeaning, but a sick kid, I have to play the chips really carefully because I don’t want to cash in too many because I don’t want the sort of negative ramifications on my suitability”* (Assistant).

Suggestions for adapting KOC to better meet needs were the suggestions most mentioned in the interviews and open-ended comments by parents. Parents also made other suggestions such as looking at the resources at other schools: *“At (former place) the university had an arrangement with a company that provided backup care and you just called and they sent a trained pediatric nurse to your home and you filled out paperwork and that was awesome”* (Assistant).

### **Conclusion**

An open-ended question on the survey asked respondents to answer the question: “What should

SCU know about being a parent?” Most of the ideas expressed in those responses were also expressed in the interviews with parents. A number of parents said that being a faculty member and parent is “difficult,” “hard,” “tough,” and “challenging,” especially for female faculty. Respondents also mentioned how difficult balancing research, teaching, and service is when combined with family and the needs of children. Some wrote that they “sacrificed too much for their job,” and felt they could have spent more time with their children when their children were young. Faculty with older children encouraged young faculty to do so.