

Provost's Advisory Committee on the Status of Women Faculty

APPENDICES

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JANUARY 31, 2001

**MIT CONFERENCE ON GENDER EQUITY IN ACADEMIC SCIENCES
AND ENGINEERING**

**Statement on Gender Equity in Academic Science and
Engineering**

The statement approved by the leaders of the nine universities is as follows.

Institutions of higher education have an obligation, both for themselves and for the nation, to fully develop and utilize all the creative talent available. We recognize that barriers still exist to the full participation of women in science and engineering. To address this issue, we have agreed to work within our institutions toward:

1. A faculty whose diversity reflects that of the students we educate. This goal will be pursued in part by monitoring data and sharing results annually.
2. Equity for, and full participation by, women faculty. This goal will be pursued in part by periodic analysis of data concerning compensation and the distribution of resources to faculty. Senior women faculty should be significantly involved in this analysis.
3. A profession and institutions in which individuals with family responsibilities are not disadvantaged.

"We recognize that this challenge will require significant review of, and potentially significant change in, the procedures within each university, and the scientific and engineering establishment as a whole.

We will reconvene to share the specific initiatives we have undertaken to achieve these objectives.

Statement on Faculty Diversity

May 31, 2001

John L. Hennessy, President
John W. Etchemendy, Provost

For many years Stanford University has had a commitment to enhancing the diversity of its faculty. This commitment is based, first and foremost, on the belief that a more diverse faculty enhances the breadth, depth, and quality of our research and teaching by increasing the variety of experiences, perspectives, and scholarly interests among the faculty. A diverse faculty also provides a variety of role models and mentors for our increasingly diverse student population, which helps us to attract, retain and graduate such populations more successfully.

The President and Provost wish to emphasize Stanford's continuing interest in and commitment to increasing the diversity of our faculty and to providing access to equal opportunities to all faculty independent of gender, race, or ethnicity. More specifically, we assert our commitment to the following steps, some of which reaffirm existing university policies, and others that extend those policies:

1. Faculty searches are obligated to make extra efforts to seek out qualified women and minority candidates and to evaluate such candidates. It is the obligation of the search committee to demonstrate that a search has made a determined effort to locate and consider women and minority candidates. This obligation must be taken especially seriously for senior appointments where active outreach to potential candidates is required as part of the search process. Department chairs and deans have the responsibility to make sure that these obligations have been fulfilled.
2. We will make use of incentive funds and incremental faculty billets to encourage the appointment of candidates who would diversify our faculty, such as women and minorities in fields where they continue to be underrepresented. Our goals are two-fold. First, we want to encourage the normal process of diversification, which should occur as a byproduct of outreach during searches. Second, we hope to accelerate this process by encouraging departments and schools to take advantage of opportunities to appoint additional equally qualified candidates from underrepresented groups who are identified during searches but who (for reasons such as their area of specialization) may not be the first choice of the search committee. This second mechanism is especially important in fields where the small pool of available candidates means that opportunistic approaches are important.
3. The Provost has established an Advisory Committee on the Status of Women Faculty and is in the process of forming an Advisory Committee on Faculty Diversity. These committees will work with the Provost and his staff to explore ways in which we can foster the goals of gender, racial and ethnic diversity and equal opportunity for our faculty.

4. We will continue to monitor and report on the representation of women and minorities on the faculty, as well as their tenure and promotion rates, on a yearly basis to the Faculty Senate. We hope that sharing the data will continue to keep this issue on the agenda of school deans, department chairs, faculty search committees, and the faculty as a whole.

5. We will support and mentor all junior faculty, and we will continue to use a review process for tenure and promotion that is based on a candidate's contributions to research and teaching and that is appropriate for the candidate's area of scholarly interest.

6. We will continue to evaluate faculty salaries, with special emphasis on women and minority faculty salaries, through an objective methodology (the so-called quintile analysis). Any inequities in salaries—whether for women or men, minorities or non-minorities—will be sought out and corrected.

7. We will also monitor the distribution of University resources that support individual faculty research programs, including both research funds and space, to ensure that the distribution of the University's resources is not based on improper factors (such as gender, race, or ethnicity). Any such inequities discovered will be corrected.

8. We seek to increase the representation of women and minority faculty in leadership positions in departments, schools, and the University administration. In addition, in the process of appointing faculty to leadership positions—such as department chair, associate dean, or dean—we will consider the efforts and effectiveness of the candidates in promoting and enhancing faculty diversity and equal opportunity. Such criteria will also form a part of the yearly review of all faculty leaders.

9. Attracting and retaining the best faculty members in an increasingly diverse society requires us to have a university that is supportive of faculty diversity, both in the composition of the faculty and in their scholarship. Stanford University seeks and promotes an academic environment for each faculty member that is collegial, intellectually stimulating, and respectful of his or her contributions and accomplishments. Such an environment should enable the highest quality scholarship and teaching, and provide every faculty member a voice in department decision-making.

10. Realizing that small pool sizes and pipeline problems continue to affect the availability of talented women and minority faculty candidates in many fields, Stanford will continue a strong effort to seek out and support graduate students who bring diversity to our university. As an institution, we will encourage women and minority students to pursue academic careers.

Finally, we acknowledge that no single policy is likely to be sufficient to achieve our goals. Instead, a concerted implementation of a variety of approaches is necessary to achieve an overall university culture that fosters effective diversity and that can serve as a national model for other universities. While we view this statement and these policies as an important first step, careful attention to practices and viewpoints throughout the faculty will be needed to make significant progress. We call upon all our colleagues to engage actively in this important effort.

Guidelines: Junior Faculty Counseling and Mentoring

During the past two years the Provost's Office has discussed with deans and department chairs policies and practices regarding the counseling and mentoring of junior faculty. This document outlines the general expectations for the kinds of support, advice, and feedback the junior faculty should be receiving.

Providing such guidance to our junior faculty is a very high priority for the University. In their Statement on Faculty Diversity of May 31, 2001, President John Hennessy and Provost John Etchemendy stated that the University will support and mentor all junior faculty. There is variation across the University in how this support and guidance is provided, and the University does not mandate a particular methodology. However, it is expected that counseling and mentoring will occur on a regular basis.

Counseling

Counseling - the first aspect of guidance to our junior faculty - is feedback on performance relative to the standards for reappointment and promotion. In this regard, the University's Faculty Handbook specifies that "deans, department chairs, or their delegates should confer annually with each junior faculty member in their department or school to review his or her performance in the light of the criteria for reappointment or promotion." Among the topics that should be discussed are the junior faculty member's teaching performance and research/scholarship quality and productivity, including progress in such indicators as books, publications, and grant funding, as appropriate. In some schools counseling is carried out by the department chair; in others the dean or associate dean meets with each junior faculty member. In one school the senior faculty in an area meet annually to discuss the junior faculty member's progress prior to the annual discussion. In another, the meeting includes the junior faculty member, the dean, the department chair, and the individual's mentor. It is important that this discussion include someone, like the chair, who has recent experience in the appointment and promotion process and can therefore provide advice informed by recent participation in that process.

These counseling sessions should include direct reference to and discussion of the University's and the School's criteria for reappointment and promotion, as set forth in the University's Faculty Handbook (available on-line at <http://www.stanford.edu/dept/provost/faculty/policies/handbook/>) and as supplemented by the School's handbook. The comparative and predictive aspects of the tenure decision should be stressed, as should be the point that these judgments are not generally able to be made until the referee letters are received as part of the evaluation process. For this reason, counseling the junior faculty member that he or she is "on track" to gaining tenure is inappropriate.

There is also variation across schools in viewpoint and practice as to whether there should be a written record of these annual discussions. The University leaves this

matter to each school's discretion. However, the University does require a written record, the counseling memo, at the time of reappointment. *As you know, the counseling memo is submitted with the reappointment papers. It is our expectation that the counseling memo submitted with the file is in draft form. Only after completion of the reappointment process should the counseling letter be finalized and then given to the faculty member, preferably followed shortly by a meeting between the faculty member and the chair or dean at which the issues raised in the letter should be discussed.*

Mentoring

The second aspect of the guidance to be offered to junior faculty is mentoring, by which we mean the on-going advice and support regarding the junior faculty member's scholarship and teaching. The University's Faculty Handbook includes the statement that "schools are expected to have policies and practices for providing mentoring to junior faculty." These vary across the University. In general, we recommend that junior faculty be assigned mentors, who should be senior faculty members but not department chairs. The mentor would be available to provide guidance on an on-going basis and should meet at least annually with the junior faculty member. In situations in which the initial mentor assignment may not be successful, deans or department chairs should work with the junior faculty member to identify a suitable mentor.

Information sessions

While central University offices such as the Center for Teaching and Learning and the Vice Provost for Faculty Development provide some general orientation and information sessions for new and junior faculty, topics for which practices vary significantly among schools or departments should be discussed with junior faculty locally, by the school and/or department, through information sessions and/or mentoring. These topics might include teaching and grading strategies and practices, graduate student advising, expectations regarding publications in the specific field, expectations for and sources of grant funding, and financial management of grants.

The junior faculty member's responsibilities

The core purpose of junior faculty counseling and mentoring activities is to provide candid and helpful feedback and guidance to the individual. Our goal is to provide a supportive atmosphere to assist our junior faculty in succeeding in their academic careers. *However, it should also be recognized and communicated to the junior faculty that the ultimate responsibility for career trajectory and success lies with each faculty member himself or herself.* Thus, it is up to the junior faculty to respond to invitations to meet with their mentors, department chairs, or deans; to request such counseling and mentoring sessions if such sessions are not otherwise scheduled for them; to attend information sessions offered to them; and to be familiar with policies and procedures concerning reappointment, tenure and promotion, in particular, those included in the University and School faculty handbooks.

For comments or questions about these guidelines, please contact Vice Provost for Faculty Development Patricia P. Jones (patjones@stanford, 5-8471) or Associate Provost for Faculty Affairs Jane Volk-Brew (volkbrew@stanford, 3-2095).

Base Salary Review

In the mid 1990's, the Provost's Office did an annual "snapshot" analysis of faculty salaries by comparing the average salaries of all male full professors with those of all female full professors. This analysis was *in addition to* the detailed person-by-person scrutiny of individual annual raises by the deans and Provost, which also serves to monitor gender equity. In the "snapshot" analysis, the *n*'s for the lower ranks were too small to yield useful comparisons, but the general faculty perception was that if there were a disparity it would show up among fairly senior faculty.

This "snapshot" analysis revealed that in most Schools, the average male salary was about 6-10% higher than that for females.¹ This analysis, however, did not control for years in rank. Given that the percentage—and average seniority--of women professors had grown over the previous two decades, a safe inference was that the gap would narrow considerably, if not disappear, if seniority were factored in. Many members of the faculty, including representatives of the Women's Faculty Caucus, believed that further inquiry was necessary to test this hypothesis.

In 1997, Provost Rice commissioned a much more formal statistical analysis of all tenure-line salaries, now known informally as the "quintile" analysis. Relying on expert statisticians Nancy Tuma (Sociology), John Pencavel (Economics), and Bill Weiler (Provost's Office), this study employed a multiple regression analysis that generates estimates of the separate effects a number of variables, including rank, as well as two temporal factors designed to capture the influence of seniority: years since highest degree and years at Stanford. The analysis also divided the faculty into meaningfully large and coherent groups for comparison, generally corresponding to schools or divisions. This approach makes it possible to estimate for each faculty member a predicted salary based on the estimated effects of the variables in the regression analysis and the actual values of those variables for the faculty member.

¹ In two smaller schools, women's average salaries were higher than men's by a slight margin.

In this analysis, conducted between 1997 and 1999, our statisticians calculated the difference between the log of the actual and the log of the predicted salary for the faculty member. That difference, translated into decimal terms, is called a residual. The residuals were ranked within each faculty group, beginning with highest positive residual to the most negative, and the ordered list for each group was then divided into fifths. The top "quintile" in other words, contained not the highest *salaries*, but the highest *differences between actual and predicted salary*. Ordering the data in this way produces a list that starts (in the top quintile) with the person whose ratio of actual to predicted salary is the largest in the group and ends (in the bottom quintile) with the faculty member whose ratio of actual to predicted salary is the smallest.

Several steps followed from the initial 1997-99 analysis. First, the Provost's Office met with the Deans of every School to examine in great detail the performance (scholarship, teaching, service) of each individual faculty member (whether female or male) in the lowest quintile. The objective was to determine whether the difference between predicted and actual salaries was consistent with the person's performance and achievements. In cases where this review demonstrated that the faculty member (male or female) was underpaid, the School made any appropriate necessary upward adjustments in base salary.

Second, the study looked for apparent problems of gender disparity in any of the groups, so that those areas could receive further study. The "quintile committee" first reported its findings about the relationship between salary residuals and gender to the Faculty Senate on May 27, 1999. The committee reported that although there was no evidence of gender disparity in most schools or departments, in a few areas the differences between men's and women's residuals, although relatively small, were potentially matters of concern and merited more individualized study.² The Provost's

²These included the Humanities (roughly a 4-5 percent disparity among full professors) and the Natural Sciences (1-2% for full professors). A 1-2 percent disparity also appeared in the Clinical departments of the School of Medicine, but the Medical School data derive from an older compensation system which has now been wholly replaced by a new systematic salary structure.

Office then met with the relevant deans to refine the annual salary review process to address these areas of potential concern.

Two further mandates followed. First, the Provost requested that the residuals be recalculated every year for all tenure-line faculty and given to the Deans to use as one additional source of information in the annual salary review. The individual residuals have thus now become a regular source of data to assist Chairs and Deans in making recommendations to the Provost for annual faculty raises.

Second, the Provost asked that the residual data be reexamined biannually to reassess any areas of apparent gender-based disparity previously noted and to identify any new areas of potential disparity. In 2002, our statisticians performed this task and concluded that there was some diminution of the particular gender disparities identified in the original analysis and did not find any new areas of apparent disparity. Through the Office of the Associate Provost for Institutional Research, this biannual reassessment is now scheduled to be done in 2004 as well.

A note on the “outlier” phenomenon and base salary. The quintile analyses have revealed an additional gender-related difference beyond those areas of concern already described, and it involves the pattern of distribution of faculty by gender through the so-called quintiles. Although women on the whole had average residuals quite similar to men’s, in some units women were somewhat overrepresented in the three middle quintiles and underrepresented in the top and the bottom. This pattern is consistent with a widespread perception that the more senior, lower-paid, and less productive faculty tend to be men, but also that the highest “outliers” in the top quintile are predominantly men, many of whom were recent hires or “retained faculty” who had won significant retention bonuses which they negotiated in response to outside offers. The underrepresentation of women at the top end of the residual distribution no doubt reflects in part the small numbers of senior women hires and retentions. Anecdotal evidence suggests that a disproportionate number of women professors may be, or may feel themselves to be, less mobile because of family responsibilities and spousal jobs, or are simply less inclined to seek lateral offers that could lead to negotiated retention packages.

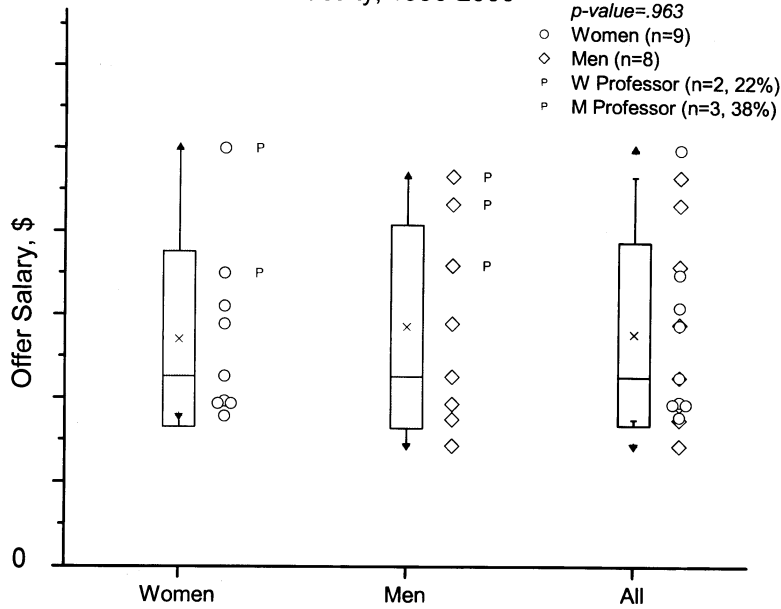
The quintile committee's current view is that the "high male outlier" situation (which can skew the school-wide or division-wide distributions) needs continuing study and attention, although it appears that incoming senior lateral hires are more notable among the outliers than retained faculty. As a result, the Provost needs to continue to work with the deans to address this concern, but market forces will continue to play some role.

This overview of the processes of base salary comparison may help in interpreting findings concerning the other forms of compensation and support described in the main body of this report, where the "high male outlier" phenomenon also arises.

Graphs of Non-Salary Forms of Compensation and Resources

Appendix III B

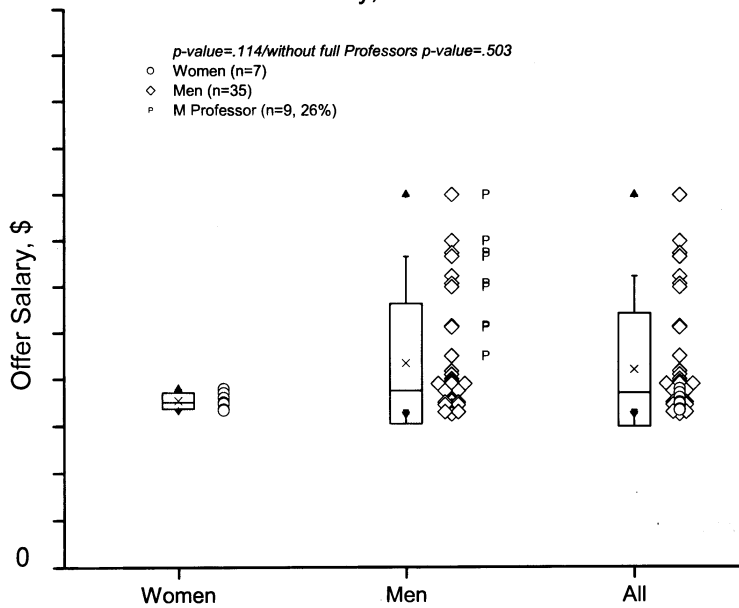
Graph 1. Offer Salaries for School of Education Faculty
All Faculty, 1996-2000



Key: Box is +/- one standard deviation; horizontal line in box is median,
X=mean, triangles are min/max, whiskers are 10th and 90th percentiles.

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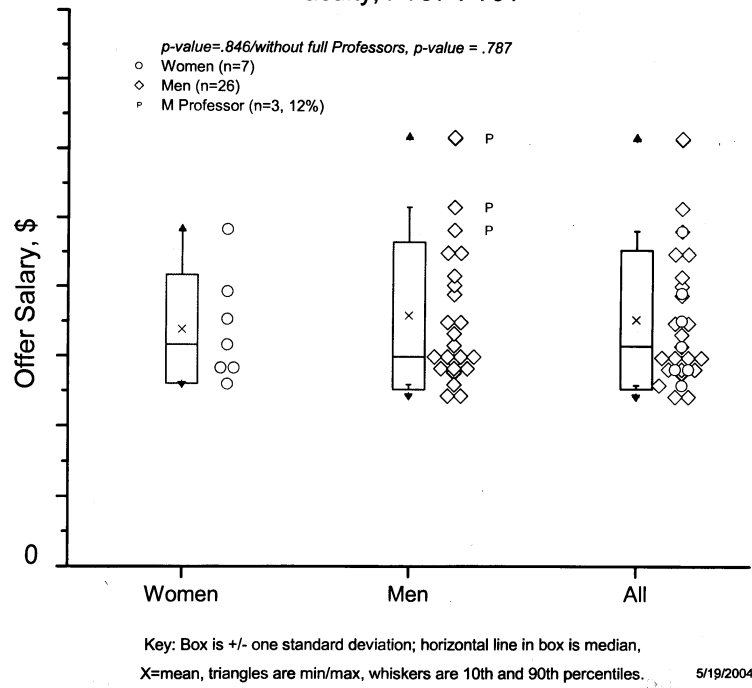
Graph 2. Offer Salaries for School of Engineering Faculty
All Faculty, 1997-2000



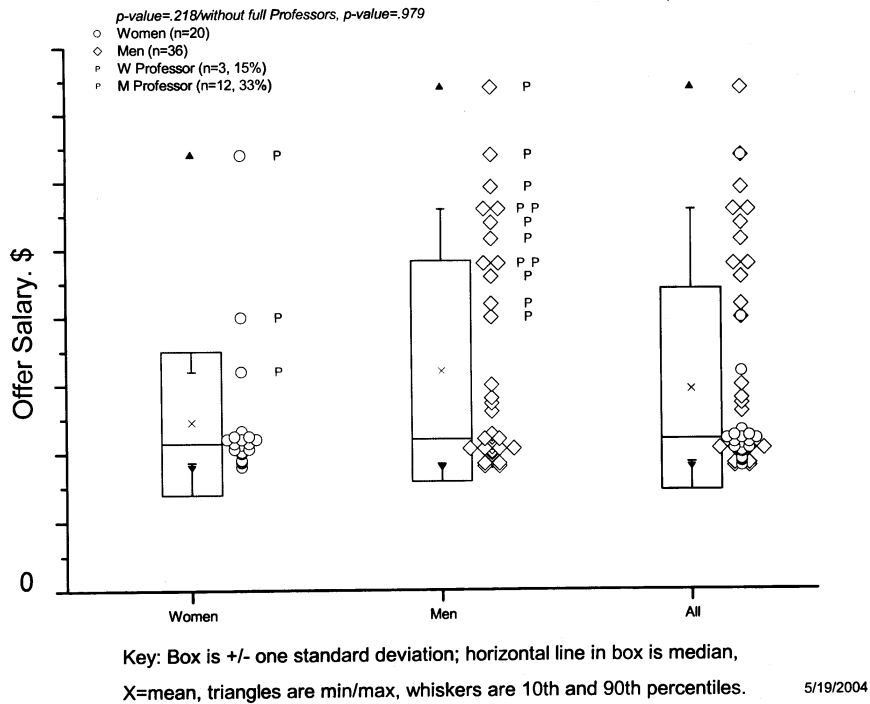
Key: Box is +/- one standard deviation; horizontal line in box is median,
X=mean, triangles are min/max, whiskers are 10th and 90th percentiles.

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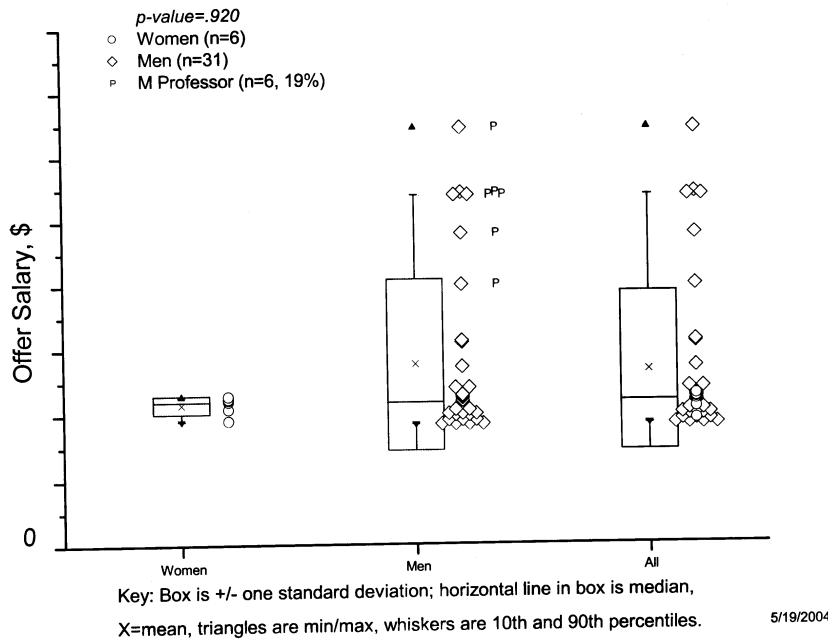
**Graph 3. Offer Salaries for GSB Faculty
All Faculty, FY97-FY01**



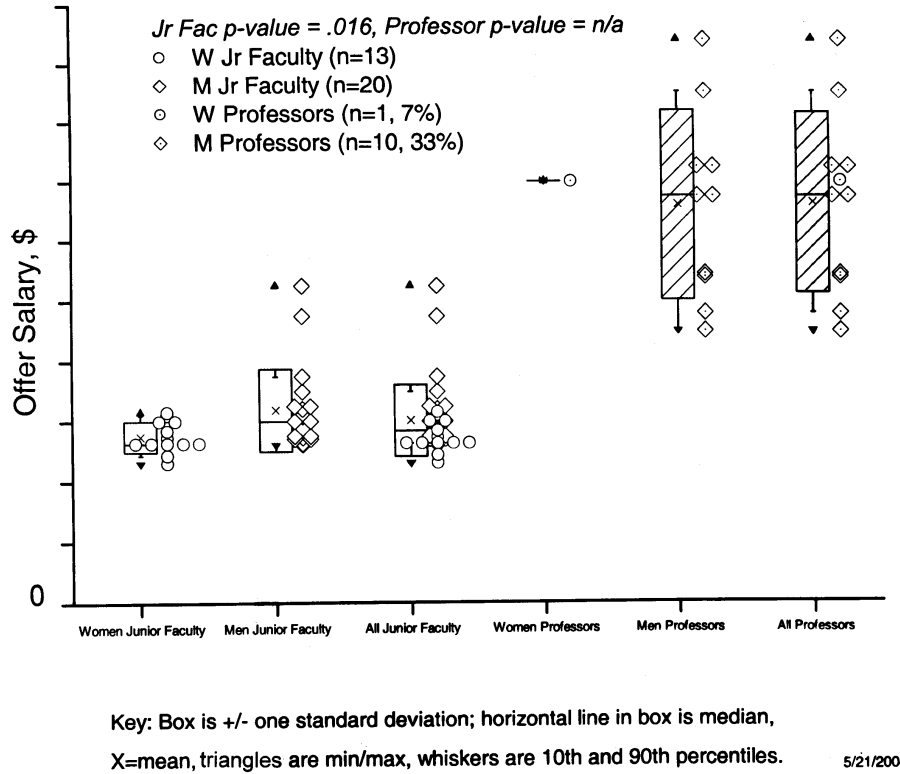
Graph 4. Offer Salaries for Humanities Faculty FY98-FY01



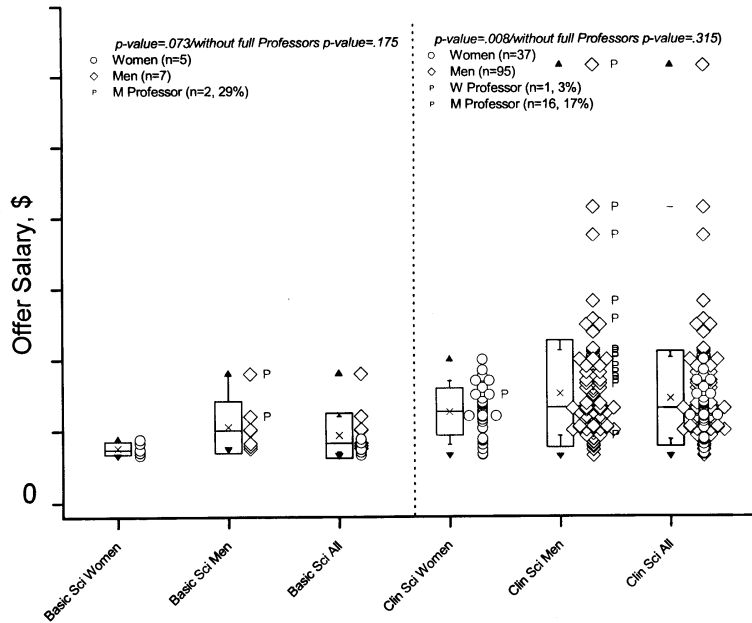
Graph 5. Offer Salaries for Natural Sciences Faculty FY98-FY01



Graph 6. Offer Salaries for Social Science Faculty Split by Junior Faculty and Professors, FY98-FY01



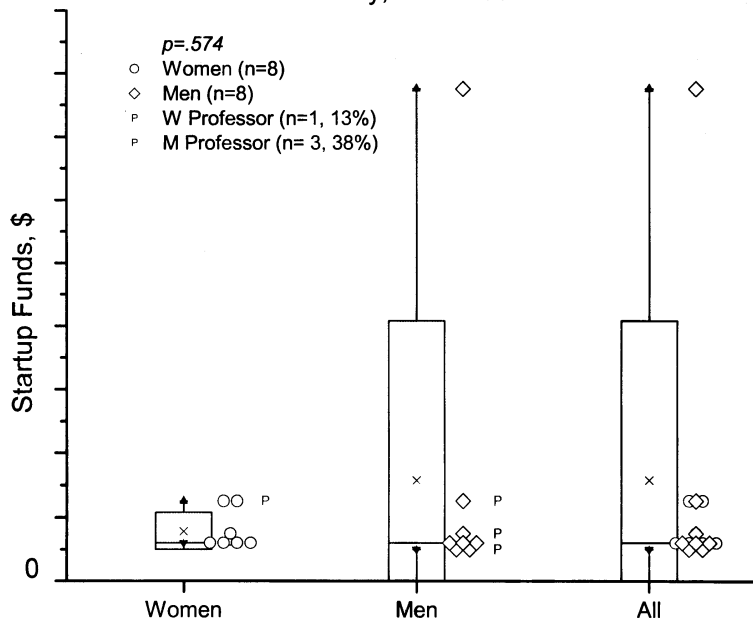
Graph 7. Offer Salaries for School of Medicine Faculty
FY97-FY02



Key: Box is +/- one standard deviation; horizontal line in box is median, X=mean, triangles are min/max, whiskers are 10th and 90th percentiles.

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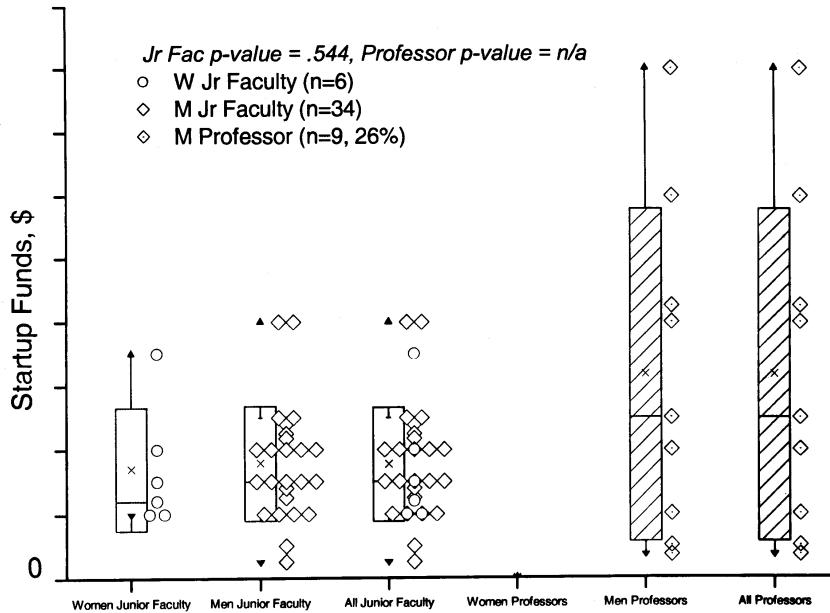
Graph 8. Startup Funds for School of Education Faculty
All Faculty, 1996-2000



Key: Box is +/- one standard deviation; horizontal line in box is median, X=mean, triangles are min/max, whiskers are 10th and 90th percentiles.

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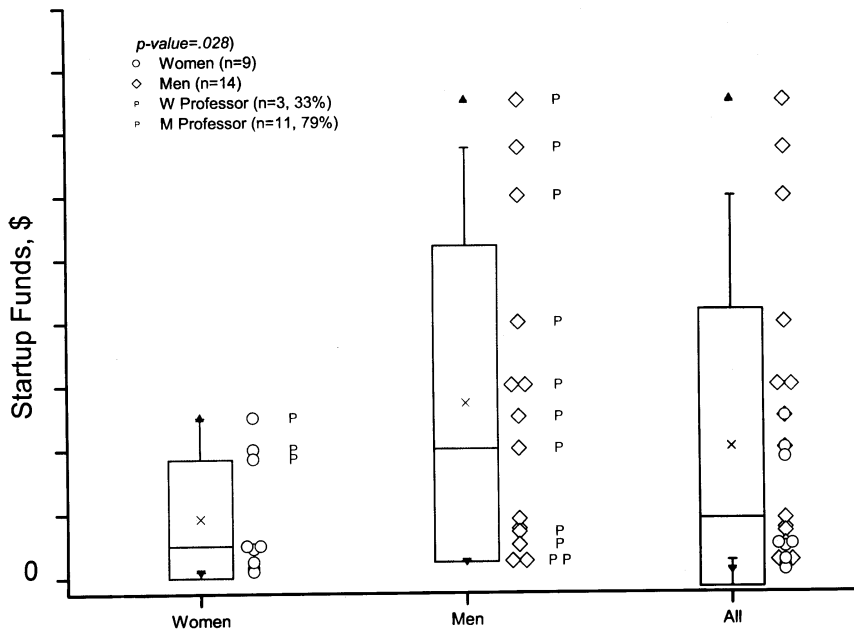
Graph 9. Startup Funds for School of Engineering Faculty Split by Junior Faculty and Professors, 1996-2000



Key: Box is +/- one standard deviation; horizontal line in box is median, X=mean, triangles are min/max, whiskers are 10th and 90th percentiles.

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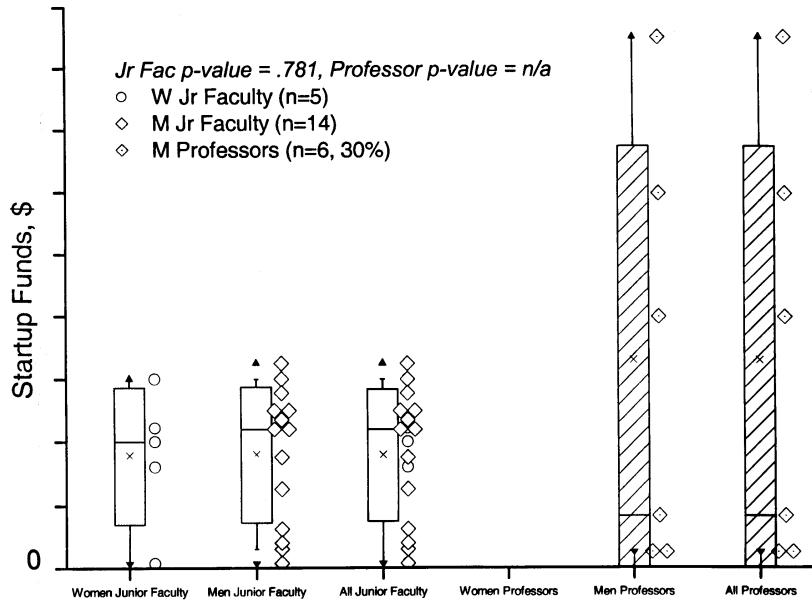
Graph 10. Startup Funds for Humanities Faculty FY98-FY01



Key: Box is +/- one standard deviation; horizontal line in box is median, X=mean, triangles are min/max, whiskers are 10th and 90th percentiles.

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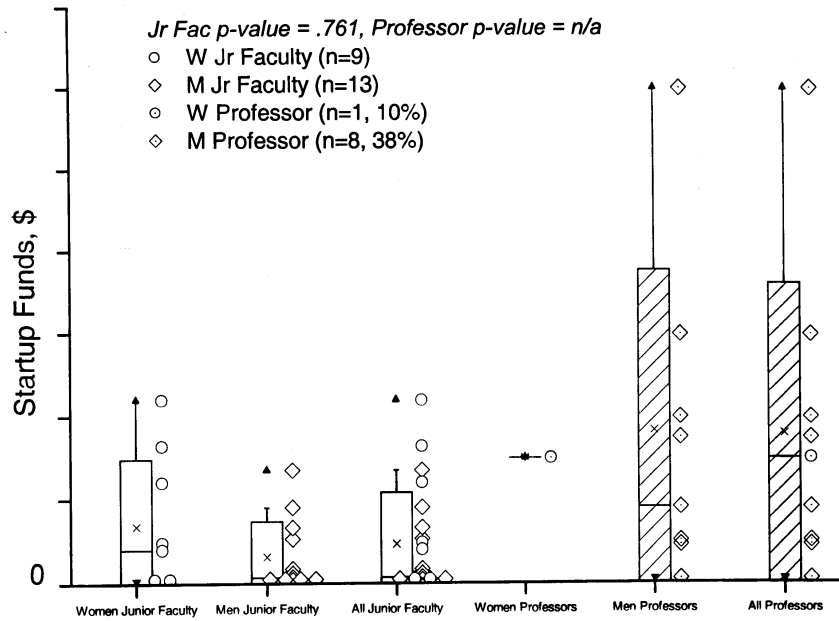
**Graph 11. Startup Funds for Natural Sciences Faculty
Split by Junior Faculty and Professors, FY98-FY01**



Key: Box is +/- one standard deviation; horizontal line in box is median,
X=mean, triangles are min/max, whiskers are 10th and 90th percentiles.

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**Graph 12. Startup Funds for Social Sciences Faculty
Split by Junior Faculty and Professors, FY98-FY01**



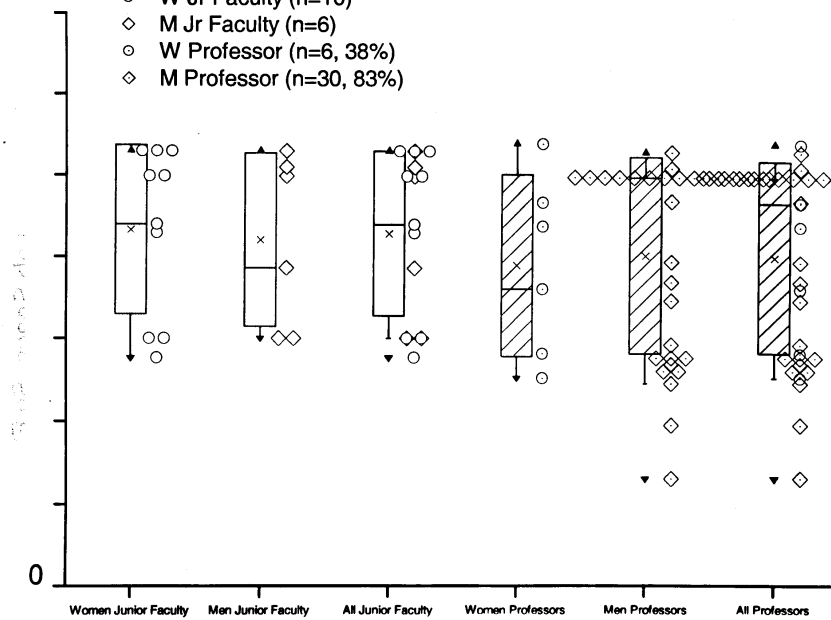
Key: Box is +/- one standard deviation; horizontal line in box is median,
X=mean, triangles are min/max, whiskers are 10th and 90th percentiles.

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Graph 13. Research Accounts for School of Education Faculty Split by Junior Faculty and Professors, FY98-FY01

Jr Fac p-value = .868, Professor p-value = .630

- W Jr Faculty (n=10)
- ◇ M Jr Faculty (n=6)
- W Professor (n=6, 38%)
- ◇ M Professor (n=30, 83%)



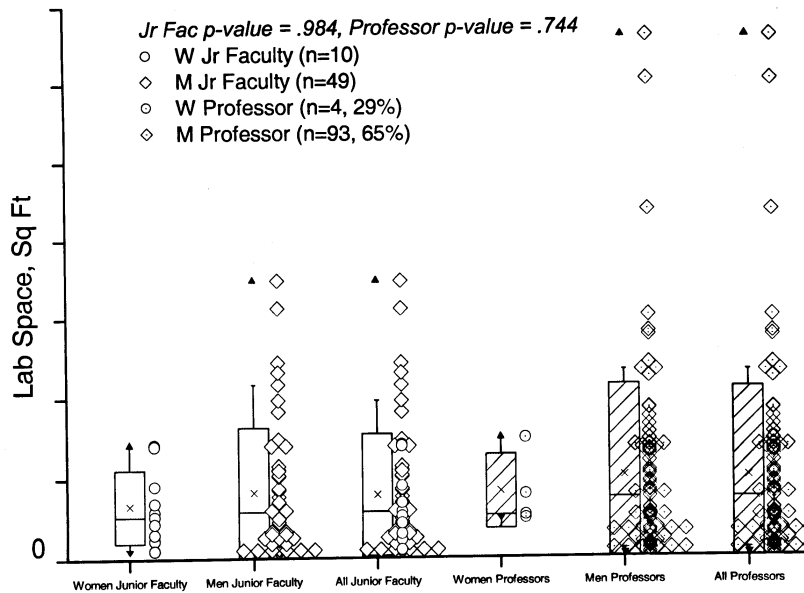
Key: Box is +/- one standard deviation; horizontal line in box is median, X=mean, triangles are min/max, whiskers are 10th and 90th percentiles.

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Graph 14. Lab Space for School of Engineering Faculty Split by Junior Faculty and Professors, as of 9/1/00

Jr Fac p-value = .984, Professor p-value = .744

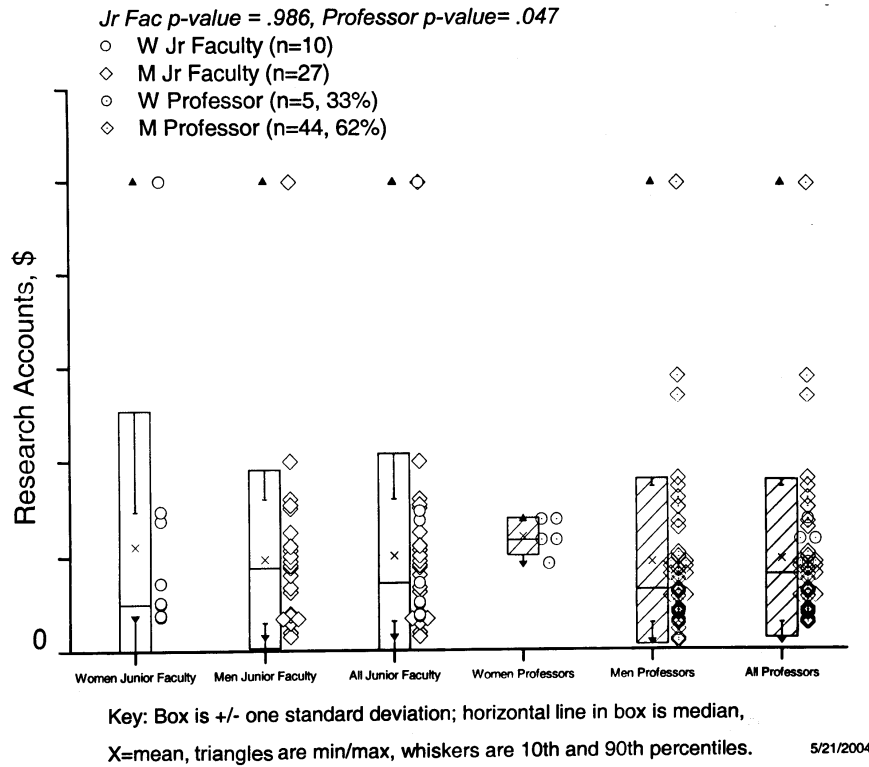
- W Jr Faculty (n=10)
- ◇ M Jr Faculty (n=49)
- W Professor (n=4, 29%)
- ◇ M Professor (n=93, 65%)



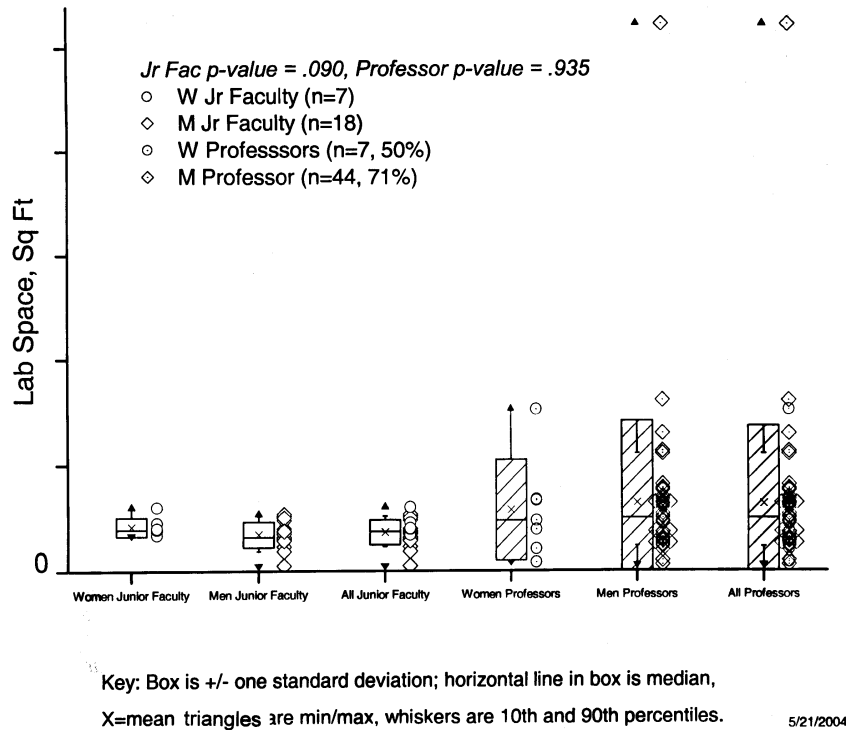
Key: Box is +/- one standard deviation; horizontal line in box is median, X=mean, triangles are min/max, whiskers are 10th and 90th percentiles.

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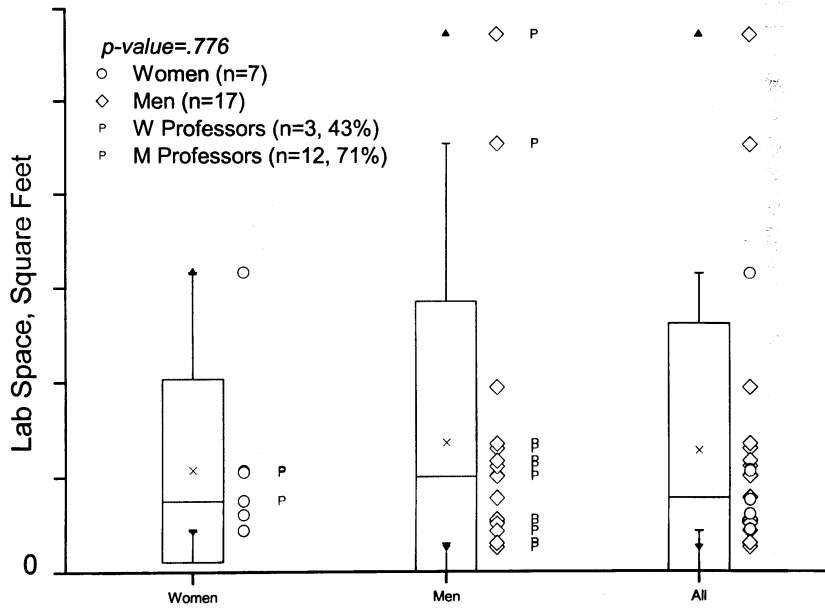
Graph 15. Research Accounts for GSB Faculty
Split by Junior Faculty and Professors, FY97-FY01 (average)



Graph 16. Lab Space for Natural Sciences Faculty
Split by Junior Faculty and Professors, as of 9/1/00

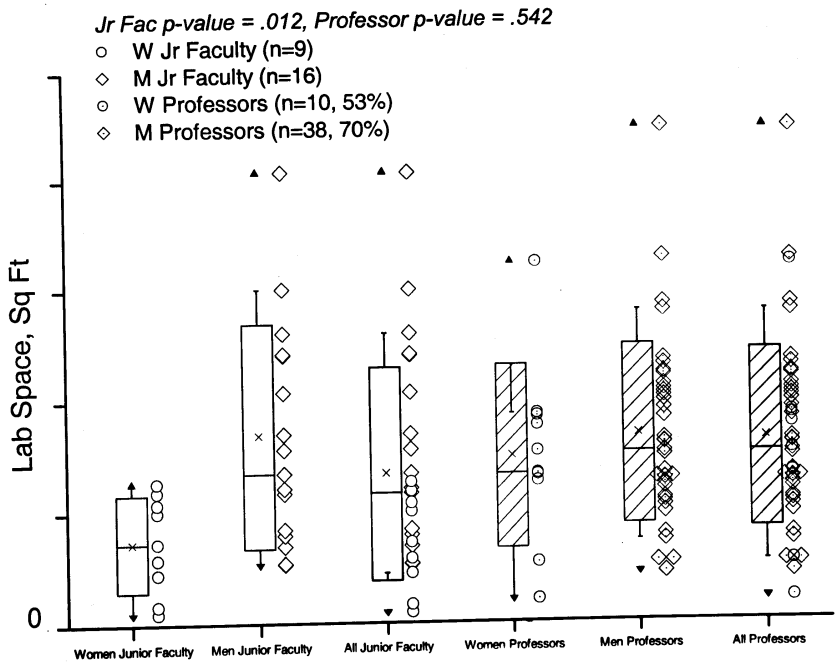


Graph 17. Lab Space for Social Sciences Faculty
All Faculty Ranks, FY01



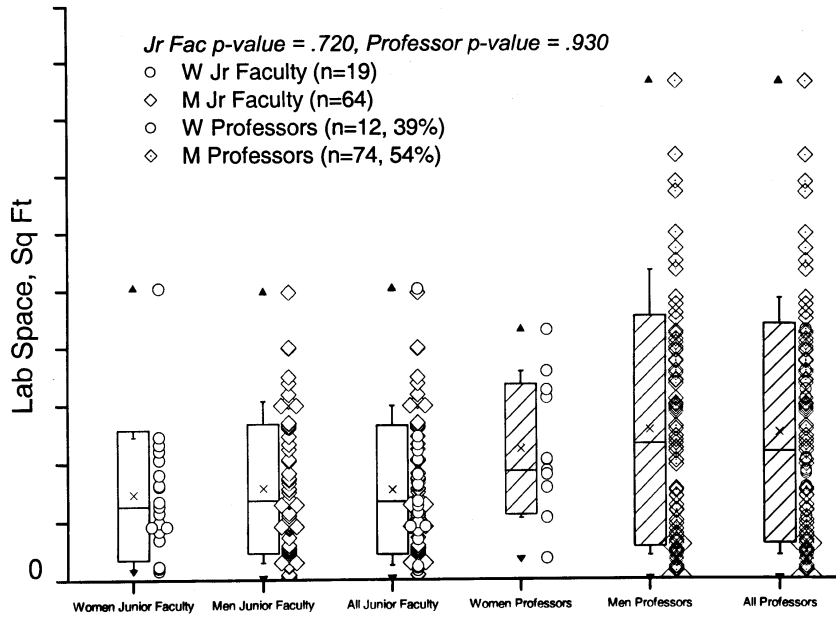
Key: Box is +/- one standard deviation; horizontal line in box is median, X=mean, triangles are min/max, whiskers are 10th and 90th percentiles. 5/19/2004

Graph 18A. Lab Space for Basic Sciences Faculty (Medicine)
Split by Junior Faculty and Professors, as of 9/1/00



Key: Box is +/- one standard deviation; horizontal line in box is median, X=mean, triangles are min/max, whiskers are 10th and 90th percentiles. 5/21/2004

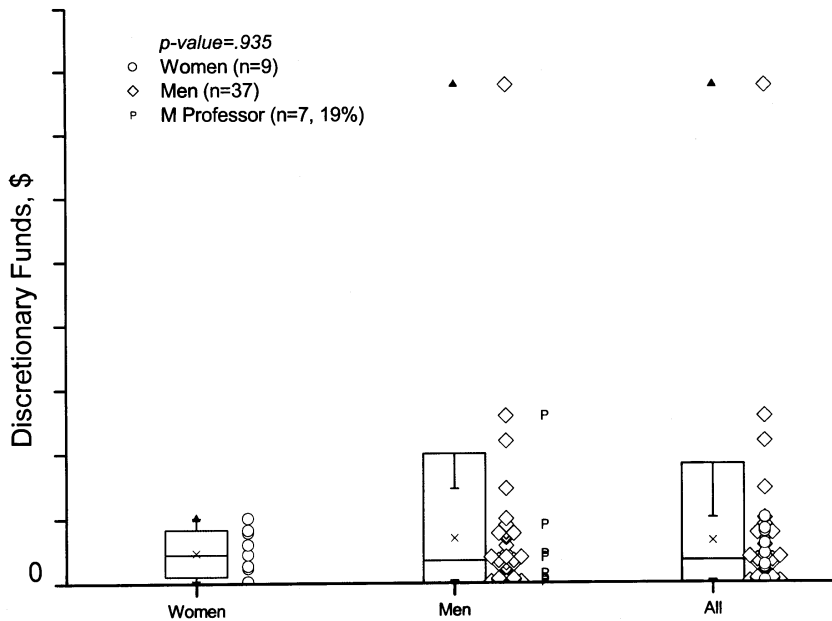
Graph 18B. Lab Space for Clinical Sciences Faculty (Medicine)
Split by Junior Faculty and Professors, as of 9/1/00



Key: Box is +/- one standard deviation; horizontal line in box is median,
X=mean, triangles are min/max, whiskers are 10th and 90th percentiles.

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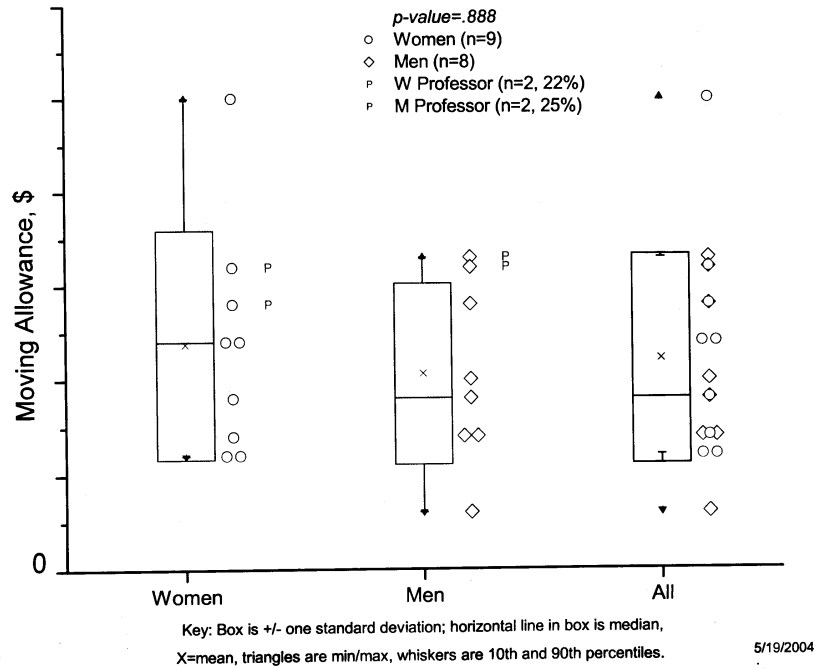
Graph-19. Total Discretionary Funds for School of Medicine Faculty
(excludes Anesthesia and Mol & Cell Phys), FY97-FY01



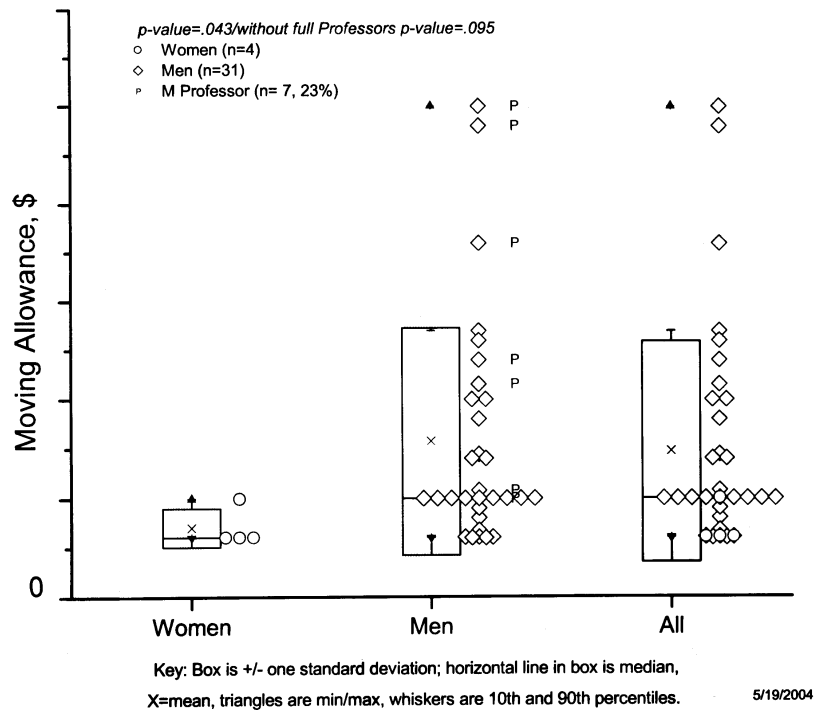
Key: Box is +/- one standard deviation; horizontal line in box is median,
X=mean, triangles are min/max, whiskers are 10th and 90th percentiles. P=Professor

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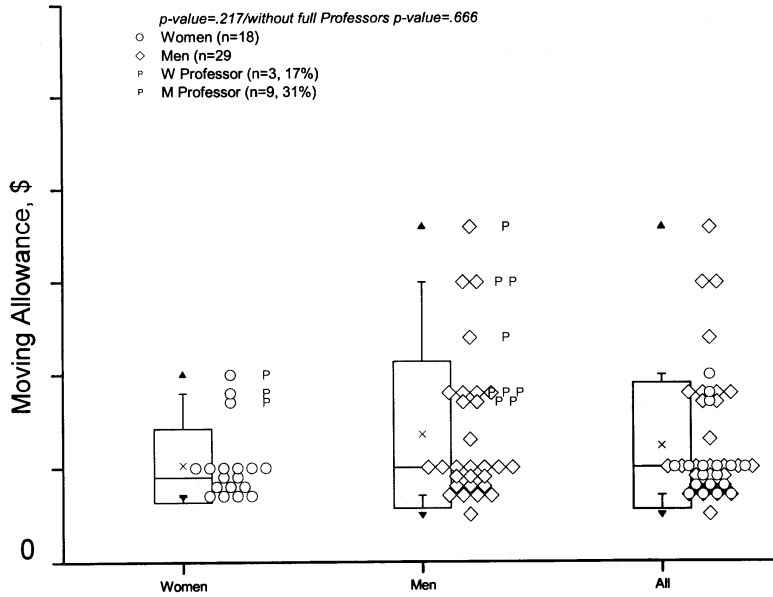
Graph 20. Moving/Rental Allowance for School of Education Faculty
All Faculty, 1996-2000



Graph 21. Moving/Rental Allowance for School of Engineering Faculty
1996-2000

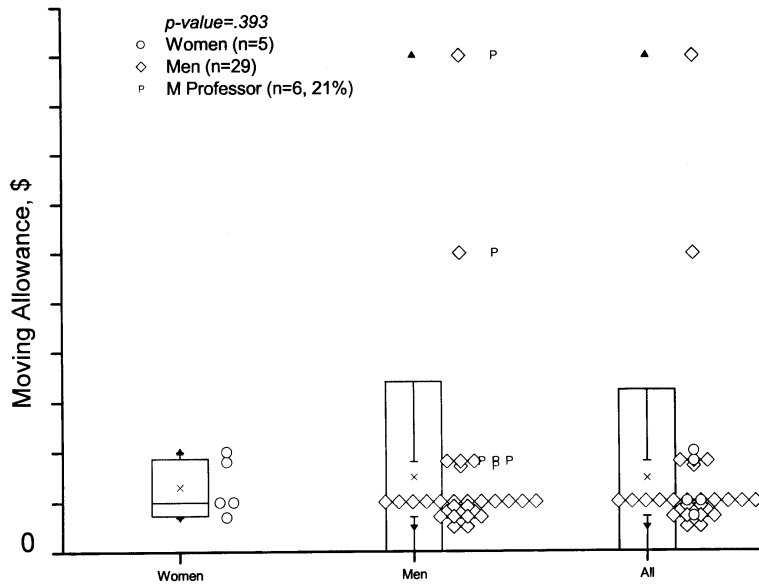


Graph 22. Moving/Rental Allowance for Humanities Faculty
All Faculty Ranks, FY98-FY01



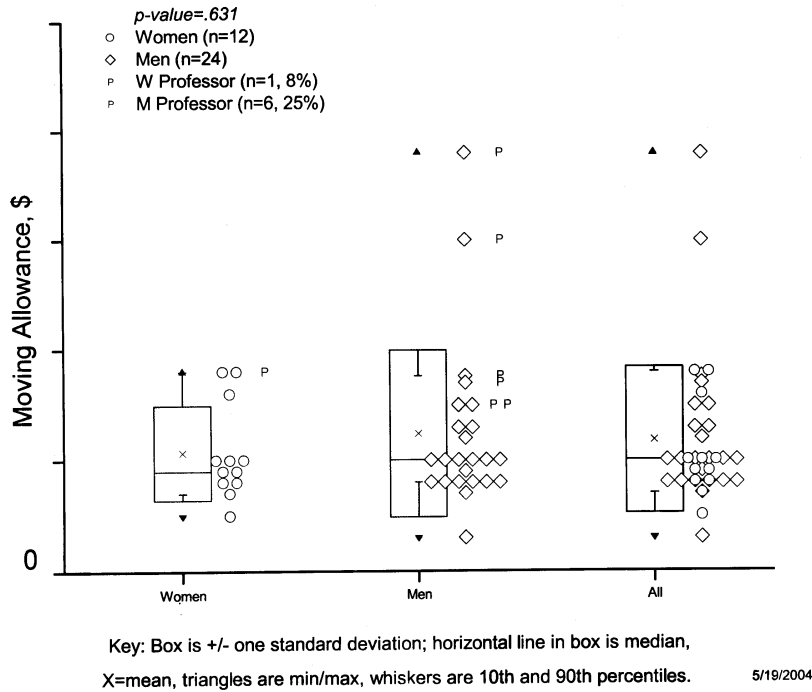
Key: Box is +/- one standard deviation; horizontal line in box is median,
X=mean, triangles are min/max, whiskers are 10th and 90th percentiles. P=Full Professor 5/19/2004

Graph 23. Moving/Rental Allowance for Natural Sciences Faculty
All Faculty Ranks, FY98-FY01

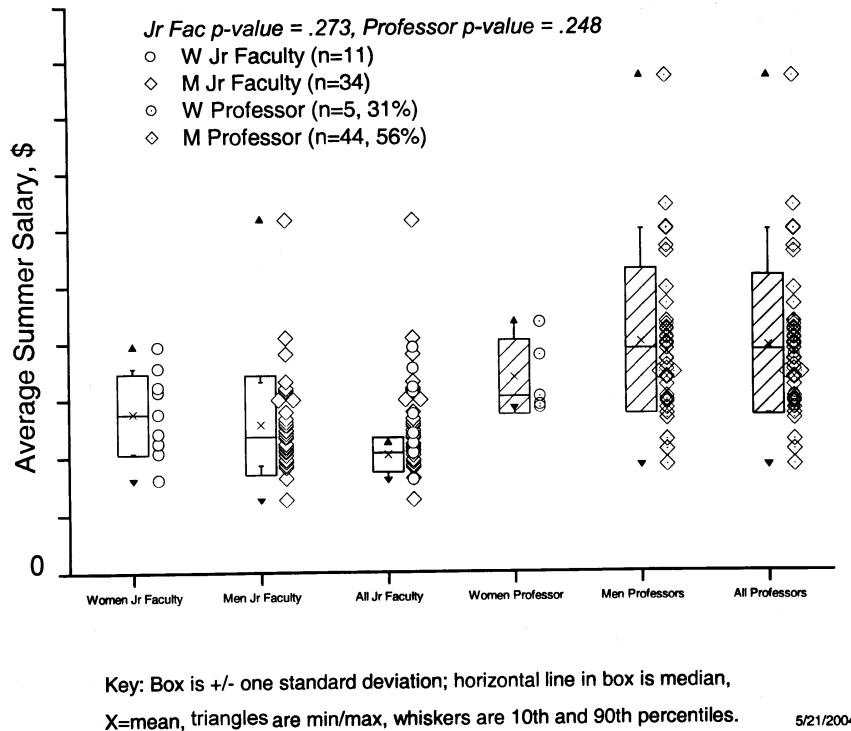


Key: Box is +/- one standard deviation; horizontal line in box is median,
X=mean, triangles are min/max, whiskers are 10th and 90th percentiles. 5/19/2004

Graph 24. Moving/Rental Allowance for Social Sciences Faculty
All Faculty Ranks, FY98-FY01



Graph 25. Summer Salaries for GSB Faculty
Split by Junior Faculty and Professors, Average of 1997-2001



Dear Colleague:

I would very much like your assistance with a project that should benefit the faculty of Stanford University. We are interested in how you feel about your quality of life as a member of the Stanford faculty, in particular, how you view your academic environment, the time demands of your various roles as a faculty member, and your ability to manage your academic and personal responsibilities. In these somewhat unsettled times it is particularly important for us to understand how all segments of the faculty – the heart of this university – view their quality of life.

A faculty subcommittee chaired by Milbrey McLaughlin, Professor in the School of Education, developed this Stanford Faculty Quality of Life Survey questionnaire. It is most important that we hear from all of the faculty so that your views will be included as the University considers how it might make this even a better place to pursue one's teaching, research, and clinical activities. Several groups within my office will be involved in evaluating the survey results; we will report back to the faculty on what we find.

To access the questionnaire, please open the following URL: (<http://facultysurvey.stanford.edu>). Your response will be completely anonymous; we are structuring the mechanics of the survey so that it will not be possible to identify the individual respondents. We anticipate that the questionnaire will take about 15-20 minutes to complete. Please complete the questionnaire by 5 pm on Tuesday, May 27.

This study represents the first-ever University-wide effort to collect faculty views about their Stanford environment, and your participation will benefit us all. Thank you very much for your assistance with this important project at what we recognize is a very busy time of the year.

Best wishes,

John W. Etchemendy,
Provost

P.S. Some important notes follow about taking the survey:

- 1) The survey is available 24 hours a day, 7 days a week except for Saturdays, from 9-11 a.m. when the system is down for regularly scheduled maintenance.
- 2) AOL users - If you experience any problems please try using a non-AOL browser. The AOL browser has been known to cause problems with Stanford's WebAuth system. To take the survey please launch a copy of Netscape or Internet Explorer (which should already be loaded on to your computer) and paste the URL of the survey in the location/address bar, and press enter.
- 3) Hotmail users - If you experience any problems clicking on the URL and having the survey work please try opening a new browser window and typing in the URL or cutting and pasting it in the address bar and press enter.



Online Survey System

Stanford Faculty Quality of Life Survey

Dear Faculty,

You are strongly urged to participate in a research project intended to provide crucial information about Stanford faculty's "quality of life"-- how faculty from across the university feel about their workload, professional climate and opportunities, ability to manage work and personal responsibilities and overall satisfaction with the Stanford environment. Your participation in this survey is voluntary and should only take about 15-20 minutes. You have the right to withdraw your consent or discontinue your participation at any time; you have the right to refuse to answer any particular question. Your response will be anonymous and poses no risk to you. No responses will ever be traced to specific individuals. You will be asked to either login with or confirm your SUNet ID to verify that you are a faculty member. To guarantee anonymity, links to SUNet IDs will then be purged before any responses are analyzed.

Faculty views on the quality of life at Stanford will provide essential input as the university plans for the future. We very much hope you will take the time to complete the questionnaire so that these vital decisions are informed by the broadest possible faculty perspective.

If you have questions about this study, please contact Milbrey McLaughlin, Professor of Education (723-9613; milbrey@stanford.edu) or Pat Jones, Vice Provost for Faculty Development (725-8471; patjones@stanford.edu). If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact - anonymously, if you wish - the Administrative Panels Office, Stanford University, Stanford, CA 94305-5401 (or by phone (650) 723-2480).

If you encounter any technical difficulties please send an email with detailed information about the problem you are experiencing, the type of computer you are using, your operating system, and which web browser you used to view the survey to Bill Doyle at billyd@stanford.edu.

Important Notes:

You have until **5 pm Tuesday, May 27th** to complete the survey. The survey is available 24 hours a day, 7 days a week except for Saturdays, from 9-11 a.m. when the system is down for regularly scheduled maintenance.

***AOL Users** - If you experience any problems please try using a non-AOL browser. The AOL browser has been known to cause problems with Stanford's WebAuth system. To take the survey please launch a copy of Netscape or Internet Explorer (which should already be loaded on to your computer) and paste the URL of the survey in the location/address bar, and press enter.

***Hotmail Users** - If you experience any problems clicking on the URL and having the survey work please try opening a new browser window and typing in the URL or cutting and pasting it in the address bar and press enter.

Thank you so much for your participation in this important project.

[Take the Survey](#)

Milbrey McLaughlin
David Jacks Professor Higher Education
School of Education
CERAS 4021
Stanford University
Stanford, CA 04305-3084
Tel: (650) 723-9613
Fax: (650) 723-7578
Email: milbrey@stanford.edu

Patricia P. Jones
Professor of Biological Sciences
Vice Provost for Faculty Development
Provost's Office
Bldg. 170, Ground floor, Rm. G17
Stanford University
Stanford, CA 94305-2035
Tel: (650) 725-8471
Fax: (650) 724-9733
Email: patjones@stanford.edu



Stanford Faculty Quality of Life Survey

You are now ready to begin the survey. Alternate navigation of the survey can be accomplished using the spacebar, enter, and tab keys.

Each time you click the "Next" button on the bottom of a page your answers are submitted and saved. Should you want to change your answers at a later time or come back to the survey at a later date your answers will be retained and editable. The completion date for the survey is scheduled for 5 p.m. Tuesday May 27th, at that time the survey will be removed and your answers will no longer be available.

The survey is 24 sections long and ranges from one to several questions per section. Depending on your answers some sections may be completely skipped.

If you experience technical difficulties please send an email with detailed information about the problem you are experiencing, the type of computer you are using, your operating system, and which web browser you used to view the survey to Bill Doyle at billyd@stanford.edu

Section 1: Part 1: Faculty Profile

NOTES:

Definition of minority faculty: all individuals of Asian/Pacific Islander, African, Hispanic/Latino, and Native American/Alaska Native descent, irrespective of birthplace.

1. Faculty line:

- Tenure–line
- Non–tenure line: research
- Non–tenure line: teaching
- Medical Center Line

2. Rank:

- Assistant professor
- Associate professor
- Full professor

3. School or division:

Stanford Faculty Quality of Life Survey

- Education
- Engineering
- Graduate School of Business
- Law
- Humanities (in H&S) Social Sciences (in H&S) Natural Sciences (in H&S and Earth Sciences)

- Medicine: Basic Sciences
- Medicine: Clinical Sciences

4. Gender:

- Male
- Female

5. Race/ethnicity (mark one or more, as needed)

- Asian American/Pacific Islander
- Black/African American
- Mexican American/Chicano
- Other Hispanic
- Native American/Alaskan Native
- White

Section 2: Part 2: Faculty Responsibilities and Workload

Faculty workload has multiple dimensions?teaching, advising, clinical work, research etc.. Please estimate how your time is spent on each of these domains and overall. Please respond in number of hours per week. If a domain doesn't apply please enter N/A for not applicable.

1. Teaching (include time in class, preparation time, office hours, grading, etc)

2. Mentoring/Advising (all kinds of advising/mentoring activities for both undergraduate, graduate and professional students, and postdocs)

Stanford Faculty Quality of Life Survey

3. Administrative/Committee at Stanford

4. Research/Scholarship (include grant writing/administration, compliance, research staff supervision)

5. Clinical

6. OVERALL (include time spent on and off campus on all components of your faculty work: research, teaching, clinical work, advising/mentoring, administrative/committee work, collegial interactions, etc.)

7. Considering the responsibilities that apply to you, please rate the reasonableness of your workload. [Select from 1 (much too low) to 5 (much too high)]

	Much Too Low	Low	About Right	High	Much Too High	Not Applicable
Teaching (include time in class, preparation time, office hours, grading, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring/Advising (all kinds of advising/mentoring activities for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Stanford Faculty Quality of Life Survey

undergraduate, graduate and professional students, and postdocs)

Administrative/Committee at Stanford	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research/Scholarship (include grant writing/administration, compliance, research staff supervision)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OVERALL (include time spent on and off campus on all components of your faculty work: research, teaching, clinical work, advising/mentoring, administrative/committee work, collegial interactions, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. If there are parts of your workload that you do not feel are reasonable, what changes would you like to see in your responsibilities?

Section 3: Part 3: Your Perception of the Climate and Opportunities at Stanford

NOTES: Definition of academic unit: the faculty member's local academic unit: division (in the large clinical departments), department, or school (for schools not divided into departments).

1. In what ways does your academic unit support or constrain your ability to be fully productive in your teaching/clinical/research activities? [Select from 1 (Strongly Disagree) to 5 (Strongly Agree)]

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Not Applicable
Does not provide adequate resources in support of research activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does not provide adequate resources in support of teaching activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does not provide adequate resources in support of clinical activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides a collegial and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Stanford Faculty Quality of Life Survey

supportive environment
(in ways other than
resources)

Encourages and respects me and my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does not encourage or respect my participation and opinion in my unit's decision-making processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigns an excessive workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages my input in determining my workload and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4: Part 3: Your Perception of the Climate and Opportunities at Stanford

1. Please rate your agreement with the following statements. [Select from 1 (Strongly Disagree) to 5 (Strongly Agree)]

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Not Applicable
I feel valued here for my: Research/scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued here for my: Teaching contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued here for my: Service/administrative contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued here for my: Clinical contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am fairly compensated in relation to equivalent colleagues in my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have had adequate access to resources in my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Stanford Faculty Quality of Life Survey

I feel I have had adequate access to graduate students in my unit.						
I am given the opportunity to serve on important committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within my unit I feel respected by: The head of my unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within my unit I feel respected by: The faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within my unit I feel respected by: The staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within my unit I feel respected by: The students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues solicit my opinions about their research ideas and problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I constantly feel under scrutiny by my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others seem to find it easier than I do to learn about and fit in with the culture or unwritten rules of my unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of my scholarship is positively affected by my interactions with my Stanford colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have received adequate information, mentoring, and feedback about what it takes to succeed as a faculty member at Stanford.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have received adequate information, opportunities, mentoring, and resources for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Stanford Faculty Quality of Life Survey

professional advancement
(i.e., into leadership
positions in academia
and/or professional
organizations).

I feel the opportunities
and support for my
personal advancement have
been at least as good at
Stanford as they would be
at other comparable
institutions.

I feel that the climate
and opportunities for
women faculty at Stanford
are at least as good as
those for men.

I feel that the climate
and opportunities for
minority faculty at
Stanford are at least as
good as those for
non-minority faculty

I feel diversity of
opinion is not valued nor
respected at Stanford.

I feel cultural
traditions (including
definitions of success
and standards of
etiquette or decorum) are
not valued nor respected
at Stanford.

I feel my unit is
adequately supported and
valued by the wider
university

Section 5: Part 3: Your Perception of the Climate and Opportunities at Stanford

Stanford Faculty Quality of Life Survey

1. Have you done collaborative research/scholarship with colleagues at Stanford?

- No
- Yes, rarely
- Yes, frequently

2. In the past three years do you feel that you have been discriminated against or denied something as a faculty member at Stanford because of the characteristics listed below?

	No	Yes, once	Yes, more than once
Race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research approaches: theoretical or methodological orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. If yes, please describe situation(s)

Section 6: Part 3: Your Perception of the Climate and Opportunities at Stanford

Stanford Faculty Quality of Life Survey

1. In the past three years do you feel that you have been verbally harassed as a faculty member at Stanford because of the characteristics listed below?

	No	Yes, once	Yes, more than once
Race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research approaches: theoretical or methodological orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. If yes, please describe situation(s)

Section 7: Part 3: Your Perception of the Climate and Opportunities at Stanford

1. In the past three years do you know of colleagues, staff or students who have been verbally harassed at Stanford because of the characteristics listed below?

	No	Yes, once	Yes, more than once
Race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Stanford Faculty Quality of Life Survey

Gender Identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research approaches: theoretical or methodological orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In the past three years do you feel that you have been sexually harassed as a faculty member at Stanford?

- No Branch - Go to Section 8: Part 3
- Yes, once Branch - Go to question 3
- Yes, more than once Branch - Go to question 3

3. If yes, please describe the situation(s). Please indicate whether you reported the incident(s). If so, was/were the situation(s) appropriately resolved?

Section 8: Part 3: Your Perception of the Climate and Opportunities at Stanford

1. In the past three years do you know of colleagues, staff or students who have been sexually harassed at Stanford?

- No
- Yes, one
- Yes, more than one

2. Within your unit, how often in the last three years have you heard faculty members or staff make disparaging or other inappropriate remarks about faculty, students, or staff based on the characteristics listed below?

Stanford Faculty Quality of Life Survey

	Never	Once or twice	Once every month or two	Weekly or daily
Race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender Identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research approaches: theoretical or methodological orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 9: Part 3: Your Perception of the Climate and Opportunities at Stanford

1. Please rate your sense of inclusion as a member of: [Select from 1 (Very uncomfortable, isolated, or marginalized) to 5 (Extremely comfortable, included, and valued)]

	Very uncomfortable, isolated, or marginalized	Somewhat uncomfortable, isolated, or marginalized	Neither isolated or included	Somewhat comfortable, included, and valued	Very comfortable, included, and valued	Not applicable
Your division (Medical School Clinical Departments)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stanford University?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please rate your agreement with the following statements. [Select from 1 (Strongly Disagree) to 5 (Strongly Agree)]

Stanford Faculty Quality of Life Survey

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Not Sure
The academic leadership within my academic unit at Stanford is supportive of improving the climate and opportunities for women faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The academic leadership within my academic unit at Stanford is supportive of improving the climate and opportunities for minority faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The academic leadership of Stanford University is supportive of improving the climate and opportunities for women faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The academic leadership of Stanford University is supportive of improving the climate and opportunities for minority faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 10: Part 3: Your Perception of the Climate and Opportunities at Stanford

1. If you would like to see improvements in the climate of your academic unit or more generally at Stanford, what remedies or strategies would you suggest?

2. If you have additional comments relevant to Part 3, please add them below.

Section 11: Part 4: Managing Work and Personal/Family Responsibilities

1. Personal status: please check all that apply.

- I am single
- I live with a spouse or partner
- I have children under 5 who live with me
- I have children between 6 and 18 who live with me
- I have joint custody of children under 5 who do not live with me
- I have joint custody of children between 6 and 18 who do not live with me
- I have dependent children over age 18
- I have elderly parents or other adult dependents who live with me

2. Please rate your agreement with the following statements. [Select from 1 (Strongly Disagree) to 5 (Strongly Agree)]

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Stongly Agree	Not Sure	Not Applicable
I have enough time to manage both my responsibilities as a faculty member and my personal/family responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My unit is a place where individual faculty may comfortably raise personal and/or family issues when scheduling departmental responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women faculty with family responsibilities are viewed or treated differently than men faculty with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Stanford Faculty Quality of Life Survey

family responsibilities in my academic unit.

The high cost of living locally places stress on my personal/family life.

I would be happier at an institution with a lower level of stress due to time conflicts between work and personal/family responsibilities.

I would be happier at an institution in an area with a lower level of financial stress due to the high cost of living.

I have personal health issues that affect my ability to do my research, teaching, and/or other faculty responsibilities.

3. What University–sponsored remedies or strategies would you suggest to help you better manage your work and personal/family responsibilities?

4. If you have additional comments relevant to Part 4, please add them below.

Section 12: Part 5: Spouse/Domestic Partner

1. This section doesn't apply and you want to skip this section?

- Yes Branch - Go to Section 20: Part 6
- No Branch - Go to Section 13: Part 5

Section 13: Part 5: Spouse/Domestic Partner

1. Is your spouse/partner employed?

- Yes
- No

Section 14: Part 5: Spouse/Domestic Partner

1. Does your spouse/partner work or study at Stanford?

- Yes Branch - Go to Section 15: Part 5
- No Branch - Go To Section 16: Part 5

Section 15: Part 5: Spouse/Domestic Partner

1. What is your spouse/partners position at Stanford?

- Staff Branch - After selecting an answer go to Section 17: Part 5
- Student
- Faculty

Section 16: Part 5: Spouse/Domestic Partner

1. Do you think your spouse or partner feels adequately included in the Stanford community?

- Very excluded Branch - After selecting an answer go to Section 17: Part 5
- Excluded
- Neither included or excluded
- Included

Stanford Faculty Quality of Life Survey

- Very included
- Don't know

Section 17: Part 5: Spouse/Domestic Partner

1. How satisfied is your spouse/partner with his/her employment situation?

- Very dissatisfied
- Dissatisfied
- Neither dissatisfied or satisfied
- Satisfied
- Very satisfied

2. Have you and your spouse/partner had problems finding two appropriate jobs in this area?

- Yes Branch - Go to Section 18: Part 5
- No Branch - Go to Section 19: Part 5

Section 18: Part 5: Spouse/Domestic Partner

1. What have been the dual career issues? What could the University do to address them?

Section 19: Part 5: Spouse/Domestic Partner

1. Are you satisfied with Stanford's spousal/domestic partner benefits?

- Yes
- No

2. If you would like to see improvements, what University-sponsored remedies or strategies would you suggest?

Section 20: Part 6: Overall Satisfaction

1. If you had to decide all over again whether to be a faculty member at Stanford, what would you decide? Mark the option that is closest to how you feel:

- I would not choose to be a faculty member at Stanford
- I would have some second thoughts
- I would choose to be a faculty member at Stanford

2. Have you ever seriously considered leaving Stanford?

- Yes, very seriously Branch - Go to Section 21: Part 6
- Yes, somewhat seriously Branch - Go to Section 21: Part 6
- No, not seriously Branch - Go to Section 22: Part 6

Section 21: Part 6: Overall Satisfaction

1. Please describe why (.e.g., outstanding outside offer, unhappiness with salary, etc.)

Section 22: Part 6: Overall Satisfaction

Use a few words to describe the two most important positive aspects of the current Stanford environment for you?

1. Most important?

2. Second most important?

Section 23: Part 6: Overall Satisfaction

Use a few words to describe the two most important negative aspects of the current Stanford environment for you?

1. Most important?

2. Second most important?

Section 24: Part 6: Overall Satisfaction

1. All things considered, how satisfied are you with your position at Stanford?

- Very dissatisfied
- Dissatisfied
- Neither satisfied or dissatisfied
- Satisfied
- Very satisfied

2. Any final comments?

Stanford Faculty Quality of Life Survey

Thank you so much for your participation in this important project.

As indicated, survey responses are anonymous. If you would like to discuss, specifically and personally, any issues covered by this questionnaire, you are encouraged to contact any of the following individuals or offices (confidential resources are marked with an asterisk):

- Your department chair, associate dean, or dean
- Patricia P. Jones, Vice Provost for Faculty Development (5–4818, patjones@stanford)
- LaDoris Cordell, Vice Provost for Campus Relations (3–3484, lcordell@stanford)
- Lowell Price *, Ombudsperson (3–2444, lowell.price@stanford)
- Martha McKee *, Ombudsperson, School of Medicine (498–5744, ewaxman@stanford)
- Teresa Rasco, Director, WorkLife Center (3–2660, trasco@stanford)
- Help Center * (3–4577)
- Sexual Harassment Policy Office (Laraine Zappert, Director: zappert@stanford, 3–1583; for sexual harassment officers in academic units, see <http://www.stanford.edu/dept/ocr/shpo/SHadvisers.html>)

If you have any questions or comments, please email billyd@stanford.edu .

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Sources Used for the Stanford Faculty Quality of Life Survey

The *Survey on Quality of Life at MIT* (developed jointly by MIT and WFD, Inc., 2001) and *The University of Michigan Faculty Work-Life Study* (developed by Robert T. Blackburn and Carol Hollenshead, The University of Michigan, 1995) served as reference material for the development of the Stanford Quality of Life Survey. Specific sources for individual questions were as follows:

- Question 1 of Section 4 was modified from MIT survey question F13 and University of Michigan survey question E.3b.
- Question 2 of Section 5 , Question 1 of Section 6, Question 1 of Section 7, and Question 2 of Section 8 were modified from University of Michigan survey questions E.6 and E.7.
- Question 1 of Part 9 was based on MIT survey question F14.
- Subquestion 2 of question 2 of Part 11 was based on MIT survey question F15.

Appendix IV B: Sample Representativeness

Table IV B. Sample-Population Discrepancy

Category	Total number in Population	Number in Sample	Percent in Population	Percent in Sample	Discrepancy
1. Race					
White	1432	678	83.4%	84.0%	0.6%
Asian	182	77	10.6%	9.5%	-1.1%
Other Minorities	102	52	5.9%	6.4%	0.5%
Total	1716	807	100%	100%	
				Average:	0.7%
2. Gender					
Male	1336	609	77.8%	73.6%	-4.2%
Female	381	218	22.2%	26.4%	4.2%
Total	1717	827	100%	100%	
				Average:	4.2%
3. Faculty Line					
Tenure-line	1228	627	72.1%	75.4%	3.3%
Non-tenure line: research	104	49	6.1%	5.9%	-0.2%
Non-tenure line: teaching	27	29	1.6%	3.5%	1.9%
Medical Center line	344	127	20.2%	15.3%	-4.9%
Total	1703	832	100%	100%	
				Average:	2.6%
4. Rank					
Assistant Professor	422	202	24.6%	24.3%	-0.2%
Associate Professor	368	179	21.4%	21.6%	0.1%
Full Professor	927	449	54.0%	54.1%	0.1%
Total	1717	830	100%	100%	
				Average:	0.2%
5. School or Division					
Education	44	26	2.6%	3.2%	0.6%
Engineering	217	123	12.7%	14.9%	2.3%
Graduate School of Business	94	37	5.5%	4.5%	-1.0%
Law	41	26	2.4%	3.2%	0.8%
Humanities	201	147	11.7%	17.9%	6.1%
Social Sciences	160	65	9.3%	7.9%	-1.4%
Natural Sciences	237	114	13.8%	13.9%	0.0%
Medicine: Basic Sciences	94	64	5.5%	7.8%	2.3%
Medicine: Clinical Sciences	627	221	36.6%	26.9%	-9.7%
Total	1715	823	100%	100%	
				Average:	2.7%

Appendix IV C: Core Measures

The survey items were examined closely to identify measures that would be especially relevant to gender analysis. Attempts were made to build indices by combining across multiple survey items using the following procedure:

1. All survey items were classified together according to their conceptual coherence. For example, items measuring work climate vs. items measuring financial stress vs. items measuring sense of inclusion.
2. Bivariate correlations and cross-tabulations were generated for items within each cluster to permit close examination of whether the items indeed elicited similar responses from faculty who participated in the survey. Items that did not correlate with other items in the same cluster were removed from that cluster. The remaining items within each cluster were thought to be measuring the same underlying construct like “general satisfaction” or “sense of inclusion.”
3. Finally, an optimal scaling procedure (in SPSS) was used to verify whether items thought to be measuring the same underlying construct were indeed doing so. This factor analytic approach takes into account the number of scale points for each item, and allows analysis of ordinal level data. Output from optimal scaling confirmed the extent to which each item loaded on the shared latent construct, and whether the composite scale showed adequate internal consistency. It is important to note that survey items were combined to form scales when they are shown to share conceptual coherence and elicited similar responses from respondents. Items were not combined to show the existence or lack of gender differences. All optimal scaling procedures were conducted without consideration of gender differences.

Several indices were created based on this approach. Indices tend to provide more precise measures than single items alone, because indices are less vulnerable to random measurement errors on single items.

On the other hand, certain individual survey items did not load onto any index, but were nonetheless perceived to be particularly relevant for gender analysis. Hence, the final set of core measures used for gender analysis consisted of both individual survey items as well as indices.

To facilitate comparisons, all core measures were recoded to range from 0 to 1 regardless of whether they were single items or indices.

The following table lists all core measures and, for the indices, their constituent survey items.

Table IV C. Core Measures used in Gender Analysis

Construct of Interest	Index?¹	Survey Items
General Satisfaction	Yes; $\alpha=.74$	1. Would you now decide to come to Stanford? 2. Have you seriously considered leaving Stanford? 3. How satisfied are you with your position at Stanford?
Actual Workload	No	Overall number of hours spent on faculty work: include on and off campus.
Perceived Workload	No	Considering the responsibilities that apply to you, please rate the reasonableness of your workload.
Work Climate	Yes; $\alpha=.87$	1. Unit provides adequate resources for research. 2. I have adequate access to resources in my unit. 3. I have adequate access to grad students in my unit. 4. Unit provides a collegial and supportive environment. 5. Unit encourages and respects me and my work. 6. I feel valued for my research/scholarship. 7. I feel respected by the head of my unit. 8. I feel respected by the faculty. 9. I constantly feel under scrutiny by my colleagues. 10. My colleagues solicit my opinions about research. 11. The quality of my scholarship is positively affected by my interactions with my Stanford colleagues.
Pay Equity	No	I am fairly compensated in relation to equivalent colleagues in my unit.
Financial Stress	No	The high cost of living locally places stress on my personal / family life.
Personal Stress	No	I have enough time to manage both my responsibilities as a faculty member and my personal/family responsibilities.
Sense of Inclusion	Yes; $\alpha=.83$	Please rate your sense of inclusion as a member of: 1. Your department? 2. Your school? 3. Stanford University?
Participation in Decision-making	Yes; $\alpha=.64$	1. Unit does not encourage or respect my participation and opinion in my unit's decision-making process. 2. I am given the opportunity to serve on important committees.
Advancement Opportunities	Yes; $\alpha=.86$	1. I have received adequate information, mentoring, and feedback about what it takes to succeed as a faculty member at Stanford. 2. I have received adequate information, opportunities, mentoring, and resources for professional advancement. 3. I feel the opportunities and support for my personal advancement have been at least as good at Stanford as they would be at other comparable institutions.
Opportunities for Women	Yes; $\alpha=.79$	1. The climate and opportunity for women faculty at Stanford are at least as good as those for men. 2. The academic leadership within my academic unit at Stanford is supportive of improving the climate and opportunities for women faculty. 3. The academic leadership of Stanford University is supportive of improving the climate and opportunities for women faculty.
Gender Discrimination	No	In the past 3 years, do you feel you have been discriminated against or denied something as a faculty member at Stanford because of... Gender?
Sexual Harassment	No	Ever personally experience OR know of sexual harassment at Stanford?
Verbal Harassment	No	Ever personally experience OR know of gender-based verbal harassment at Stanford?

¹ Cronbach's α indicates the degree to which the components of an index co-vary. As a rough rule of thumb, a value of α that is greater than .60 is considered adequate, greater than .70 is considered good, and greater than .80 is considered very good.

Appendix IV D: Predictors of General Satisfaction

Table IV D. Linear Regression Coefficients of Predictors of General Satisfaction

Predictors	Coefficients	
	Male Faculty	Female Faculty
Total Number of Hours Worked per Week	-.005	-.014
Perception of Unreasonable Workload	-.091*	-.030
Perception of Pay Equity	.078*	.132*
Financial Stress	-.214**	-.109
Personal Stress	-.099**	-.081
Positive Work Climate	.262**	.248**
Sense of Inclusion	.192**	.269**
Participation in Decision-making	.028	-.012
Advancement Opportunities	.048	.000
Support for Women's Opportunities	.019	.050
Past Discrimination based on Gender	-.034	-.089
Past Discrimination based on Research Area	-.082*	-.076
Aware of Sexual Harassment Incidents	-.005	.023
Aware of Verbal Harassment Incidents	.046	-.022
Being in Clinical Sciences (Medicine)	.109	-.222*
Being in Natural Sciences	.104*	.032
Adjusted R ²	.46	.45
Number of cases included in analysis	609	218

Notes: The coefficients that were statistically significant predictors of general satisfaction are indicated (* $p < .05$; ** $p < .01$). Household structure, school, rank, race, and faculty line were entered as a series of dummy variables in this model. All dummy variables yielded non-significant coefficients except in two instances: being in Natural Sciences predicted greater satisfaction among male faculty, and being in Clinical Sciences predicted lower satisfaction among female faculty.