

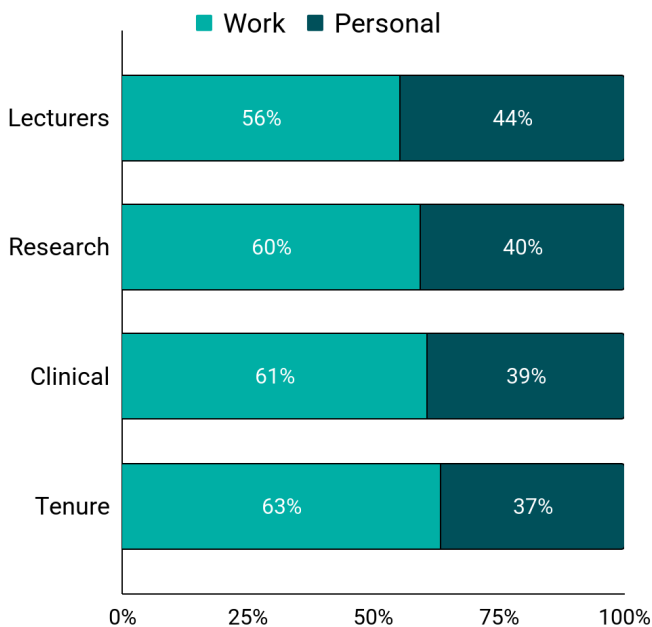
## The Importance of Work-Life Balance for Faculty

Each faculty role (tenure-track, clinical-track, research-track, and lecturer-track) is distinctive, including different forms of responsibility and institutional expectations. Faculty navigate the boundaries between work and personal life by deploying flexible scheduling and other [work-life integration](#) practices. Data collected from faculty in a 2023 Campus-Wide Climate survey administered by the ADVANCE Program allows us to explore how faculty in all tracks use their time both in and outside of work, and how work-life balance relates to their career satisfaction and intentions to stay at U-M.

### Key Findings<sup>1</sup>

While faculty on all tracks reported dynamic boundaries between their work and personal lives, their weekly time patterns varied by track.

Figure 1. Hours Spent per Week by Track



#### **Bringing Work Home**

More tenure-track faculty reported bringing work home than other faculty tracks. Lecture-track faculty reported bringing work home more than clinical-track faculty.

#### **Responding to Work During Personal Time**

More tenure-track faculty reported responding to work during personal time than lecturer- and research-track faculty, but not clinical-track faculty.

#### **Working on Vacation**

More tenure-track faculty reported working on vacation than clinical-, lecturer-, and research-track faculty.

All full-time faculty (35+ hours of paid time per week) reported spending more hours weekly on work (including invisible service and work outside U-M) than they do on personal/family time. Tenure-track faculty reported working significantly more hours than full-time lecturer-, but not clinical- or research-track faculty (see Fig. 1).

Work-life balance ratios were calculated for each faculty member. Analyses showed that tenure-track faculty reported having less balance between work and personal/family time than clinical-track and lecturer-track faculty, but not research-track faculty.

Among full-time faculty of all tracks, a more equal balance between work and personal/family time significantly predicted greater **satisfaction with their current position** and **intentions to stay at U-M**.

### Ways to Improve Work-Life Balance



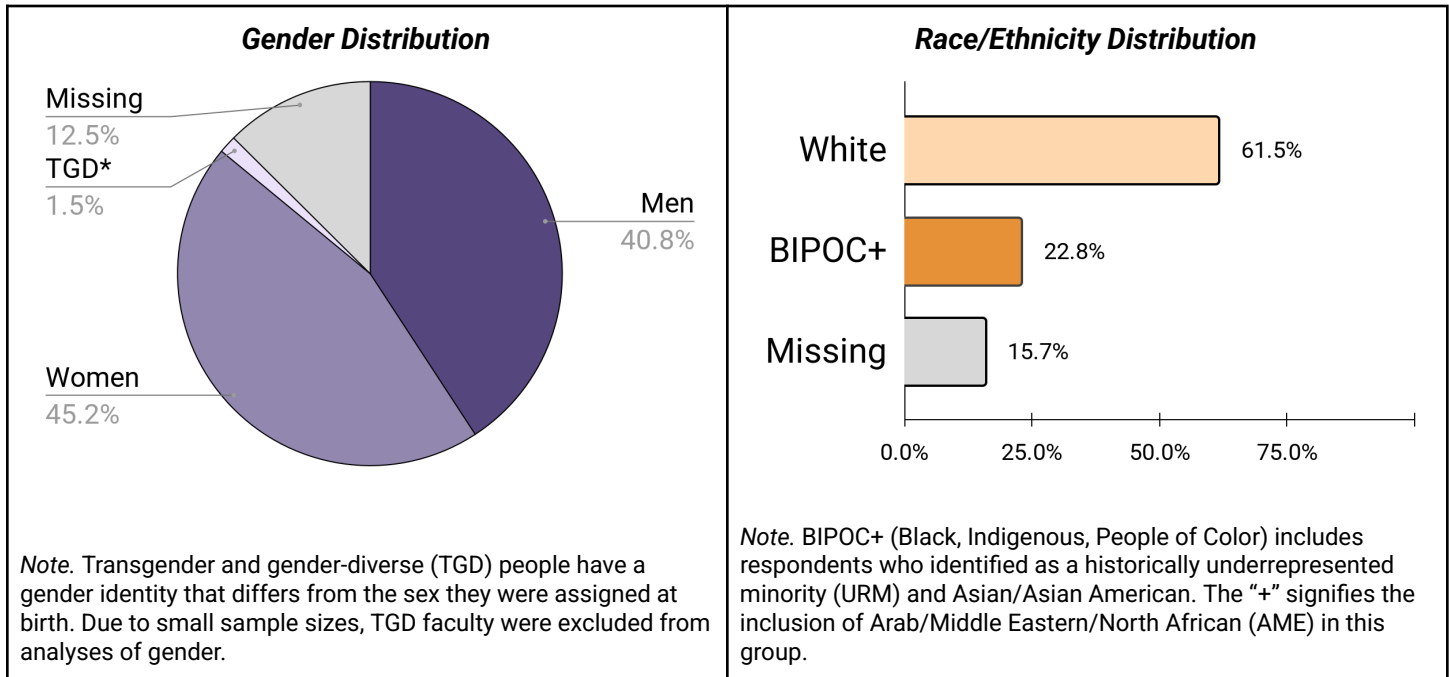
Faculty can communicate honestly about their situations and capacity for new work; set boundaries with colleagues and students about appropriate times to contact them; and utilize [U-M's mental health resources](#), including [FASCCO](#), [MHealthy](#), and [the Well-being Collective](#).

Unit leaders can [set an example of work-life balance](#) by setting work boundaries, prioritizing self-care, and encouraging faculty to follow suit.

<sup>1</sup> All findings reported as significant had a  $p < .05$ .

## Supplemental Methods

### Faculty Survey Respondent Demographics



### Survey Instrument

The data used to generate the following findings was collected from tenure-track faculty in a 2023 Campus-Wide survey administered by the ADVANCE Program. The key variables used in this report were:

- Please indicate your level of agreement with each of the following items about your work experiences generally in YOUR PRIMARY DEPARTMENT/UNIT. (Responses were measured on a 5-point scale from Strongly Disagree [1] to Strongly Agree [5].)
  - I regularly bring work home. ( $n = 2534$ ;  $M = 4.43$ )
  - I respond to work-related communications (e.g., emails, texts, and phone calls) during my personal time away from work. ( $n = 2551$ ;  $M = 4.51$ )
  - I work during my vacations. ( $n = 2530$ ;  $M = 4.06$ )
- Please estimate the number of hours you spent on each professional and personal activity during YOUR LAST WEEK, or if last week was not a typical work week, the number of hours spent on each activity during a typical week during the semester. Rough estimates are fine and your total must equal 168 hours.<sup>2</sup> ( $n = 1719$ )
  - Scholarship or Creative Activities (e.g., researching, reading, writing, meeting with research assistants or collaborators, securing funding, presenting at conferences, practicing, performing, directing, composing). ( $M = 19.51$ )
  - Teaching or teaching related activities (e.g., teaching undergraduate & graduate courses or independent studies, teaching preparation, grading, emailing, & office hours). ( $M = 14.07$ )
  - Clinical Work (e.g., patient care related activities and responsibilities, supervising trainees in health fields, supervising internships or practicums). ( $M = 14.98$ )

<sup>2</sup> A limitation of this item was the exclusion of caregiving and other forms of unpaid labor. Because of this exclusion, these activities were most likely reported as "Personal/Family Time" and are therefore considered personal time in this and other ADVANCE reports. The ADVANCE Program recognizes the burden of caregiving on faculty, especially on [women](#) and other faculty who hold marginalized [racial](#) and [LGBT+](#) identities, and understands the importance of distinguishing this form of labor from personal time when considering the psychological impacts of work-life balance.

- Mentoring of your assigned Undergraduate Students, Graduate Students, Post-Docs (e.g., assisting with senior theses, serving on committees, reading and commenting on papers, advising, emailing, & writing letters of recommendation). ( $M = 5.35$ )
- Service to the University & your Department/Program (e.g., serving on committees, attending meetings, emailing, organizing or participating in workshops or forums, mentoring and advising other faculty members, participating in faculty senate, & holding leadership positions). ( $M = 8.30$ )
- Service to your Professional Discipline & Community (e.g., reviewer for professional journal, press, or foundation/agency, editor for professional journal, peer-review panels, serving on association committees, attending meetings, emailing & organizing conferences or workshops, application of expertise, technology transfers). ( $M = 4.82$ )
- Special Requests (e.g., engaging in tasks for students and/or colleagues outside of your official teaching/service responsibilities; unofficial mentoring). ( $M = 2.87$ )
- Care Work to improve the institution/department/unit (e.g., providing emotional support to students and/or colleagues; unofficial activities to make the academy “a better place”). ( $M = 2.07$ )
- Identity-based Activities (e.g., helping students and/or colleagues navigate experiences of marginalization; expectation to represent an identity group or DEI-related affairs; managing experiences of exclusion for self and others). ( $M = 1.02$ )
- Personal/Family Time. ( $M = 45.86$ )
- Sleep. ( $M = 49.57$ )
- Non-UM related employment or compensated activities (e.g., consulting). ( $M = 1.96$ )
- All things considered, how satisfied are you with your current position at U-M? (Responses were measured on a 5-point scale from Very Dissatisfied [1] to Very Satisfied [5];  $n = 2616$ ;  $M = 3.73$ )
- How likely is it that you will stay at U-M for the next 2 years? (Responses were measured on a 5-point scale from Very Unlikely [1] to Very Likely [5];  $n = 2603$ ;  $M = 4.06$ )

### Analytical Methods

The distribution of respondents was not fully representative of all U-M faculty invited to participate in the survey; to address this, all analyses were conducted using weights calculated from five variables (i.e., age group, sex, school/college, race-ethnicity, rank). Hours spent were grouped into **paid work** (scholarship, teaching, clinical work, mentoring, service to U-M, & service to professional community) and **invisible service** (special requests, care work, identity-based activities). Personal/family time, sleep, and non-UM related employment were kept as is. Work-Life Balance scores were generated by calculating the ratio of hours spent on personal time divided by the sum of hours spent on paid work, invisible labor, and non-UM related employment ( $n = 1719$ ,  $M = .62$ ).

Items related to work/non-work boundaries and Work-Life Balance ratio scores were compared via ANOVAs by faculty track (Tenure-track, Clinical-track, Research-Track, and Lecturer-Track); Tukey’s HSD test were used for post-hoc pairwise comparisons to explore main effects. For full time faculty (35+ paid hours reported) only, reported hours spent on work, personal/family time, and sleep were compared via ANOVAs by faculty track with Tukey’s HSD post-hoc comparisons. Linear regression models were used to assess Work-life Balance ratio scores as a predictor for role satisfaction and intention to stay at U-M among full-time faculty (35 or more hours of paid work per week).

### Citations

*ADVANCE Program* (2024). Assessing the Academic Work Environment for Tenure-Track Faculty at the University of Michigan in 2023: University-related Climate across Gender, Race, and Rank. Retrived from:  
<https://advance.umich.edu/wp-content/uploads/2024/05/ADVANCE-2023-CW-Report-gender-race-rank.pdf>