

Faculty Diversity Committee and ACE/Sloan Career Flexibility Grant Project

Survey of Tenure-Track Faculty

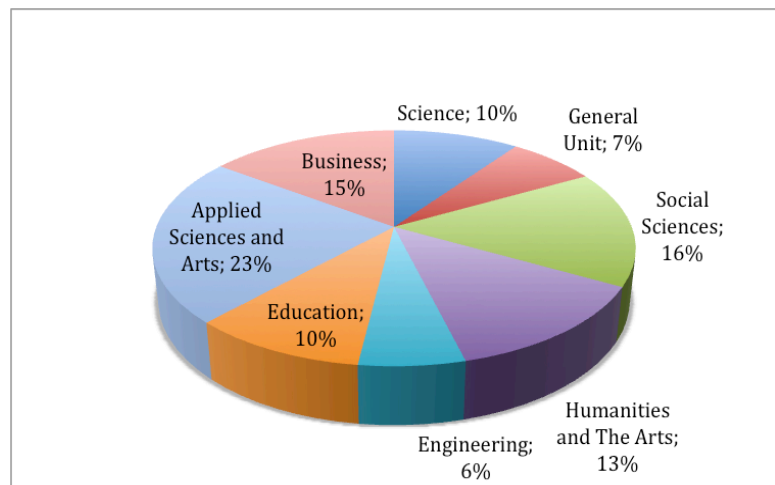
Preliminary Report

Dec 15, 2010

A survey was conducted by the Faculty Diversity Committee, in collaboration with the ACE/Sloan Career Flexibility Grant initiative, in September 2010. The goal of the survey was to understand factors that may affect retention of tenure-track faculty at SJSU. All 174 tenure-track were invited to participate in an online survey. The survey remained active for 2 weeks. We received 140 responses, resulting in an 80% response rate.

Sample Description

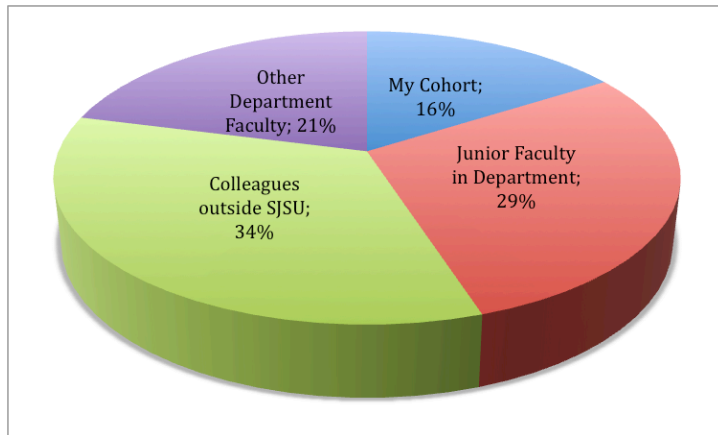
This reflects a representative sample (in terms of proportion) of the tenure-track faculty in the different colleges and the General Unit at SJSU.



** General Unit included Library & Counseling Services

A majority of the respondents were married (58%). About 53% were female. Approximately 37% were between the ages of 36 and 45. In terms of minority status, 47.5% of the respondents were minorities, and 78.8% were U.S. citizens. The majority of responses were from tenure-track faculty in the third and fourth year.

- Twenty-one tenure-track faculty members (15%) had requested a tenure clock stop due to the furloughs of AY 2009-2010.
- Nine tenure-track faculty members (6.4%) requested a tenure clock stop for a reason other than the furloughs (e.g. maternity/paternity or professional/personal leave).



Most tenure-track faculty consider their primary reference group to be colleagues in their discipline outside SJSU.

Teaching and Scholarly Activities

Tenure-track faculty were asked to rate how important teaching, scholarly/artistic activities, and service were to them.

1=most important and 3=least important

Importance	Most Importance	Middle Importance	Least Importance
Teaching	71 (51%)	60 (43%)	8 (6%)
Scholarly / Artistic Activities	72 (52%)	41 (29%)	27 (19%)
Service	10 (7%)	37 (26%)	93 (67%)

Highlights about teaching

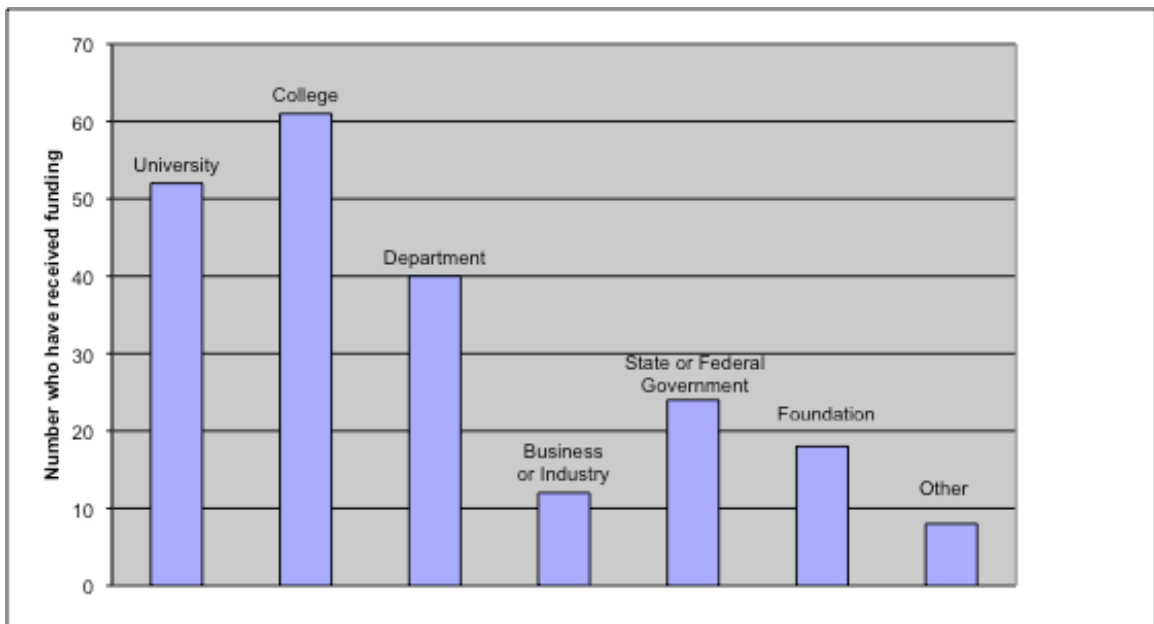
- On average, tenure-track faculty report that they teach 3 days a week.
- They have on average 2 -3 different course preparations per semester.
- Tenure-track faculty are most secure about their teaching performance.
- They are most dissatisfied with the technology available in the classroom and with the number of class preparations that they have.

Highlights about scholarship

- Tenure-track faculty express the highest concern about their performance in scholarly/artistic achievement.
- They also expressed the most dissatisfaction with the lack of time and course releases available to them to support their scholarly work, versus teaching or service.

Faculty Development for Research & Teaching

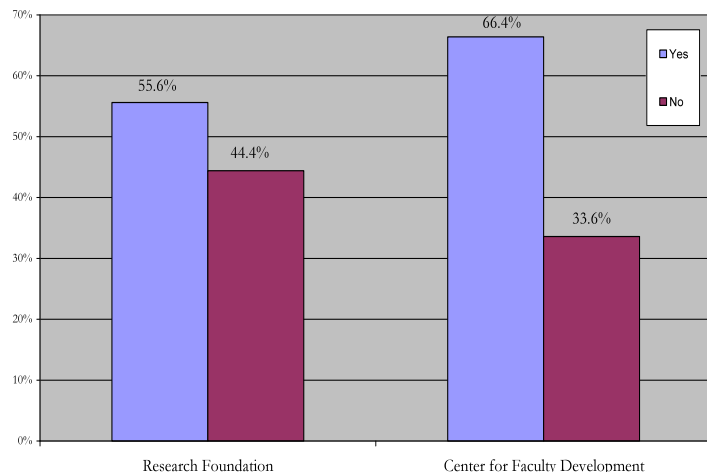
Seventy two percent of tenure-track faculty report that most of their funding for scholarly and artistic work comes from the University, specifically from the department and college levels, with the remainder of the faculty reporting that they have received funding from foundations, government agencies and business or industry.



Use of SJSU Services

The percentage of tenure-track faculty members who have used services provided by the **SJSU Research Foundation** was 55.6%.

Sixty-six percent of the tenure-track faculty report that they have used the services provided by the **Center for Faculty Development**



The RTP Process

- RTP expectations are most clear regarding teaching performance (\bar{x} =3.43), less clear regarding scholarly/artistic performance (\bar{x} =3.15), and least clear regarding service (\bar{x} =3.00).
- Tenure-track faculty report being most secure about their teaching performance, and they have the highest concerns about scholarly/artistic achievements.

Job Satisfaction

- Most tenure-track- faculty are positive about their commitment to the university, and indicate that they are likely to stay at SJSU.
- They are happiest with their employee benefits (\bar{x} =3.89) and positive relationships with other faculty (\bar{x} =3.88), but have the most complaints about salary and office/lab space (\bar{x} =3.04).
- Most tenure-track faculty feel that they have considerable control and autonomy (\bar{x} =4.0) over their individual tasks and job, but have little influence and control at the department level (\bar{x} =2.8). These findings were marginally more pronounced for non U.S. citizens.

Work-Family Concerns

- Work interfering with family is a bigger problem than family interfering with work.
- Additional analysis revealed that the strain aspects of work to family conflict are higher for female faculty than male faculty.

Stress

The highest source of stress for tenure-track faculty is cost of living, followed by teaching demands and research demands respectively. *1=not at all stressful and 5=extremely stressful*

Stressor	Mean	Std. Dev
Cost of Living	3.78	1.12
Teaching Demands	3.36	1.07
Research Demands	3.27	1.15

Turnover

The top 20% (27) of respondents who said that they were more likely to leave SJSU were classified as those with “high desire to leave the organization”. The bottom 80% (105) respondents who said they were less likely to leave SJSU were classified as those with “low desire to leave the organization.” Respondents with a high desire to leave the organization were significantly less satisfied about being consulted about the number of classes they would like to teach, how their classes were scheduled, and the number of course preps they had each semester.

Open-Ended Comments

The survey included 8 open-ended questions. There were several questions in particular that elicited more open-ended responses from tenure-track faculty members. These questions pertained to teaching support, support for research, scholarly, creative and artistic activities, and sources of and solutions for dealing with stress. The predominant theme that emerged was about Teaching Demands. Suggestions that respondents provided to alleviate those teaching demands included

- release time opportunities
- fewer courses
- providing TAs/Readers/Graders, and
- improving classroom technology

When tenure-track faculty were asked to state *what aspects of SJSU appear to be working well*, a predominant theme was Departmental Support/Atmosphere. Under the umbrella of Departmental Support, faculty cited several sources of satisfaction (e.g., collegiality, mentorship by faculty and chairs). For example, faculty noted that other tenure track faculty routinely offered advice and support in terms of the tenure process. Mentorship in some departments was extended by some chairs who fostered a positive working atmosphere. Within their departments, some faculty felt they had control over what courses to teach and expressed minimal stress associated with childcare issues.

A final comprehensive report will be available in May 2011. This preliminary report has been prepared by Meg Virick, Associate Professor, College of Business, and Joan Merdinger AVP, Faculty Affairs, with the help of the Faculty Diversity Committee.