

Fall | 09

SJSU Tenure & Tenure Track Faculty Work-Life Survey

Child Care Initiative ACE/SLOAN GRANT

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Overview of the Survey

There were several objectives for the Child Care Initiative. The following is a report based on one of the objectives, which was to design, implement, and analyze a survey tailored for San Jose State University (SJSU) faculty regarding work-family issues, with a specific focus on child care. There were 4 key issues that the survey was designed to address.

1. Assess SJSU faculty's awareness of current child care services offered through the university.

2. Assess current child care arrangements and difficulties for faculty with young children.

3. Assess faculty's interest in various child care initiatives.

4. Assess faculty's attitudes regarding work-family related issues.

Procedure

The survey questions were based on surveys from other universities as well as from well-established measures in the area of work-family balance. The survey was pilot tested among several faculty members to ensure that the items were easy to understand. The Office of Institutional Research (OIR) posted the survey online and managed the logistics of launching the survey. In April 2009, OIR sent emails with a link to the online survey to 761 tenure-track and tenured faculty. We received responses from 344 employees for a 45% response rate.

Key findings

Faculty with children under 18 years of age

This subsample of participants were well informed about several of the child care programs on campus but were not aware of the dependent care flexible spending account and the child care referral service offered through Concern EAP.

These participants reported significant child care related challenges particularly finding back up child care and this challenge was evident in its impact on work responsibilities -- many faculty reported leaving work early or missing a campus activity due to child care responsibilities.

Many of the initiatives proposed were of interest to faculty. The highest ranked initiative was the proposal to offer financial support to cover child care expenses when attending a conference.

All faculty who completed the survey

Approximately half of the respondents felt that their work conflicted with their family responsibilities. However, they did not feel that their family responsibilities conflicted with their work.

Various questions were asked regarding support from the department chair in managing work-family issues. The responses were generally favorable in that the items were positively endorsed by 34% to 61% of the respondents.

The same support questions were asked about their partners and the majority of participants (ranging from 59% to 83%) made positive endorsements. Participants in our sample report more support from partners than from their department chairs. Research has shown that obtaining a significant amount of spousal support is a good buffer for reducing work strains.

Majority of the respondents see themselves as engaging in organizational citizenship behaviors, high performers, and generally proactive individuals.

While the majority of respondents do not intend on leaving the university and are generally happy with their job and with working at San Jose State University, 28% of the respondents agreed with the following statement “I often think about leaving this organization”. That corresponds to 92 faculty.

We looked at two items together (“I often think about leaving this organization” and “All in all, I am satisfied with my job”) in relation to job classification in more detail. For the tenure-track faculty, 27 faculty often think about leaving this organization, and of those 27, 11 faculty often think about leaving this organization even though they are satisfied with their job (the remaining 16 faculty are either dissatisfied with their job or neither agreed nor disagreed with the job

satisfaction statement). For tenured faculty, 63 respondents often think about leaving and of those participants, 41 respondents often think about leaving even though they are satisfied with their job.

Numerous faculty responded to the 2 open ended questions regarding concerns for managing work and family demands and suggestions for SJSU on balancing work and family life. The three main concerns faculty had were heavy workloads, family care, which included elder care, and work-life balance. The faculty made numerous suggestions related to reducing workload, improving child care options, and increasing department flexibility.

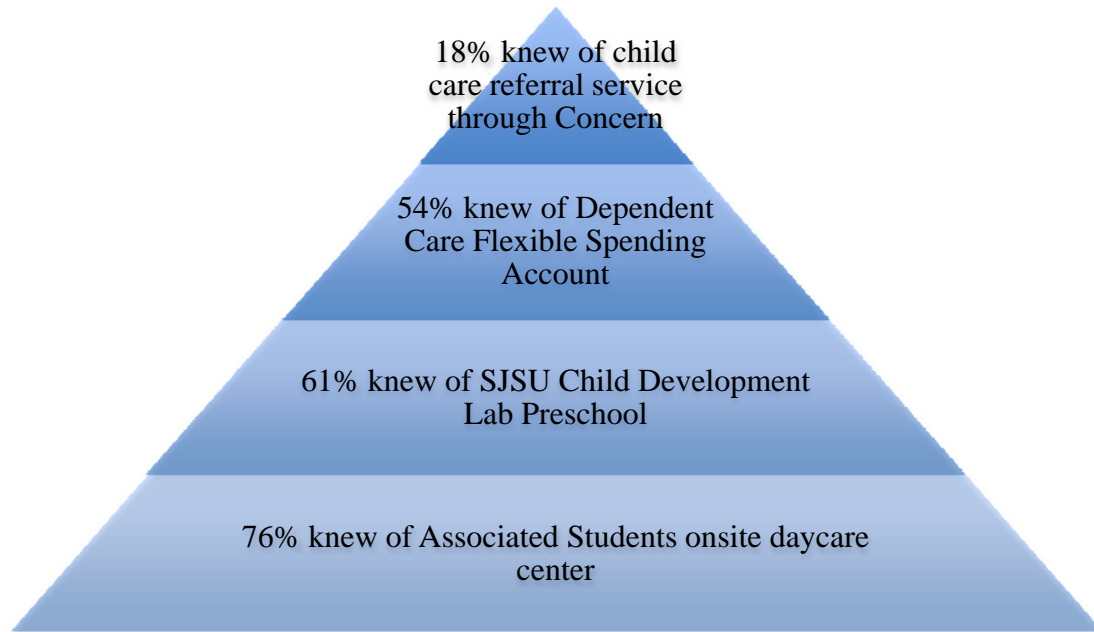
PART A: Frequencies based on Parents of Children Under 18 years of age

Note: Percentages are reported

Sample Demographics

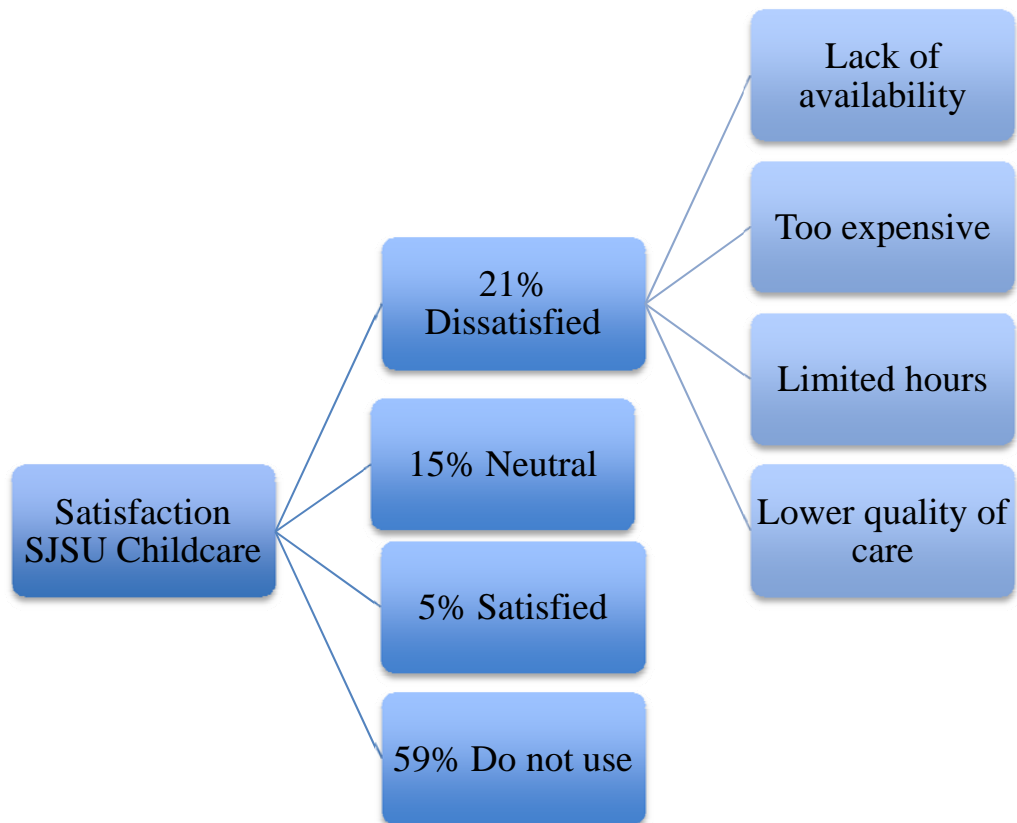
JOB CLASSIFICATION	PERCENTAGE
Tenure-track faculty	34
Tenured faculty	61
Other	5
GENDER	
Male	55
Female	45
ETHNICITY	
African American	3
Asian	28
Caucasian	49
Filipino	2
Hispanic/Latino	9
Other	9
MARITAL STATUS	
Single	1
Married	94
Divorced	5
SPOUSE EMPLOYMENT STATUS	
My spouse works full-time	66
My spouse works part-time	20
My spouse is an entrepreneur/small business owner	4
My spouse is unemployed	10

Awareness of Child Care Programs on Campus



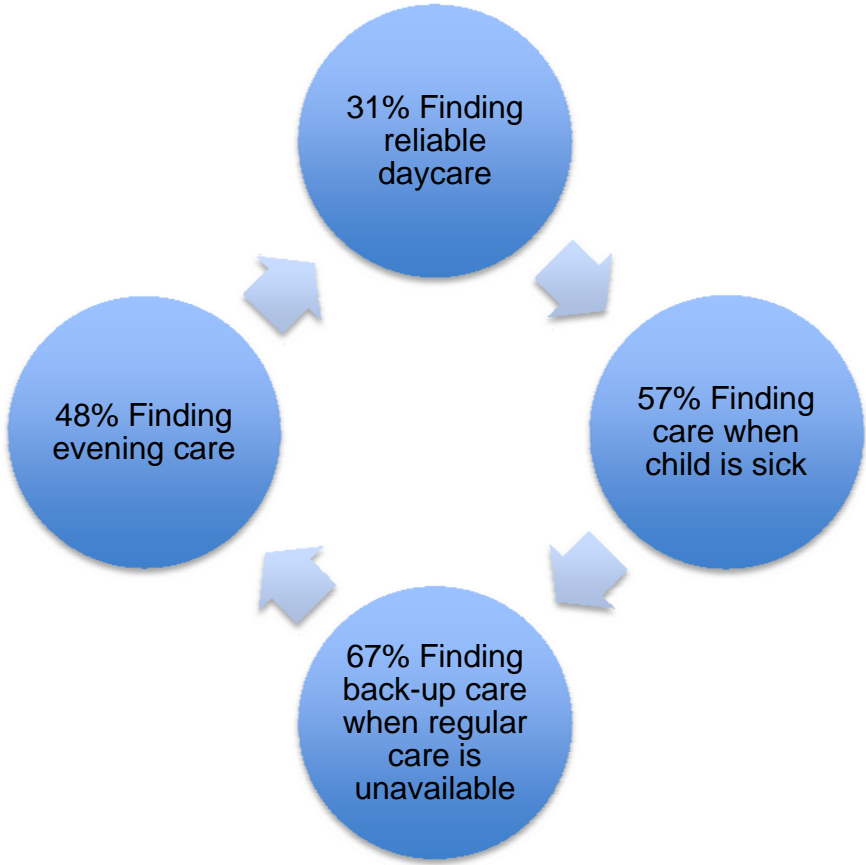
As seen from the diagram above, approximately half of the faculty with children are not aware of the Dependent Care Flexible Spending Account and the majority of faculty are not familiar with the child care services that Concern EAP offers. Faculty could be made aware of these programs during faculty orientation and when faculty apply for maternity/paternity leave.

Satisfaction with SJSU Childcare Services



The majority of faculty, with children under 18 years of age, do not use SJSU childcare services. However, 21% of the faculty did report dissatisfaction with the services with the most common reasons listed above.

Child Care Challenges



A high proportion of faculty with children report challenges related to child care. The two most pressing challenges are finding back-up care when regular care is unavailable and finding care when a child is sick.

Handling Unexpected Situations

WHAT DO YOU DO FOR CHILDCARE WHEN YOUR CHILD IS SICK?

	I Stay Home	My partner stays home	My partner and I trade off	A family member takes care of child	A non-family member takes care of child
Never	7	4	8	62	62
Rarely	14	13	13	12	20
Sometimes	51	52	45	16	13
Most of the time	28	21	15	9	4
Always	1	9	19	1	1

WHAT DO YOU DO FOR BACKUP CHILDCARE WHEN YOUR CHILD'S DAYCARE/SCHOOL IS CLOSED?

	I Stay Home	My partner stays home	My partner and I trade off	A family member takes care of child	A non-family member takes care of child
Never	18	14	16	53	61
Rarely	15	14	13	17	9
Sometimes	42	48	41	20	22
Most of the time	22	19	13	4	7
Always	4	5	17	5	1

WHAT DO YOU DO FOR AFTERSCHOOL CARE?

	I Stay Home	My partner stays home	My partner and I trade off	A family member takes care of child	A non-family member takes care of child
Never	19	16	25	59	59
Rarely	19	15	14	18	7
Sometimes	33	37	37	15	16
Most of the time	25	25	15	3	10
Always	4	7	8	4	7

It is important to note that the majority of faculty with children do not have support from family members (other than their spouse) or non-family members to assist them with handling unexpected child care challenges.

Childcare’s Impact on Work Responsibilities

Question: Please indicate the number of times this semester, you have had to do any of the following due to child care responsibilities.

	None	Once	Twice	Three Times	Four Times	Five or more
I was late to class or work	74	5	9	7	0	4
I left early from class or work	58	6	8	11	3	14
I missed a meeting	44	24	16	11	1	4
I had to reschedule a meeting	35	16	22	16	6	5
I had to cancel or postpone office hrs	41	15	20	11	5	7
I had to miss a campus activity	26	15	18	14	6	21
I had to miss half a day of work	60	13	10	9	3	4
I had to miss a full day of work	68	13	11	6	0	2

Based on the table above, it is clear that child care responsibilities impact faculty’s work responsibilities.



Interest in Proposed Child Care Initiatives

	Not at all interested	Somewhat Interested	Very Interested	Do Not Know
A message board to post requests to swap child related items.	41	33	22	5
An online faculty/staff listserv or blog to discuss parent and child care related issues.	48	29	18	5
A list of local day cares and schools with options for faculty to rate them.	36	21	40	4
Adoption information and referrals for adoption and fertility services.	84	10	3	4
Information and referrals for children with special needs.	66	22	6	6
Information about supporting children who are English language learners.	75	12	9	4
Database of SJSU students interested in babysitting.	33	22	41	4
Information on homework help.	56	21	17	7
Off-site service for backup child care (fees covered by parent)	35	36	25	5
On campus after school care program or near campus (fees covered by parent)	39	30	27	5
Financial support for faculty to cover child care expenses when you have to leave town to go to a conference.	23	18	53	5

The three initiatives that were of most interest to faculty with children are the following: (1) providing financial support to cover child care expenses when faculty leave town for conferences, (2) a database of San Jose State University students interested in babysitting, and (3) a list of local day cares and schools with options for faculty to rate them. While the first initiative is a financial expense to the university, the other two initiatives are information driven and do not pose a significant cost to the university to establish.

PART B. Frequency data based on ALL Employees

Note: Valid Percent Reported

Sample Demographics

JOB CLASSIFICATION	PERCENTAGE
Tenure-track faculty	30
Tenured faculty	67
Other	3
GENDER	
Male	51
Female	49
ETHNICITY	
African American	2
American Indian	.3
Asian	20
Caucasian	60
Filipino	1
Hispanic/Latino	8
Other	9
PARENTAL STATUS	
Parents of children 19 and over	31
Parents of children under 19 years of age	36
Future first-time parents (in the next 3 years)	3
No children	33
Note: over 100% since some subjects endorsed more than one response	
MARITAL STATUS	
Single	15
Married	77
Divorced	7
Widowed(er)	1

SPOUSE EMPLOYMENT STATUS

My spouse works full-time	63
My spouse works part-time	18
My spouse is an entrepreneur/small business owner	6
My spouse is unemployed	13

DOES ANY OTHER ADULT LIVE WITH YOU?

Yes	12
No	88

OTHER ADULT LIVING WITH YOU

Your parents	27
Your in-laws	16
Your siblings	3
Your sister/brother-in-law	3
Your son/daughter (adult)	24
Roommates	32
Live-in nanny	3

Note: over 100% since some subjects endorsed more than one response



College and Department Breakdown of Sample

WHICH SCHOOL OR DIVISION....

Applied Science & Arts	17.4
Business	9.8
Counseling Services	.9
Education	8.6
Engineering	13.1
Humanities and the Arts	14.7
Library	4.9
Science	13.5
Social Science	17.1

FOR APPLIED ARTS, WHICH DEPARTMENT

Health Science	5.5
Hospitality, Recreation Mgmt	9.1
Human Performance	20.0
Journalism and Mass Comm	9.1
Justice Studies	7.3
Library & Information Science	9.1
Nursing	12.7
Nutrition & Food Science	5.5
Occupational Therapy	9.1
Social Work	12.7

FOR BUSINESS, WHICH DEPARTMENT

Accounting & Finance	16.7
Marketing	16.7
MIS	10.0
Org & Management	56.7

FOR EDUCATION, WHICH DEPARTMENT

Child & Adolescent Dept	22.2
Communicative Disorders & Sci	18.5
Counselor Education	11.1
Education Leadership	3.7
Elementary Education	25.9
Instructional Technology	3.7
Secondary Education	7.4
Special Education	7.4

FOR ENGINEERING, WHICH DEPARTMENT

Aerospace Engineering	2.3
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Chemical Engineering	4.7
Civil & Environ Engineering	9.3
Computer Engineering	20.9
Electrical Engineering	18.6
General Engineering	2.3
Industrial & Systems Engr	7.0
Industrial Technology	16.3
Materials Engineering	2.3
Mechanical Engineering	16.3

FOR HUMANITIES, WHICH DEPARTMENT

Art & Desingn	13.3
English	22.2
Foreign Language	13.3
Humanities	11.1
Linguistic Language Dev	11.1
Music & Dance	15.6
Philosophy	6.7
TV, Radio, Film & Theatre	6.7

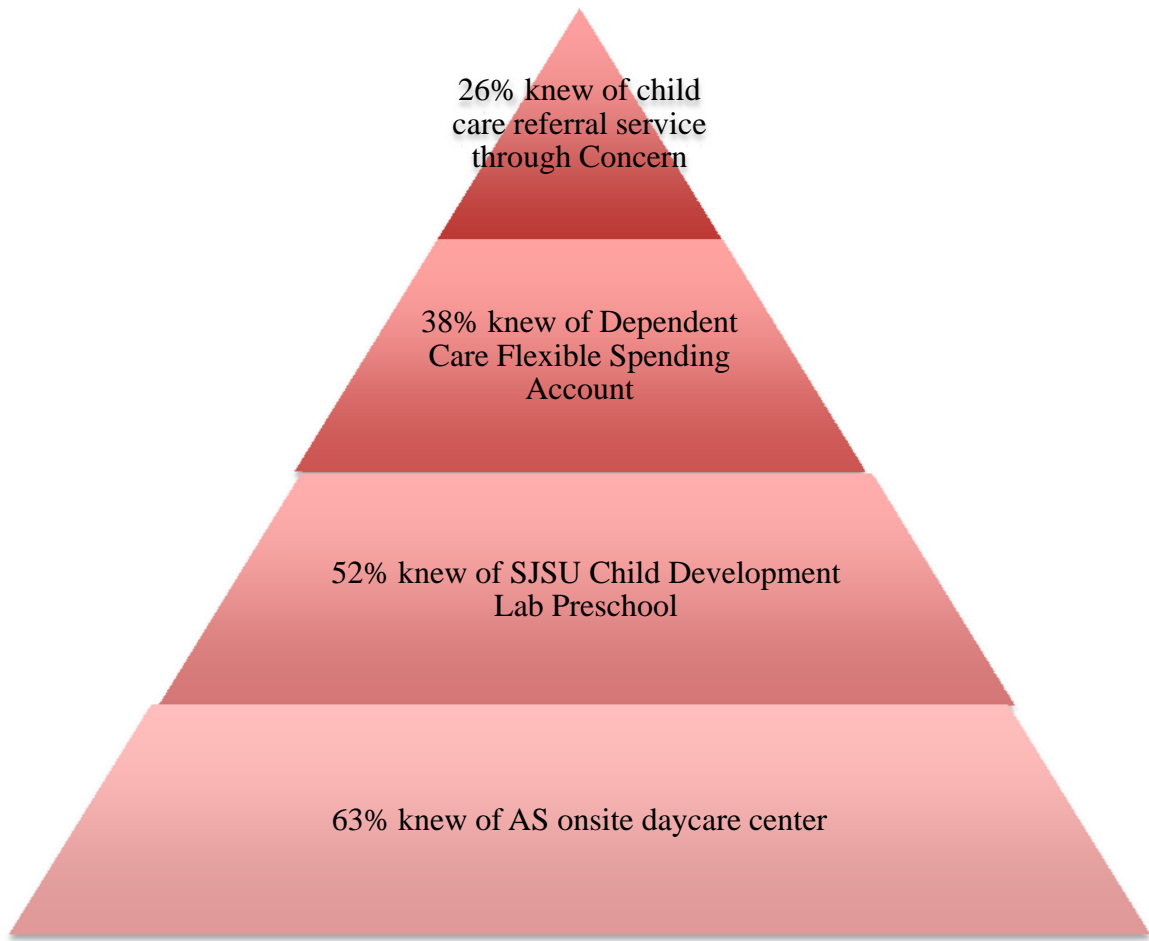
FOR SCIENCE, WHICH DEPARTMENT

Biological Science	11.9
Chemistry	16.7
Computer Science	9.5
Geology	9.5
Mathematics	31.0
Moss Landing Marine Labs	4.8
Physics	16.7

FOR SOCIAL SCIENCE, WHICH DEPARTMENT

African American Studies	1.9
Anthropology	5.6
Communication Studies	14.8
Economics	7.4
Geography	1.9
Environmental Studies	5.6
History	7.4
Mexican American Studies	3.7
Political Science	3.7
Psychology	20.4
Sociology	16.7
Social Science	7.4
Urban & Regional Planning	3.7

Awareness of Child Care Programs on Campus



Number (not percentage) of faculty interested in proposed child care related initiatives

Proposed Initiatives	Somewhat or Very Interested (out of 344)
A message board to post requests to swap child related items.	94
An online faculty/staff listserv or blog to discuss parent and child care related issues.	80
A list of local day cares and schools with options for faculty to rate them.	112
Adoption information and referrals for adoption and fertility services.	42
Information and referrals for children with special needs.	69
Information about supporting children who are English language learners.	62
Database of SJSU students interested in babysitting.	116
Information on homework help.	82
Off-site service for backup child care (fees covered by parent)	106
On campus after school care program or near campus (fees covered by parent)	100
Financial support for faculty to cover child care expenses when you have to leave town to go to a conference.	139

The table above provides the actual number of employees surveyed who are somewhat or very interested in the proposed initiatives. This figure includes faculty with children as well as those without children.

Maternity and Paternity Leave

Do you know...	No	Yes
who to talk to about maternity/paternity leave?	63	37
how your maternity/paternity leave would impact benefits?	79	21
how your maternity/paternity leave would impact pay?	77	23
how your maternity/paternity leave would impact tenure clock?	73	27
how your maternity/paternity leave would impact future leaves (e.g., sabbatical)?	83	17
how your maternity/paternity leave would impact retirement service credit?	86	14

13% of Respondents reported having taken a maternity leave.

The following were their concerns (open ended question)

Category	Total Respondents	Example Comments
Impact on Students	6	Hard for students to change instructors partway through term; Not slowing down graduate students
Impact on Department	2	
Impact on Tenure	5	
Impact on Pay	6	
Impact on Retirement	2	
Impact on Sabbatical	1	
Impact on Sick leave	1	
Maximize Benefits	5	Figuring out how to make a six week maternity leave stretch
Impact on substitute's pay	1	Whether the people taking over my course would be paid for their time and effort
Work life balance	3	Ensuring quality time with my newborn while at the same time meeting department needs

Attitudinal Items for all survey participants

Note: Strongly agree and Agree response options were aggregated and so were Strongly disagree and Disagree.

Noe: percentages reported

	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE
Work Family Conflict - Time			
My work keeps me from my family activities more than I would like.	17.2	22.8	60.1
The time I must devote to my work keeps me from participating equally in household responsibilities and activities.	30.5	21.8	47.7
I have to miss family activities due to the amount of time I must spend on work responsibilities.	23	20.9	56.1
Family Work Conflict - Time			
The time I spend on family responsibilities often interferes with my work responsibilities.	48.6	26.9	24.5
The time I spend with my family often causes me not to spend time in activities at work that could be helpful to my career.	47	23	30
I have to miss work activities due to the amount of time I must spend on family responsibilities.	59.3	21.4	19.3
Work Family Conflict - Strain			
When I get home from work I am often too frazzled to participate in family activities/responsibilities.	27.5	26.3	46.3
I am often so emotionally drained when I get home from work that it prevents me from contributing to my family.	40.1	21.7	38.2
Due to all the pressures at work, sometimes when I come home I am too stressed to do the things I enjoy.	26.7	17.1	56.2
Family Work Conflict - Strain			
Due to stress at home, I am often preoccupied with family matters at work.	65.2	22.4	12.4
Because I am often stressed from family responsibilities, I have a hard time concentrating on my work.	72.6	19.1	8.3
Tension and anxiety from my family life often weakens my ability to do my job.	73.4	16.1	10.5

	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE
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Support from Department Chair

My Chair...

listens to my problems in juggling work and family life.	13.9	34.1	52.1
takes the time to learn about my personal needs.	17.2	28.8	54
makes me feel comfortable talking to him/her about my work and family conflicts.	13.7	32.2	54.1
and I can talk effectively to solve my work-family conflicts.	13	34.6	52.4
I can depend on her/him to help me with scheduling conflicts.	11.7	28.1	60.3
I can rely on her/him to help me when I have unanticipated family demands.	10.1	28.5	61.4
works effectively to creatively solve conflicts between work and family demands.	13.3	37.3	49.4
is a good role model for work-family balance.	18.4	44.6	37.0
demonstrates effective behaviors in how to juggle work and family.	20	42.2	37.8
demonstrates how a person can be successful on and off the job.	17.7	38.3	44
thinks about how the work in my department can be organized to benefit employees and the university.	17.8	28.7	53.5
asks for suggestions to make it easier for employees to balance work and family demands.	26.3	39.7	34
is creative in reallocating job duties to help my department work better as a team.	20.9	31.6	47.5
is able to manage the department as a whole team to meet everyone's needs.	17.4	28.2	54.4

	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE
Support from Partner			
My partner...			
listens to my problems in juggling work and family life.	4	13.9	82.1
takes the time to learn about my work needs.	6.8	15.3	77.9
makes me feel comfortable talking to him/her about my conflicts between work and family.	5.6	11.2	83.3
and I can talk effectively to solve work-family conflicts.	5.2	13.2	81.6
I can depend on her/him to help me with scheduling conflicts.	5.2	11.2	83.5
I can rely on her/him to help me with unanticipated work demands.	4.9	13.4	81.8
works effectively to creatively solve work-family conflicts.	5.3	14.6	80.2
is a good role model for work-family balance.	14.9	25.3	59.8
demonstrates effective behaviors in how to juggle work family.	12.4	27.7	59.8
demonstrates how a person can be successful on and off the job.	9.6	25.9	64.5
and I work together to organize our household tasks.	8.9	12.9	78.2
and I discuss ways to make it easier for us to balance our work-family demands.	6.8	15.6	77.6
and I are creative in reallocating family duties.	7.2	19.9	72.9
and I work as a team to ensure that all of our family's needs are met.	3.6	14.8	81.6

	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE
Organizational Citizenship Behaviors			
I help others who have been absent.	2.7	13.9	83.4
I help others who have heavy workloads.	6.7	20.6	72.7
I assist others when not asked.	7.6	25.5	66.9
I take time to listen to colleagues' problems and worries.	1.8	9.1	89.1
I go out of the way to help new employees.	2.7	18.7	78.5
I take a personal interest in other employees.	3	16.6	80.4
I pass along information to my colleagues.	0.6	7.6	91.8
Self report of Job Performance			
I perform tasks that are expected of me.	0.0	2.4	97.6
I meet formal performance requirements of the job.	1.2	3.3	95.5
I neglect aspects of the job I am obligated to perform.	85.8	6.9	7.2
Proactive Behaviors			
I am constantly on the lookout for new ways to improve my skills.	0.9	10.9	88.1
Wherever I have been, I have been a powerful force for constructive change.	3.7	30.7	65.6
Nothing is more exciting than seeing my ideas turn into reality.	4.6	26.3	69.1
If I see something I don't like, I fix it.	4	29.1	66.9
No matter what the odds, if I believe in something, I will make it happen.	7.9	39.5	52.6
I love being a champion for my ideas, even against others' opposition.	15.8	32.2	52
I excel at identifying opportunities.	3.7	36.8	59.5
I am always looking for better ways to do things.	0.9	14.1	85
If I believe in an idea, no obstacle will prevent me from making it happen.	14.6	41.2	44.2
I can spot a good opportunity long before others can.	9.4	47	43.6

	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE
Intention to Quit			
I often think about leaving this organization.	48.9	23.1	28
I will probably look for another job in the next year.	68.1	20.1	11.9
I have seriously considered leaving San José State University as a result of difficulties with childcare issues.	79.6	11.2	9.1
Job Satisfaction			
In general I like my job.	4.3	8.8	86.9
In general, I like working at this university.	6	12.4	81.6
All in all, I am satisfied with my job.	7	12.8	80.2



Open Ended Questions Regarding Concerns and Suggestions for Managing Work and Family Demands

Survey Question: Do you have any other concerns about managing the demands of work and family?

CATEGORY AND NUMBER OF ENDORSEMENTS	SAMPLE QUOTES
Workload (teaching load, research, committee) = 30	<p>I want to have a child soon, but I fear that it will be very difficult to teach a 4 - 4 load and do research and service and spend the proper amount of time with my child.</p> <p>My partner accepts that scholarship and classroom prep make enormous demands on my time, resources, and attention. What causes problems in my household are the evenings and weekends given to massive grading responsibilities for 200+ students. Other universities offer assistance with grading on the grounds that it frees professors up for more productive accomplishments in pedagogy, research and publishing. Why is this not the case at SJSU?</p> <p>My work days are typically 10-12 hours. Eventually, this situation will become unsustainable.</p>
Family care (elder, family, partner, self) = 24	<p>Also address caretaking for older parents.</p> <p>I would be more interested in services and support for faculty and staff who are caring for elderly parents. This responsibility can be at least as demanding as childcare, and without the rewards.</p> <p>It would also be helpful to resources/referral agencies, etc for elder care (in home and community based).</p> <p>The major difficulty is the need to live a hour away to afford housing creating difficulty in travel when children sick or for afterschool care. Take into consideration that partners many not be able to provide equal childcare do to their work demands of travel, swing shift etc...</p>

Work/life balance = 21	There is no way to completely resolve this conflict. I want to excel at work and yet I want to be with my children as much as possible. There just aren't enough hours in the day.
	Faculty workload is overwhelming- it makes it difficult to try to have any balance.
Department flexibility (schedule, night courses) = 8	Department seems to have very inflexible expectations. Not willing to reschedule classes or assignments to ease child care work.
University administration = 5	Work load is not manageable - teaching four plus courses and advising graduate and undergraduate students without compensation limits my abilities and passion for doing some interesting research projects, further impacting my own professional development in the university and outside. Also, lack of celebration of diversity at SJSU is problematic. While diversity is touted as what makes SJSU stand out, it is not acknowledged and embedded in the micro and macro- organizational structure.
	This university has become too bureacratic and autocratic in administration. A university should be run like an academic institution that nurture academic freedom and creative thinking, but not with tons of rules and regulations created by continuously expanding administrations from dean's level up.
Benefits (pay, cost of living) = 4	Financial constrains imposed by the high standard of living in the San Jose area and the low salary for faculty at SJSU generate stress and concerns.

Survey Question: Do you have any ideas on how SJSU can help you in balancing your work and family life?

CATEGORY AND
NUMBER OF
ENDORSEMENTS

SAMPLE QUOTES

Workload (reduce teaching load, class size, committee involvement) = 51

I really wish that all departments at SJSU could go to a 3/3 teaching load. Some other CSU campuses and some departments at SJSU already have implemented this but mine has not. Teaching 4 classes a semester and meeting service and research and publishing demands while parenting a 1-year old is HUGELY challenging. Most of the senior faculty in my department appear to be burnt out and disengaged and no longer meet these demands themselves, yet they still expect junior faculty to do so. I think there needs to be more education on campus about the challenges faced by faculty who have caregiving responsibilities. I really wish SJSU could provide on-site daycare for all faculty.

Reduce our teaching load -Give us Teaching Assistants -Count our Service Work in RTP -Count our Committee Work-this is an especially inequitable area because some committees give release time and/or pay, most do not. I have served on committees (Program Planning) where there was inordinate amount of work for which I never got credit. - The new IE committees --only fellows got release time, yet we had quite a bit of work in non-fellow committees for which our commitment to diversity is our compensation. Again, very unfair, but sadly rather common. --Count our research time within our work load. I don't know how people make/have time to do their own research with so many demands.

Child care (on-site, affordable, drop-in, and summer camps) = 23

On-campus summer camps for school aged children would be great. I've worked at several other universities that have six or seven different summer camp options. I asked three different offices at SJSU about summer activities for kids on campus (this is my first year here). The only thing I could find is a two-week, half-day session run in the fitness center section of the Events Center. If there is anything else available this summer, please send out a general e-mail to all faculty (those who don't need it can delete, but those of us who do would really appreciate it). Having something like this would help me use the summer to work on my scholarship rather than having to drive my kids from one corner of San Jose to the other to get them into summer activities.

The CSU should evaluate higher salaries for campuses in regions with

higher cost of living. SJSU should provide subsidies for faculty with children at the ASCDC or other childcare facilities. Support through a network of other faculty/students to help looking after our kids would also help.

After school care and drop-in daycare would be great and a stress reliever. When my daycare isn't available, it's tough to find a backup.

Department flexibility (scheduling, equality, illness, release time, telecommuting, climate) = 21

Determine preferences for evening teaching schedule. Continue to support flexible working hours. Provide E parking for parent(s) who are the primary emergency contact person for children.

Let faculty decide in the RTP process whether they wish to maintain a 12 unit teaching load with lower expectations for research OR if they prefer a 9 unit teaching load with greater expectations for research or service. Recognize and value service to a greater extent.

Benefits (paid maternity leave, subsidize child care, salary increase, family care, private office) = 17

Yes, pay me more money.
financial support for daycare

Dissemination of information (tenure, child care options, faculty wellness, support groups) = 12

We need to surface conversations about wellness and self-care. It shouldn't take a flu pandemic for faculty and students to stay home and take care of themselves when they're sick.

University/department planning (calendar of events/meetings, faculty socials, administrative support) = 10

Central calendaring system with early announcement of events at college and university level, to assist with planning ahead (everything from awards receptions to TIP advising to social events like college, provost or presidential holiday gatherings); more coordination of such events to enable telecommuting, ability to meet family responsibilities and simultaneously advance one's career; tangible support from deans, HR and FA for individual accommodations at department level for faculty with family issues.

Student teacher/assistant (grading, clerical, substitute) = 6

Provide student assistants!

More ability to get the sort of support we actually need. For instance, I am paying a student out of my own pocket to help me with

administrative work because I simply can't keep up. Money for this sort of thing would be useful, especially if we could identify individuals ourselves. Sometimes the "help" that is available turns out to be more work in the end. It seems there is no end to the administrative work outside of teaching. I would like to clarify that most of this comes from outside our department.

Support groups (elder care, stress management, wellness...) = 10

I would love a support group on campus for folks who are dealing with parents' aging, dementia, end of life care. Very profound situation and there are quite a few of us! Thanks!

Appendix A: Approval from Institutional Review Board for the Faculty Survey

Appendix B: Faculty Survey in pdf format