Faculty Job Satisfaction Survey and Focus Group

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Provost and VP Academic Affairs

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Agenda

01 Why?

02 COACHE Survey Overview

03 Focus Groups Summary of Findings

04 Next Steps

05 How can you participate?

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Faculty Success is critical to success of CSUF students

- In what ways is CSUF successful at supporting faculty?

- What is the level of faculty job satisfaction?

- How can we improve the working conditions at CSUF so that faculty will be successful?

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Two Approaches

COACHE

Captures faculty sentiment with regard to teaching, service and research, tenure and promotion, departmental engagement and collegiality, and other aspects of the academic workplace.

Improve Faculty Job Satisfaction

Survey

Focus Groups

Social Science Research Center

Four focus groups of part-time faculty to capture experiences and challenges as lecturers at CSUF

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A 3-Year Project to improve the conditions that lead to faculty success

Implement
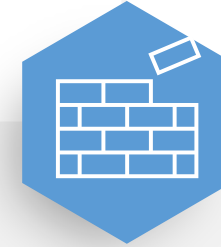- Administered survey in Spring 2022
- 43% response rate

21-22

Disseminate
- Disseminate results widely
- Launch Task Force
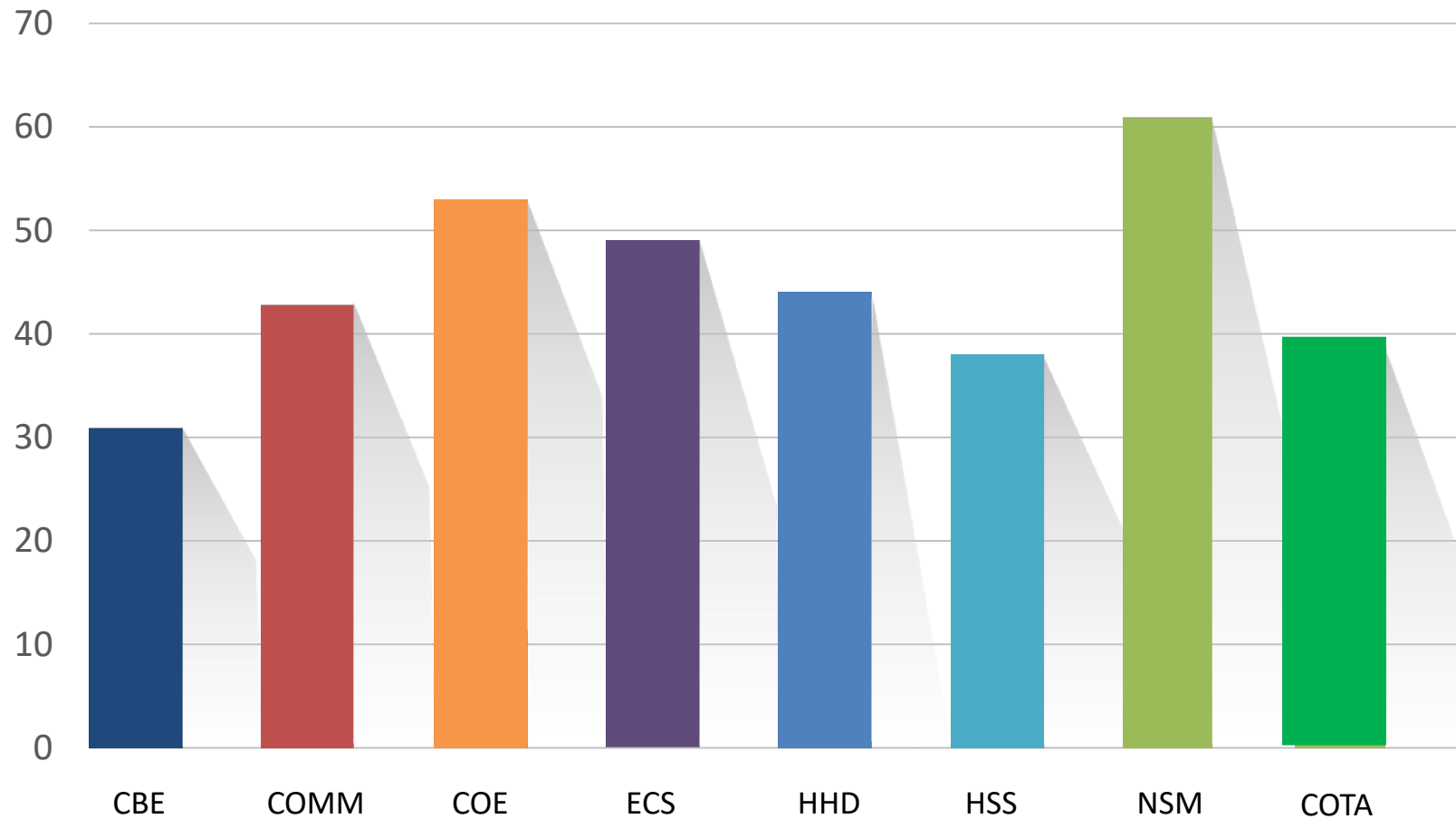- Propose Recommendations

22-23

Action
- Provost responds to recommendations
- Implement recommendations

23-24

Survey Response Rate (%) by College

9 Themes capture the dimensions of job experience

1. **Nature of Work**
2. **Resources and Support**
3. **Cross-Silo Work & Mentorship**
4. **Tenure & Promotion**
5. **Institutional Leadership**
6. **Shared Governance**
7. **The Department**
8. **Appreciation & Recognition**
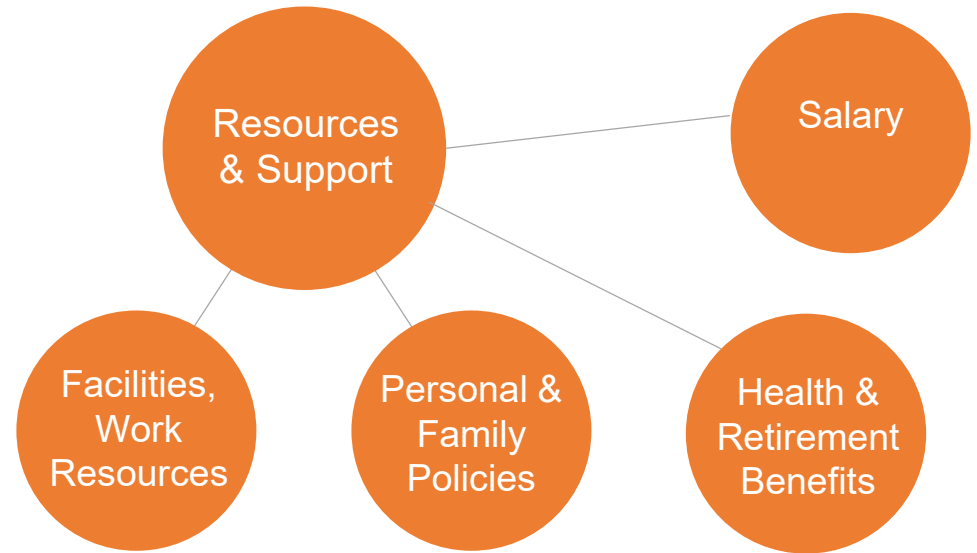9. **Retention & Negotiation***

Each Theme is composed of 3-5 "Benchmarks"

25 total benchmarks
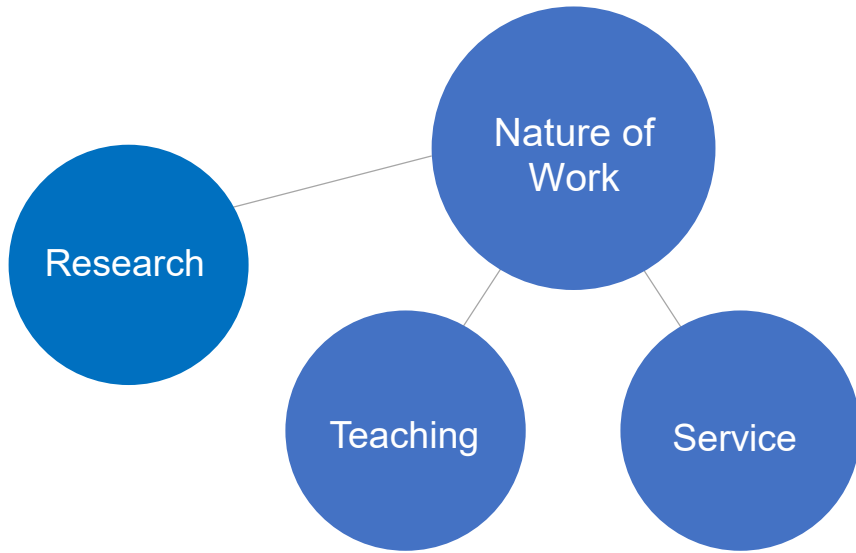
Example 1

Example 2

Benchmark: The mean of several 5-pt Likert scale survey questions that share a common theme

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Who are we compared to?

- CUNY - Lehman College (2019)
- Georgia State University (2020)
- Illinois State University (2022)
- San Jose State University (2019)
- University of Texas at El Paso (2020)

Strengths

- Governance: Adaptability
- Governance: Productivity
- Health & Retirement Benefits
- Leadership: Faculty
- Promotion to Full
- Tenure Expectations: Clarity
- Tenure Policies

Concerns

- Appreciation & Recognition
- Collaboration
- Interdisciplinary Work
- Departmental Collegiality
- Shared Sense of Purpose
- Nature of Work: Research
- Nature of Work: Service
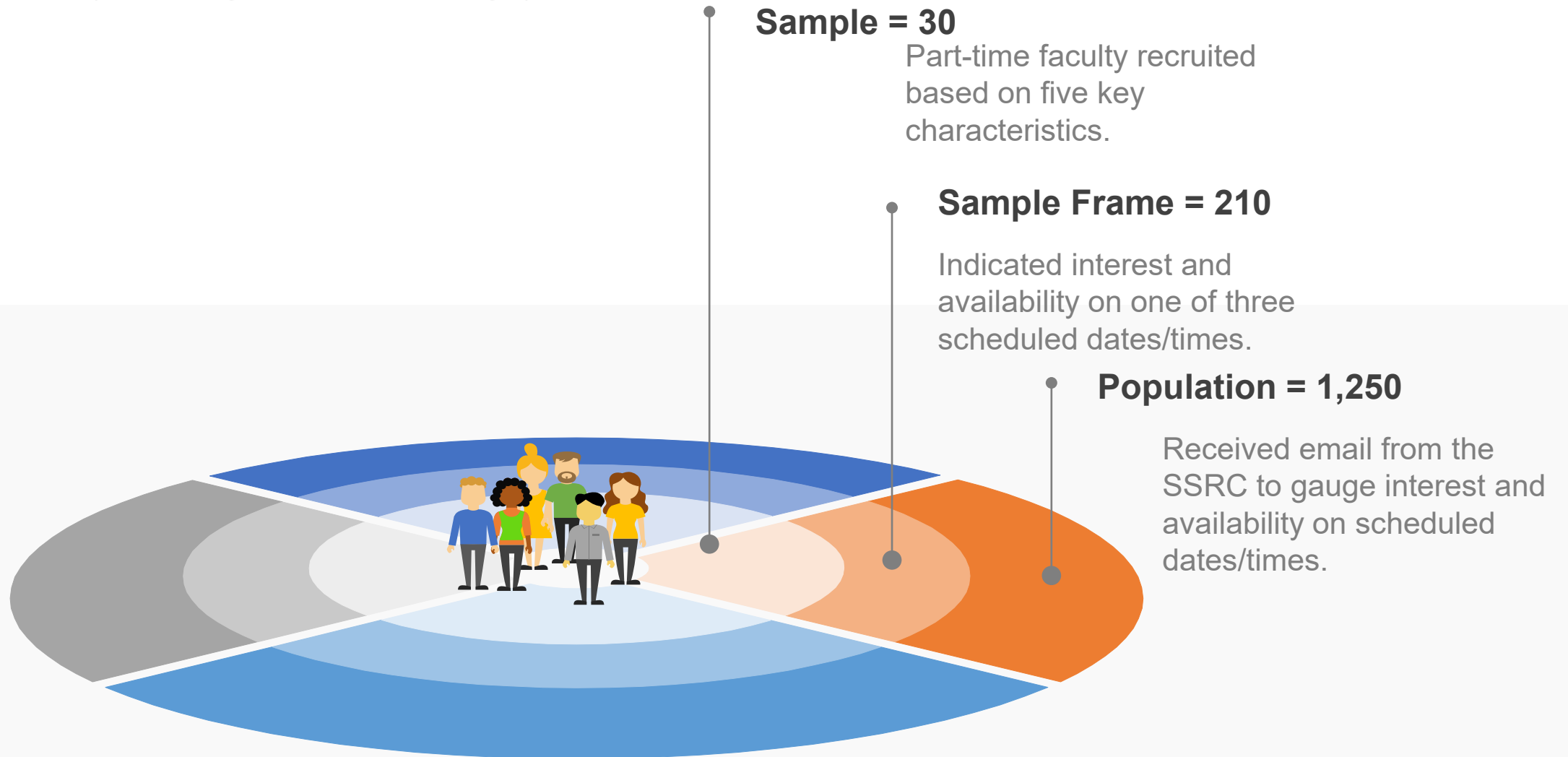- Nature of Work: Teaching
- Personal & Family Policies

COACHE defines as an "area of strength" as any **Benchmark** where your institution scores **first or second** among your selected comparison group and in the top 30 percent of the cohort. Conversely, an "area of concern" is where your faculty rating of a Benchmark falls **fifth or sixth** among your peers and in the bottom 30 percent (the red section) of the cohort.

Part-time Faculty Focus Groups

Laura Gil-Trejo - PI

Director, Social Science Research Center

Sampling Strategy

Sample = 30

Part-time faculty recruited based on five key characteristics.

Sample Frame = 210

Indicated interest and availability on one of three scheduled dates/times.

Population = 1,250

Received email from the SSRC to gauge interest and availability on scheduled dates/times.

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Sample

	Population		Sample	
Gender	**Count**	**%**	**Count**	**%**
Female	654	52.3%	20	54.1%
Male	586	46.9%	16	43.2%
Nonbinary	10	0.8%	1	2.7%
Ethnicity/Race	**Count**	**%**	**Count**	**%**
White	701	56.1%	12	32.4%
Asian	231	18.5%	7	18.9%
Black/African American	41	3.3%	5	13.5%
Hispanic/LatinX	188	15.0%	12	32.4%
American Indian/Native American	3	0.2%	1	2.7%
Two or more ethncities/races	19	1.5%	0	0.0%
Not Specified	67	5.4%	0	0.0%
College	**Count**	**%**	**Count**	**%**
Arts	139	11.1%	4	10.8%
Business and Economics	208	16.6%	5	13.5%
Communications	80	6.4%	6	16.2%
Computer Science and Engineering	70	5.6%	2	5.4%
Education	117	9.4%	4	10.8%
Health and Human Development	219	17.4%	5	13.5%
Humanties and Social Sciences	298	23.8%	7	18.9%
Natural Science and Mathematics	111	8.9%	4	10.8%
Student Success	9	0.7%	0	0.0%
Three Year Contract	**Count**	**%**	**Count**	**%**
Yes	599	47.9%	19	51.4%
No	651	52.1%	18	48.6%
Six Units or More?	**Count**	**%**	**Count**	**%**
Yes	737	59.0%	19	51.4%
No	513	41.0%	18	48.6%

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Procedure

- 4 focus groups during May 3 – June 3, 2022

- Semi-structured discussion guide
  - developed by the SSRC,
  - input by from Academic Senators, CFA Representatives

- Zoom meetings audio-recorded and transcribed

- Thematic analysis using a manual process

More satisfied when …

- Having mentors in the department and university
- Engagement in campus activities through various roles
- Clear expectation ("knowing what to expect")
- Having autonomy over the course content
- Access to benefits, i.e. teaching more classes which led to receiving health insurance

The FDC is a source of valuable and tangible institutional support.

"

I have had a very **supportive mentor and mentors** in my ten years working as a part-time lecturer. Although I do wonder what the experience would be like if I had not had such involved mentors because I have recognized over time that there has been difficulty accessing information or even understanding information that would go out to all faculty that did not necessarily apply to lectures and not really knowing what to do in those cases... (1: 4-5)

I'm very fortunate that I've been here long enough that I pretty much, barring getting more classes, I at least get my three, and **the greatest of all is getting my insurance**. (3:3)

I am increasingly satisfied by the **Faculty Development Center**. While their programming is excellent, there have been several times when I've had an attempt to go and enroll, and because of my part-time status, it wouldn't let me enroll. (3:11)

Challenges

- Lack of (equitable) resources for Part-Time Faculty
- Lack of connection with Departments
  - Department chair is one of the principal ways that P/T faculty experience their jobs
- Inadequate advance notice of course assignment
- Overall, participants want to teach more classes
- Compensation is inadequate
- A sense of disposable nature of their job
- Faculty do not feel they are being evaluated in a way that transforms educational experience for students

"I've been doing this for 12 years and I still feel disposable ... Part-time people are kind of treated like stepchildren. It's like fill that class, do your job, don't ask any questions, don't bother us, we're the important people over here, ... And then you might ask, well, why do you keep doing this for 12 years? It's because of the connection with the students. That's what keeps me going." (1:5)

"So when they throw these absolutely stupid procedures to go through that are meaningless, that don't help me, that I don't get any good feedback. Nobody's coming into my clinicals or coming into my classes and watching me going, "Hey, you know, I really like the way you did this, but try doing this other thing." That would actually help me be better at my job. None of that." (2:19)

Next Steps

2022

2023

Compile

The task force will submit recommendations to Provost.

Recommend
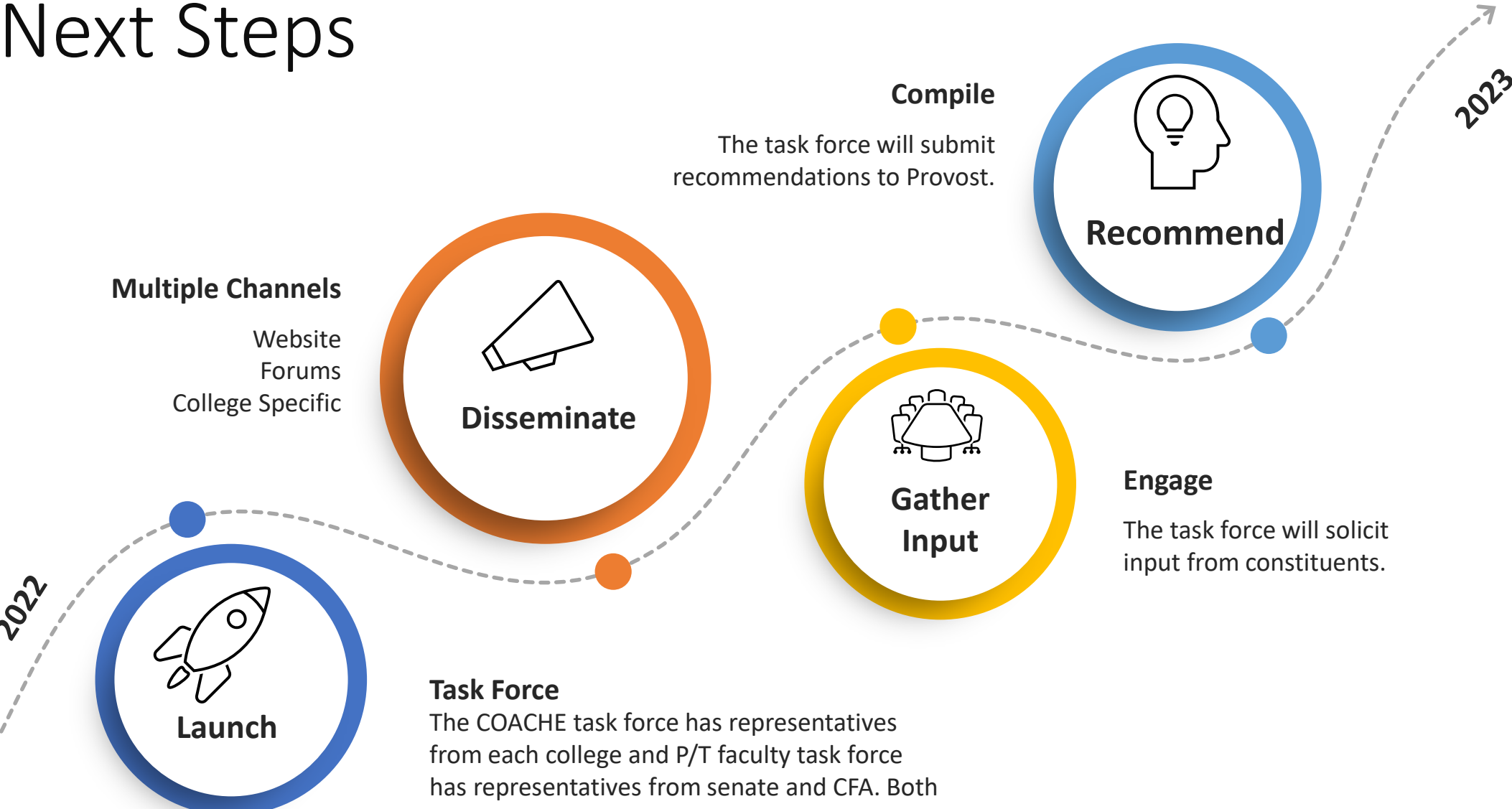
Multiple Channels

Website
Forums
College Specific

Disseminate

Gather Input

Engage

The task force will solicit input from constituents.

Launch

Task Force

The COACHE task force has representatives from each college and P/T faculty task force has representatives from senate and CFA. Both task forces have administrators to support their work.

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Task Force Faculty Members

Joshua Yang (HHD)

Carolina Valdez (COE)

Kevin Nichols (NSM)

Darren Banks (ECS)

Kanika Sood (ECS)

Aitana Guia (HSS)

Camila Maroja (COTA)

Rebecca Sheehan (COMM)

Chethan Srikant (CBE)

Shelly Arsenault (HSS)

Michele Barr (HHD)

David Plouffe (COTA, Academic Senator)

Judith Perez (COE, HSS)

Mo Miller (HSS)

Teresa Landeros (HHD, Academic Senator)

Freddi-Jo Brushke (NSM)

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Task Force

- ☑ Launched COACHE Task Force on November 18

- ☑ Launch part time Faculty Task Force on December 1

- ❑ Understand/Explore the findings
- ❑ Identify critical areas of concern
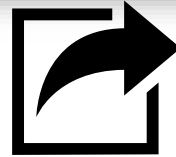- ❑ Communicate with and engage peers
- ❑ Make recommendations

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