

# 2014 Faculty Climate Survey: Changes Over Time

Internal Use Only

The *Faculty Climate Survey* was administered in January and February 2014 to Board-appointed faculty at the rank of instructor and above who were hired before April 2013.<sup>1</sup> It examined the quality of faculty life, faculty satisfaction, workload, sources of stress, work environment, leadership, mentoring, promotion and tenure, and retention.



This report examines changes in responses from 2010 to 2014. More specifically, 95% confidence intervals were used to determine significant differences in responses from 2010 to 2014 (\*= $p < 0.05$ ). Additionally, paired-samples t-tests ( $N = 366$ ,  $p < 0.05$ ) were used to compare the responses of faculty who took the survey in both 2010 and 2014. The tables and graphs reflect the results of all of the participants.

## Quality of Faculty Life

Overall, faculty in 2014 were significantly more satisfied with being a faculty member at CWRU (70% vs. 64% in 2010) and were more likely to agree with the statement, “CWRU is a comfortable place for me as a faculty member” (83% vs. 69%). Faculty who took both surveys were also significantly more likely to agree that CWRU is a comfortable place for them.

**Table 1. Quality of Faculty Life**

2014	2010	Survey Items
86%	-	Would still want to be a faculty member if they were able to begin their career again
63%	-	Satisfied with the ways in which their role as a faculty member at CWRU and their life outside of CWRU fit together
60%	-	Would choose CWRU if given the chance to decide all over again
83%	69%	Agreed that CWRU is a comfortable place for them as a faculty member*
70%	64%	Satisfied with being a faculty member at CWRU*
54%	54%	Rated the reasonableness of their workload as “about right”
53%	49%	Received adequate mentoring while at CWRU
28%	33%	Likely/very likely to leave CWRU in the next three years

<sup>1</sup> In 2014, 31% (921/2,942) of faculty members answered at least 20% of the survey questions. Excluding clinical medicine faculty, the response rate was 52% (587/1,134). Compared to their peers, women (38% vs. 28% of men) and tenure/tenure-track faculty (58% vs. 18% non-tenure-track faculty) were significantly more likely to complete at least 20% of the survey ( $p < 0.05$ ). No significant differences existed in responses rates by race/ethnicity.

## Satisfaction with Resources, Services and Responsibilities

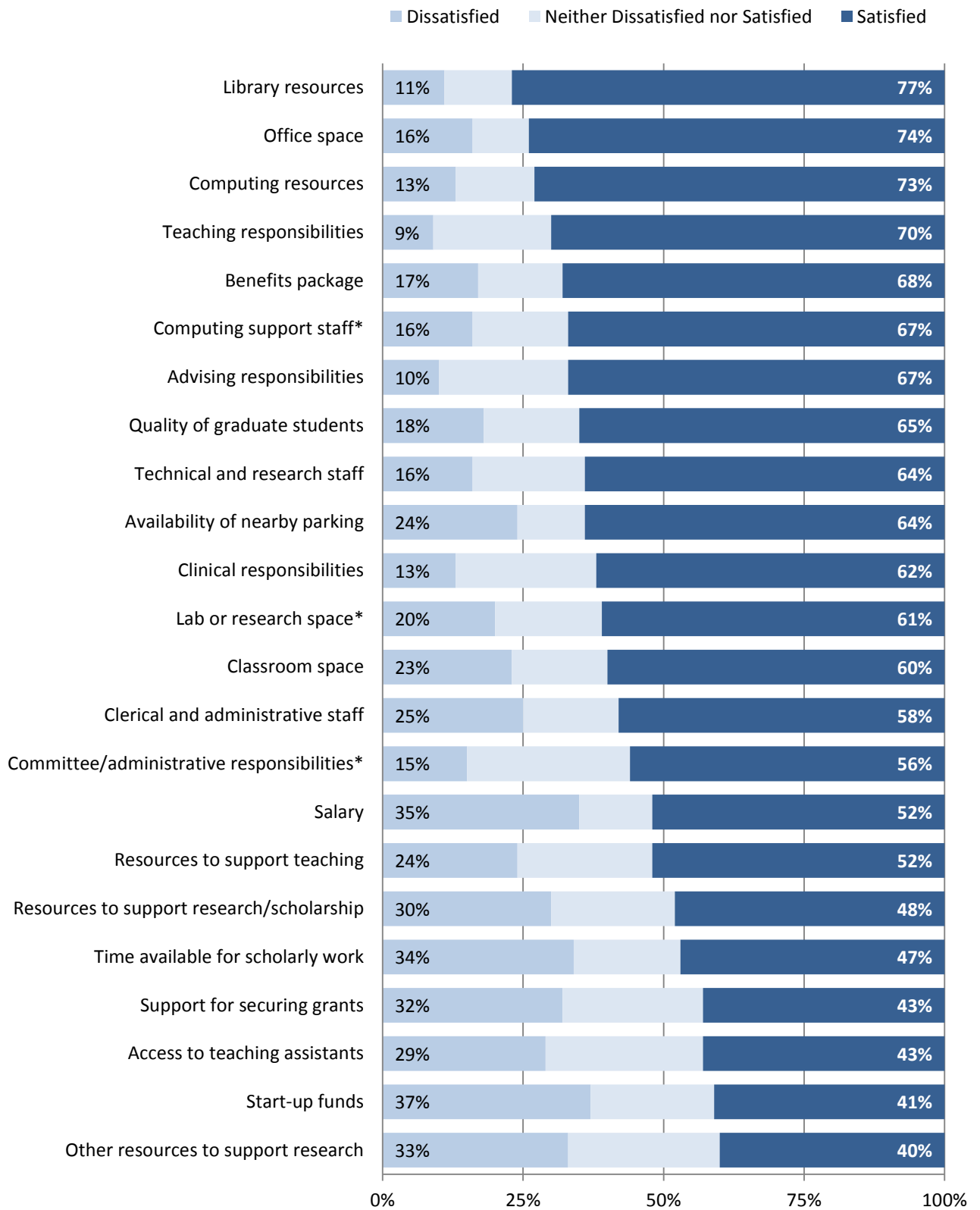
Faculty in 2014 were also significantly more satisfied with computing support staff (67% vs. 58% in 2010), lab or research space (61% vs. 55%), and committee and administrative responsibilities (56% vs. 49%). Those who took both surveys were significantly less satisfied with classroom space in 2014 but were significantly more satisfied with:

- Access to teaching assistants
- Committee and administrative responsibilities
- Computing support staff
- Lab and research space
- Office space

**Table 2. Satisfaction with Resources, Services and Responsibilities**

2014	2010	Survey Items
77%	79%	Library resources
74%	74%	Office space
73%	70%	Computing resources
70%	73%	Teaching responsibilities
68%	-	Benefits package
67%	-	Advising responsibilities
67%	58%	Computing support staff*
65%	59%	Quality of graduate students
64%	66%	Availability of nearby parking
64%	62%	Technical and research staff
62%	-	Clinical responsibilities
61%	55%	Lab or research space*
60%	67%	Classroom space
58%	56%	Clerical and administrative staff
56%	49%	Committee and administrative responsibilities*
52%	52%	Resources to support teaching
52%	50%	Salary
48%	47%	Resources to support research and scholarship
47%	43%	Time available for scholarly work
43%	41%	Access to teaching assistants
43%	37%	Support for securing grants
41%	38%	Start-up funds
40%	35%	Other resources to support research

**Figure 1. Faculty Satisfaction in 2014**



## Workload

Faculty responses to the question about reasonableness of their workload did not differ significantly from 2010 to 2014. This was true when we examined both the confidence intervals and the paired samples t-tests.

**Table 3. Overall, how would you rate the reasonableness of your workload?**

2014	2010	Scale
1%	1%	Much too light/too light
54%	54%	About right
45%	45%	Too heavy/much too heavy

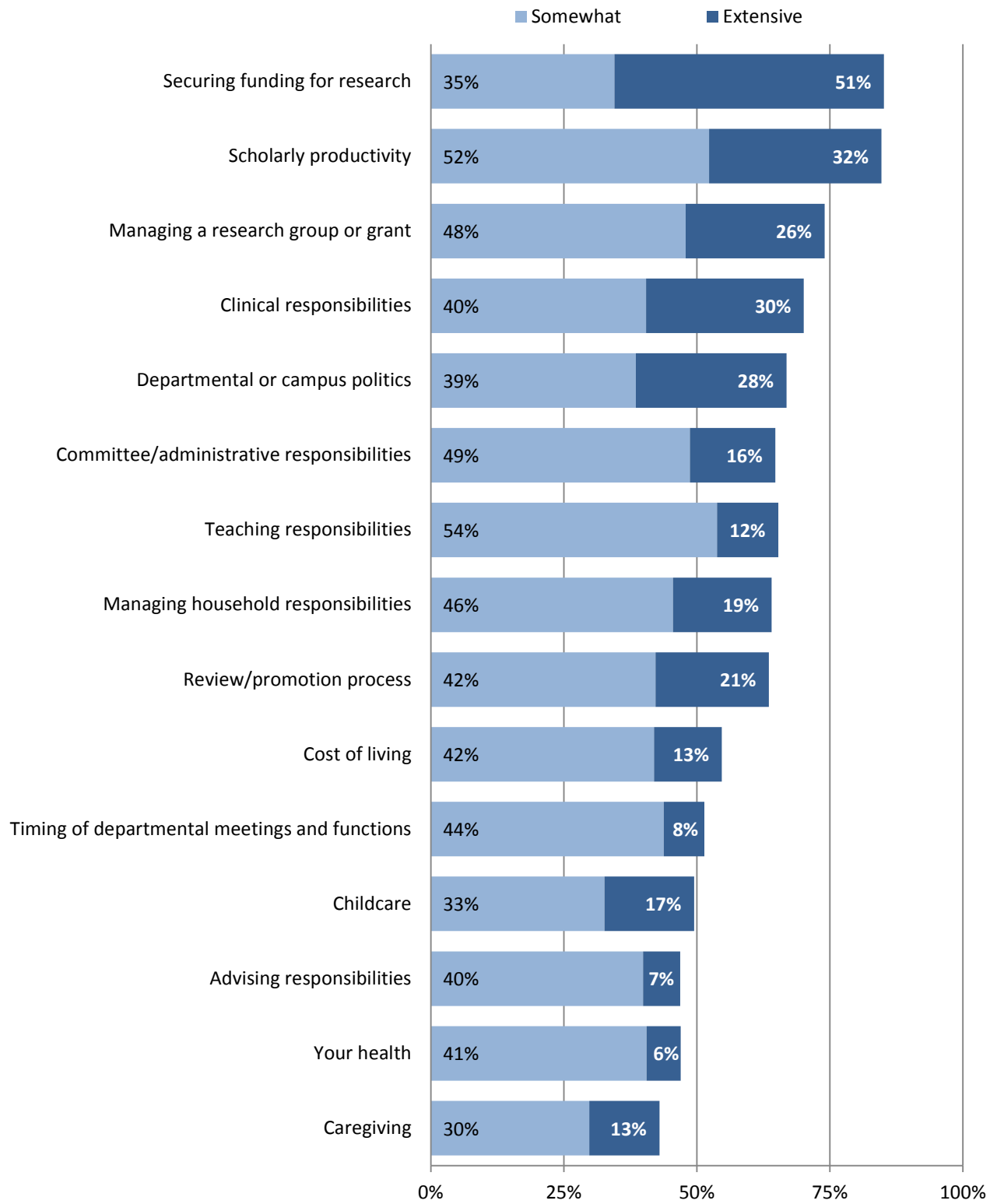
## Sources of Stress

Overall, there were no significant differences in sources of stress over time. However, faculty who took both surveys were significantly less stressed about childcare in 2014.

**Table 4. Sources of Stress (To a Great Extent)**

2014	2010	Survey Items
51%	49%	Securing funding for research
32%	38%	Scholarly productivity
30%	-	Clinical responsibilities
28%	33%	Departmental or campus politics
26%	-	Managing a research group or grant
21%	22%	Review/promotion process
19%	18%	Managing household responsibilities
17%	16%	Childcare
16%	20%	Committee and/or administrative responsibilities
13%	13%	Care of someone who is ill, disabled, aging, or in need of special services
13%	15%	Cost of living
12%	12%	Teaching responsibilities
8%	6%	Timing of departmental meetings and functions
7%	9%	Advising responsibilities
6%	6%	Your health

**Figure 2. Sources of Stress During the Past 12 Months (2014)**



## Work Environment

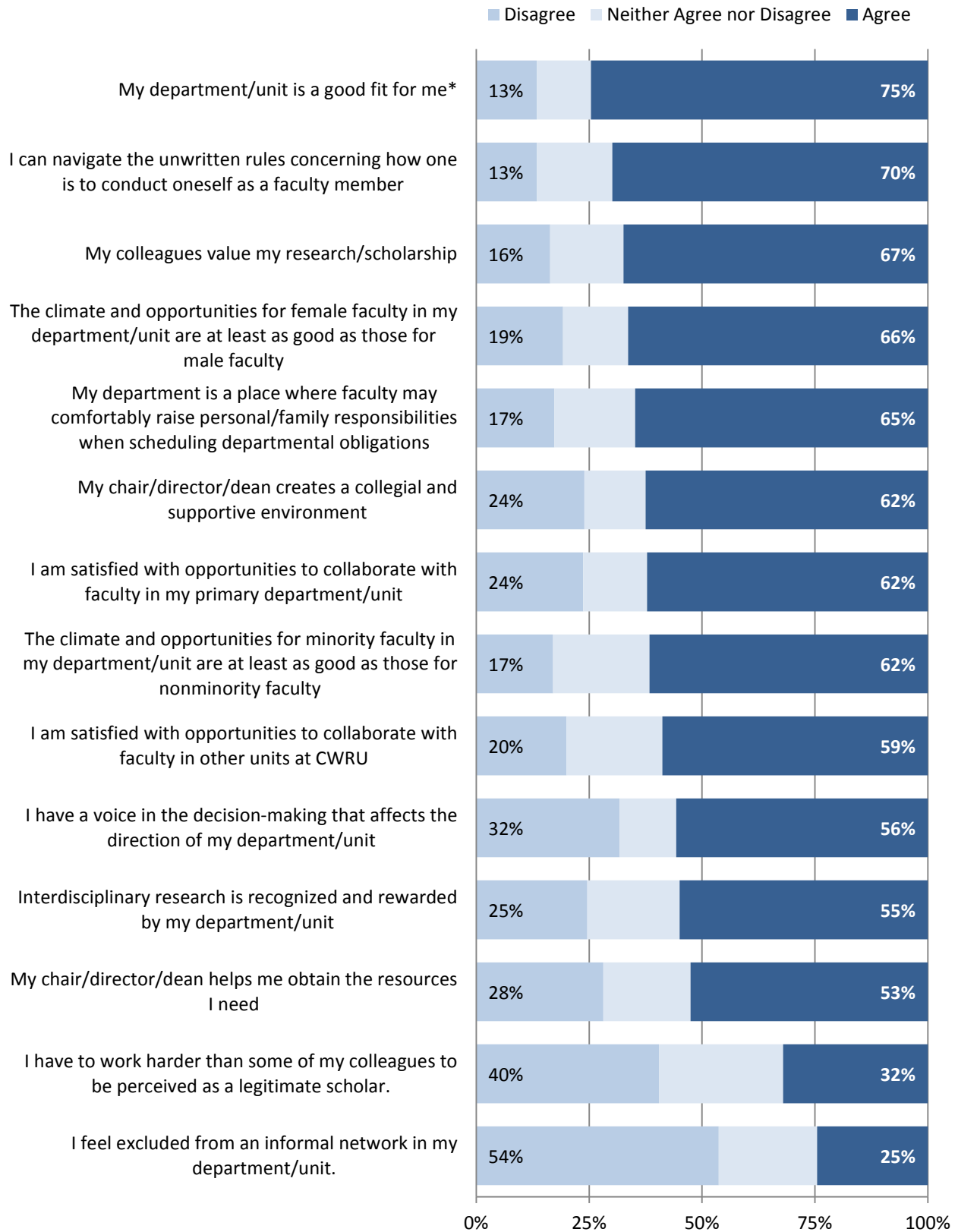
Participants in 2014 were significantly more likely to agree with the statement, “My department/unit is a good fit for me” (75% vs. 65% in 2010). Those who took both surveys were also more likely to agree with the following statements in 2014:

- I have a voice in the decision-making that affects the direction of my department/unit
- I am satisfied with opportunities to collaborate with faculty in other units at CWRU

**Table 5. Comparison of Faculty Work Environment (Somewhat/Strongly Agree)**

2014	2010	Survey Items
75%	65%	My department/unit is a good fit for me*
70%	68%	I can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member
67%	63%	My colleagues value my research/scholarship
66%	-	The climate and opportunities for female faculty in my department/unit are at least as good as those for male faculty
65%	60%	My department is a place where faculty may comfortably raise personal/family responsibilities when scheduling departmental obligations
62%	-	The climate and opportunities for minority faculty in my department/unit are at least as good as those for nonminority faculty
62%	56%	I am satisfied with opportunities to collaborate with faculty in my primary department/unit
62%	57%	My chair/director/dean creates a collegial and supportive environment
59%	58%	I am satisfied with opportunities to collaborate with faculty in other units at CWRU
56%	52%	I have a voice in the decision-making that affects the direction of my department/unit
55%	50%	Interdisciplinary research is recognized and rewarded by my department/unit
53%	51%	My chair/director/dean helps me obtain the resources I need
32%	39%	I have to work harder than some of my colleagues to be perceived as a legitimate scholar
25%	26%	I feel excluded from an informal network in my department/unit

**Figure 3. Work Environment in 2014**



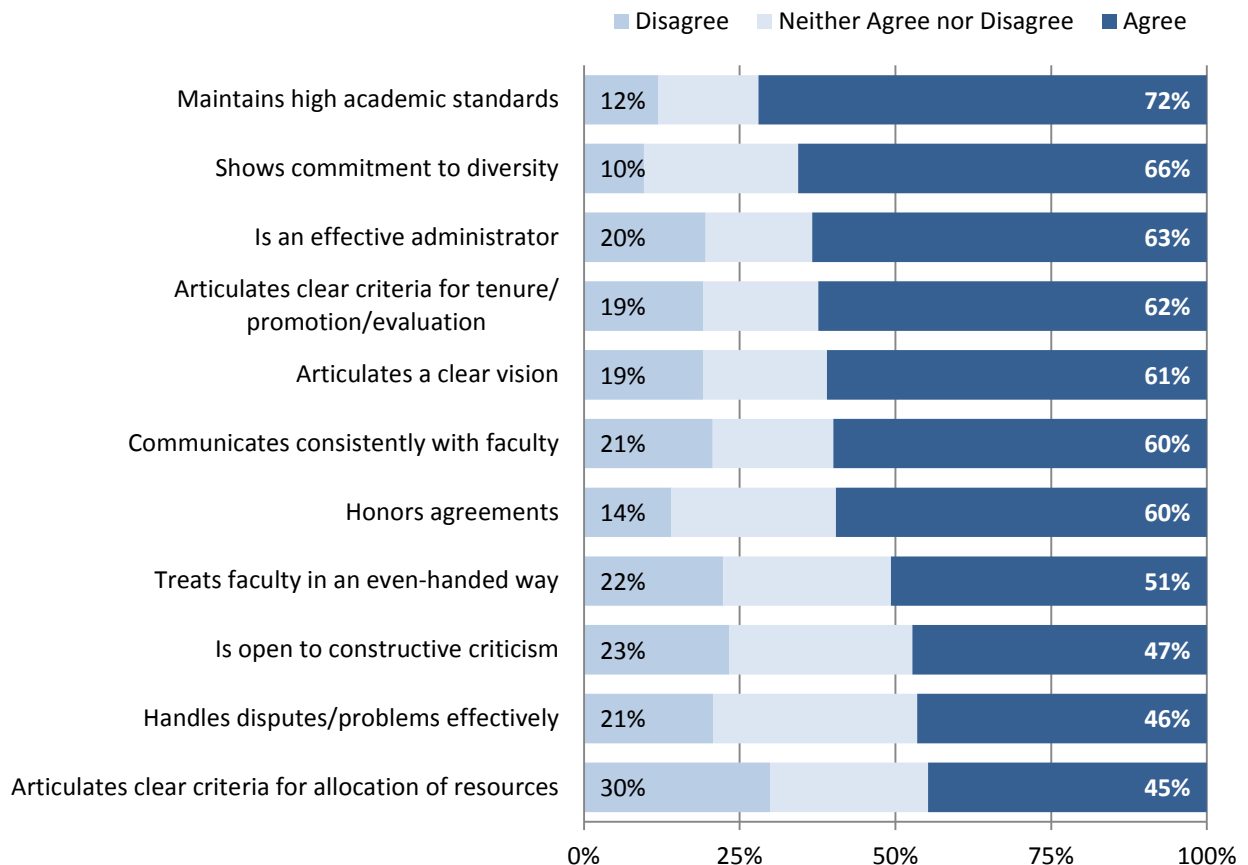
## Leadership of the Dean

Overall, there were no significant differences in items related to leadership of the deans. However, those who took both surveys were more likely in 2014 to agree that their dean communicates consistently with faculty.

**Table 6. My dean... (Somewhat/Strongly Agree)**

2014	2010	Survey Items
72%	74%	Maintains high academic standards
66%	66%	Shows commitment to diversity
63%	64%	Is an effective administrator
62%	58%	Articulates clear criteria for tenure/ promotion/evaluation
61%	56%	Articulates a clear vision
60%	54%	Communicates consistently with faculty
60%	56%	Honors agreements
51%	51%	Treats faculty in an even-handed way
47%	46%	Is open to constructive criticism
46%	46%	Handles disputes/problems effectively
45%	41%	Articulates clear criteria for allocation of resources

**Figure 4. My dean (2014)...**





## Leadership of the Department Chair

Faculty in 2014 were significantly more likely to agree that their department chair:

- Articulates clear criteria for tenure/promotion/evaluation (66% vs 54% in 2010)
- Communicates consistently with faculty (63% vs. 54%)
- Gives them useful feedback about their performance (60% vs. 53%)
- Articulates clear criteria for allocation of resources (52% vs. 44%)

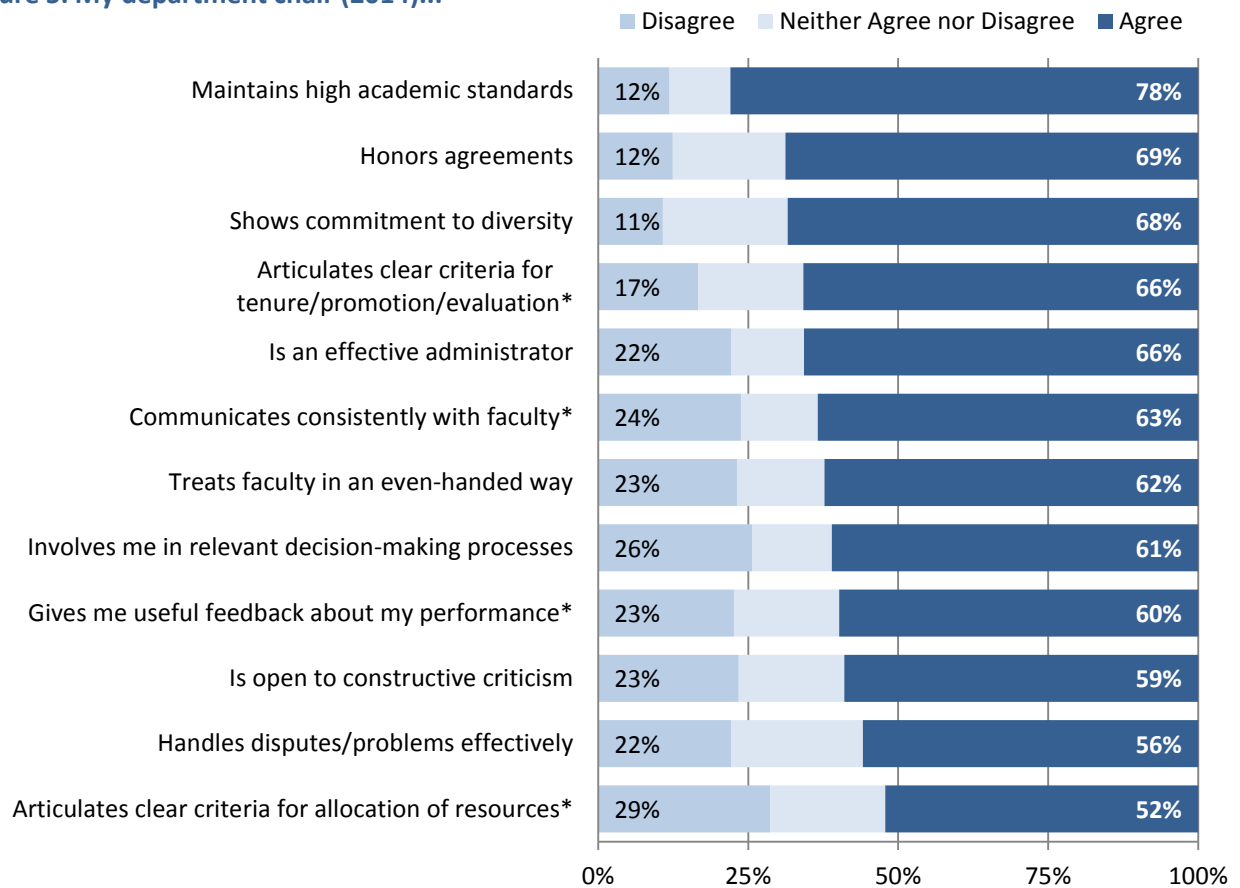
**Table 7. My department chair... (Somewhat/Strongly Agree)**

2014	2010	Survey Items
78%	76%	Maintains high academic standards
69%	65%	Honors agreements
68%	62%	Shows commitment to diversity
66%	54%	Articulates clear criteria for tenure/promotion/evaluation*
66%	61%	Is an effective administrator
63%	54%	Communicates consistently with faculty*
62%	60%	Treats faculty in an even-handed way
61%	56%	Involves me in relevant decision-making processes
60%	53%	Gives me useful feedback about my performance*
59%	56%	Is open to constructive criticism
56%	50%	Handles disputes/problems effectively
52%	44%	Articulates clear criteria for allocation of resources*

In contrast to the larger population, faculty who took both surveys were significantly less likely in 2014 to agree that:

- Their chair is open to constructive criticism
- Their chair treats faculty in an even-handed way

**Figure 5. My department chair (2014)...**



## Mentoring

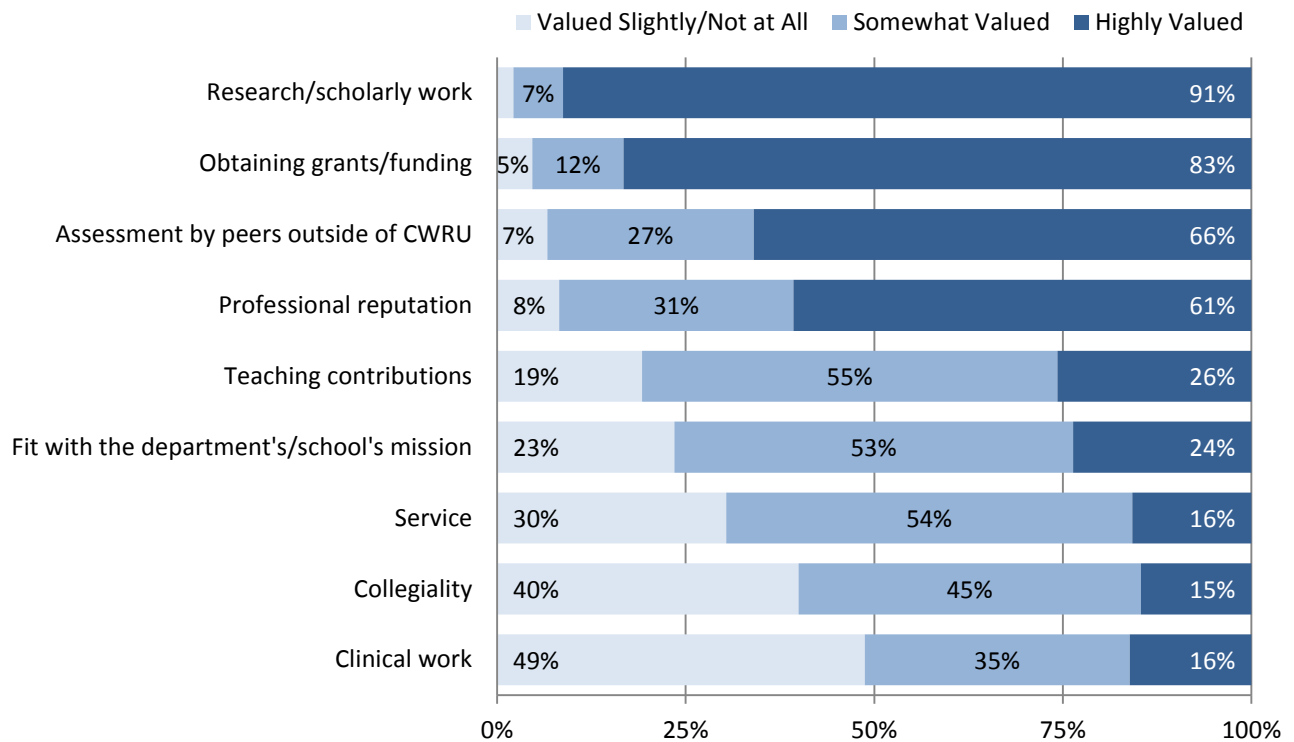
There were no significant differences in 2010 and 2014 responses to the question, “While at CWRU, do you feel as though you have received adequate mentoring?” This was true when we compared the confidence intervals and paired samples t-tests. In 2010, 49% of participants said they had received adequate mentoring while at CWRU compared to 54% of 2014 participants.

## Tenure Criteria

The survey included a new question in 2014, “Do you agree that the criteria for tenure are clearly communicated?” More than half of faculty agreed with the statement (58%), while 11% marked neither agree nor disagree, and 31% disagreed.

Due to a change in scale, we were unable to compare the results for the question, “To what extent are the following items valued in the tenure process?” In 2014, most faculty agreed that research/scholarly work (91%) and obtaining grants/funding were highly valued (83%). Approximately two-thirds also agreed that assessment by peers outside of CWRU was highly valued (66%). Fewer, but still more than half, also said that professional reputation was highly valued (61%).

**Figure 6. To what extent are the following items valued in the tenure process? (2014)**

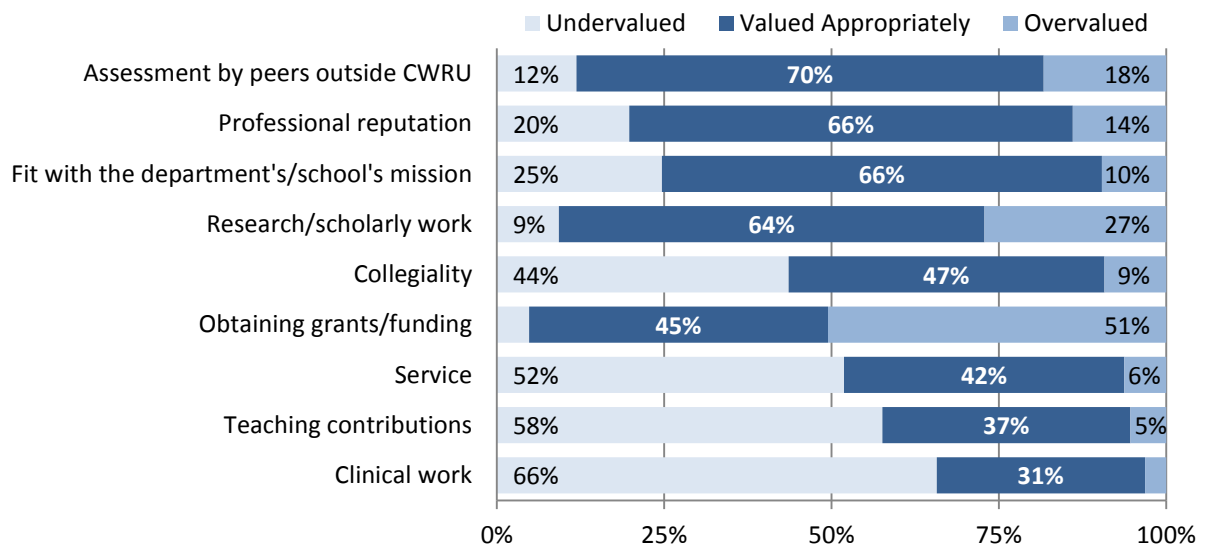


Overall, there were no significant differences in how *appropriately* tenure criteria were valued. Results for 2014 are provided in the next table and figure.

**Table 8. How appropriately are the following items valued in the tenure process? (Valued Appropriately)**

2014	2010	Survey Items
70%	75%	Assessment by peers outside of CWRU
66%	67%	Professional reputation
66%	61%	Fit with the department's/school's mission
64%	65%	Research/scholarly work
47%	49%	Collegiality
45%	45%	Obtaining grants/funding
42%	44%	Service
37%	39%	Teaching contributions
31%	32%	Clinical work

**Figure 7. How appropriately are these items valued in the tenure process? (2014)**



Although there were no significant differences overall, faculty who completed both surveys were significantly more likely in 2014 to say that fit with the department's/school's mission was *overvalued* in 2014. They were also significantly more likely to say that the following were *undervalued*:

- Research/scholarly work
- Teaching contributions
- Service
- Collegiality

## Outside Job Offers

There were no significant differences in responses to the question, "In the last five years, while at Case Western Reserve University, have you received a formal or informal outside job offer that you took to your department/unit chair or dean?" This was true when we examined both confidence intervals and paired samples t-tests. In 2010, 16% of faculty said they had taken an outside job offer to their department/unit chair or dean while 17% said they had done so in 2014.

## Retention

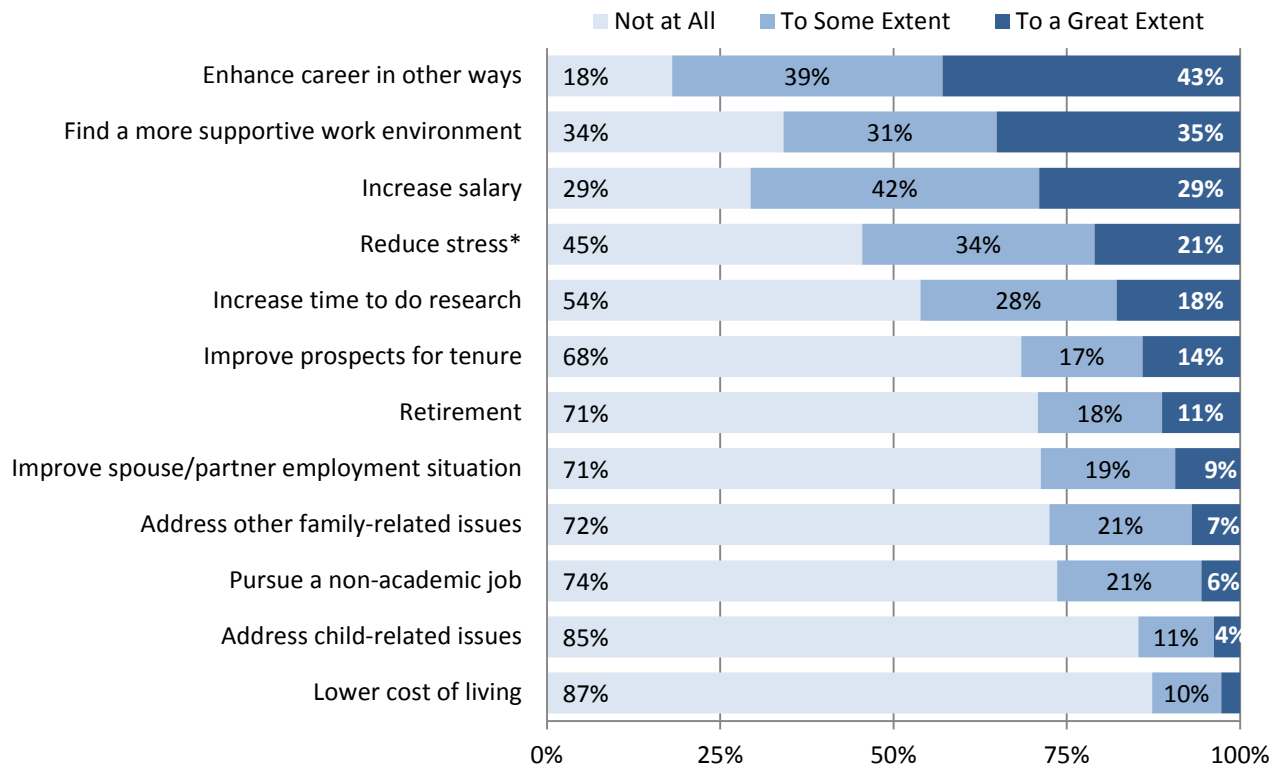
Faculty were asked the question, "In the next three years, how likely are you to leave Case Western Reserve University?" Overall, there were no significant differences in responses to the question. This was true when we examined confidence intervals and paired samples t-tests. In 2014, 28% of faculty said they were somewhat/very likely to leave CWRU compared to 33% of faculty in 2010.

In terms of the extent to which faculty had considered various reasons for leaving, faculty in 2014 were significantly less likely to have considered leaving in order to increase time to do research (18% vs. 24%) and were significantly more likely to have considered leaving for "other" reasons (48% vs. 19%). This was also true when we looked at the paired samples t-tests. Additionally, faculty who took both surveys were significantly more likely to have considered leaving to reduce stress and for retirement.

**Table 9. Reasons Considered for Leaving (To a Great Extent)**

2014	2010	Survey Items
43%	44%	Enhance career in other ways
35%	41%	Find a more supportive work environment
29%	29%	Increase salary
21%	21%	Reduce stress
18%	24%	Increase time to do research*
14%	14%	Improve prospects for tenure
11%	11%	Retirement
9%	9%	Improve spouse/partner employment situation
7%	-	Address other family-related issues
6%	8%	Pursue a non-academic job
4%	3%	Address child-related issues
3%	4%	Lower cost of living
48%	19%	Other*

**Figure 8. Reasons Considered for Leaving (2014)**



## Additional Information

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