

Faculty Climate Survey 2018: Summary Report

I. Introduction

The Faculty Climate Survey (2018) was administered to full-time faculty, full-time lecturers, and research faculty at Case Western Reserve University hired on or before November 1, 2017. The survey was a continuation of the 2010 and 2014 surveys and was designed to help the university better understand the experience of and improve the environment for all faculty.

The results were analyzed to explore differences between schools, ranks, sexes and racial/ethnic groups, as well as differences over time and between CWRU and a peer group of private research universities. This report is intended to summarize the findings of the survey overall and to share where significant differences were found.

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Sample and Response Characteristics

The initial survey sample consisted of 3,397 faculty members. There were 791 surveys completed, resulting in a 23% response rate across all schools. Excluding the departments in Clinical Medicine ($n = 2,102$), the response rate jumped to 48%. Frequencies and response rates for all schools are presented in Table 1. A full list of departments included in the divisions of the College of Arts and Sciences and the School of Medicine is provided in Appendix A.

Table 1. Response Rates by School

School/Division	Total Sample	Survey Responses	Response Rate
Arts & Sciences - Arts, Humanities, and Social Sciences	208	138	66%
Arts & Sciences - Math and Natural Sciences	117	63	54%
Dental Medicine	75	58	77%
Engineering	138	59	43%
Law	46	20	43%
Management	74	43	58%
Medicine (Basic Sciences)	472	124	26%
Medicine (Clinical)	2,102	171	8%
MSASS	41	37	90%
Nursing	96	61	64%
Physical Education & Athletics	28	17	61%
Total	3,397	791	23%
Total excluding Clinical Medicine	1,295	620	48%

Note. Responses include only those instruments returned with at least 20% complete.

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Relevant subgroup response rates:

- Women (29%) were more likely to complete the survey than men (20%)
- Tenured/in tenure track faculty (52%) were much more likely to complete the survey than faculty not in the tenure track (14%)
- The international (33%) and African American (28%) samples returned the most surveys, followed by White (26%), Latino (18%), Asian (15%), and other/unknown (11%)

The sample of CWRU and peer group faculty respondents is described in Table 2. Research faculty are included within the rank that most appropriately applies to them (i.e., Research Professors are in the Professor rank) due to small numbers of faculty respondents in those categories. The peer institutions combined to generate a sample of 8,495 responses to a subset of common items. This is the overall sample for each group; individual item response sizes vary throughout.

Table 2. Sample Breakdown of CWRU and Peer Comparison Faculty

<i>Rank</i>	CWRU	Peer Group
Professor	33%	41%
Associate Professor	26%	22%
Assistant Professor	27%	28%
Instructor and Senior Instructor	9%	4%
Lecturer	5%	5%
<i>Tenure Status</i>		
Tenured	42%	44%
Not tenured and on tenure track	12%	16%
Not on tenure track	46%	40%
<i>Sex</i>		
Male	52%	64%
Female	48%	36%
Average time at institution as a faculty member	13.0 years	13.3 years
Total sample size	791	8,495

Analyses and Presentation of Data

The data presented in this report reflect the percent of respondents who chose certain response categories, most often choosing “Somewhat” or “Strongly Agree” options. When comparing two groups, mean scores were analyzed using *t*-tests to determine if the differences between groups are significantly different. When comparing more than three groups, analysis of variance (ANOVA) was used. Therefore, when differences are identified to be statistically significant, it is reflecting differences in item means, not the percentages that are presented.

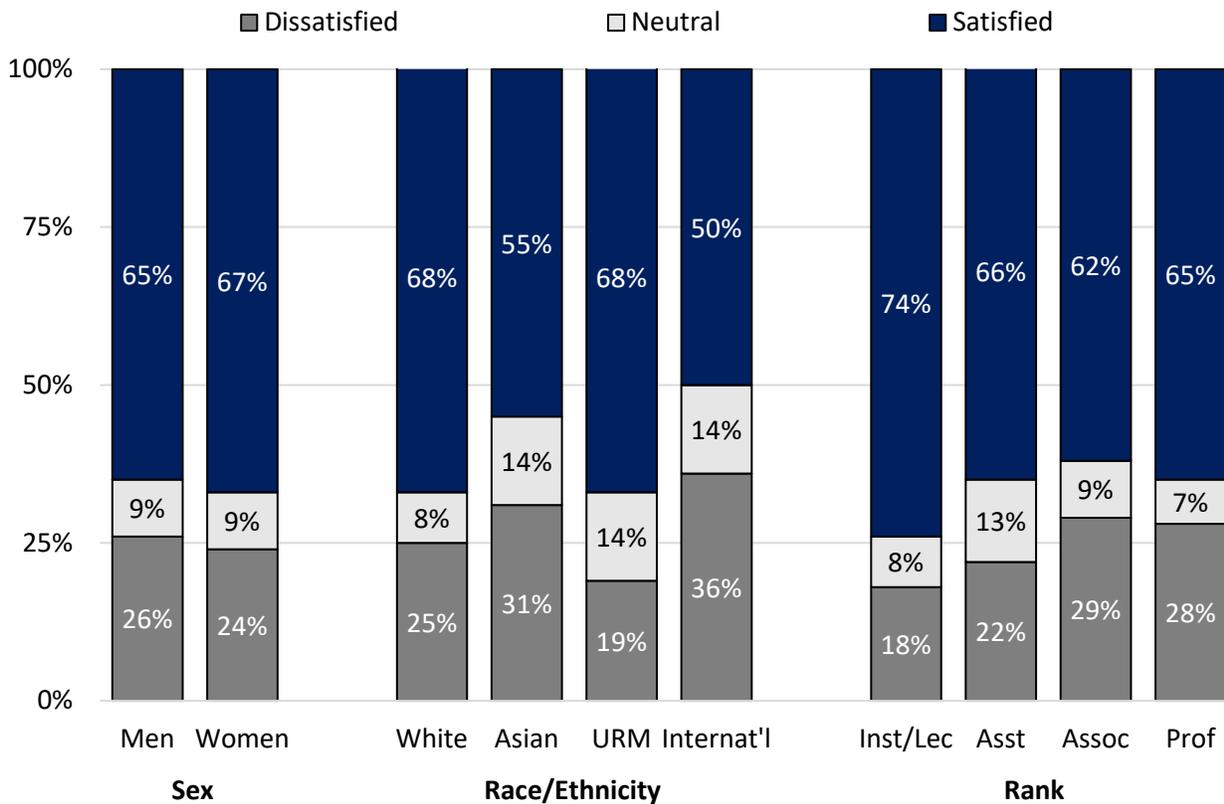
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Changes in faculty climate from 2014 to 2018 were assessed in two ways. First, independent-samples *t*-tests were used to compare all responses from 2018 (791 faculty) with the full sample of responses from 2014 (814 faculty). Secondly, paired-samples *t*-tests were used when faculty who completed the survey both years were matched for analysis. Matched samples allow for the evaluation of changes over time while controlling for differences between faculty members. Therefore, changes over time will be referred to as full- or matched-samples when results are discussed.

II. Satisfaction

The first section assessed faculty satisfaction. Overall satisfaction is presented first, followed by other aspects of quality of faculty life. Items included here explore broad satisfaction with the faculty experience, as well as specific resources, roles, and responsibilities.

Overall Satisfaction with being a faculty member at CWRU

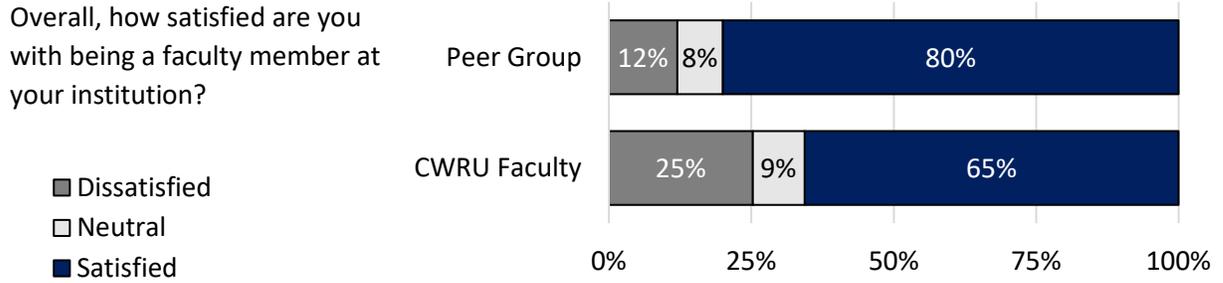


Significant differences in overall satisfaction:

- The mean satisfaction score for white faculty is significantly higher than non-white faculty
- Faculty respondents in 2018 are significantly less satisfied than respondents from 2014
- CWRU faculty are significantly less satisfied than faculty from peer institutions

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Overall Satisfaction of Faculty: CWRU vs. Peers

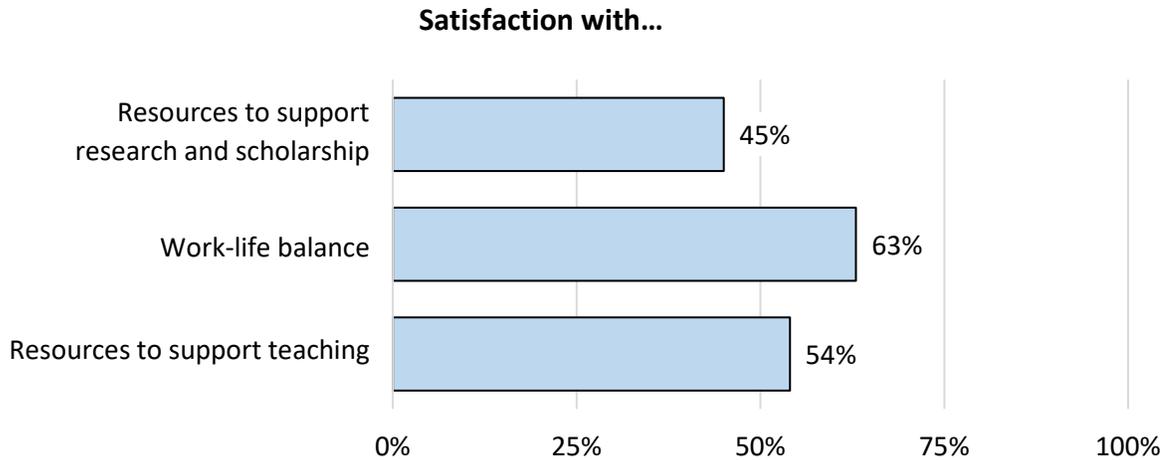


Indicators of Overall Satisfaction

There are three survey items that most strongly predict overall faculty satisfaction, in order:

1. Overall satisfaction with resources CWRU provides to support research and scholarship
2. Satisfaction with the ways in which your role as a faculty member at CWRU and your life outside CWRU fit together (Work-life balance)
3. Overall satisfaction with resources CWRU provides to support teaching

The percentage of faculty respondents satisfied with these are presented below:



Significant differences were found between some groups on indicators of overall satisfaction:

- CWRU faculty are significantly less satisfied than peers with resources provided to support teaching as well as with resources to support research and scholarship
- Faculty in 2018 are significantly less satisfied with the resources to support research and scholarship than they were in 2014

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Quality of Faculty Life

Quality of faculty life combines the strongest predictors of overall satisfaction. Table 3 below provides a comparison of all responses from 2014 and 2018. *When responses from faculty who took the survey in both years were matched, six of the eight Quality of Faculty Life items showed a significant decrease in faculty satisfaction over time.* Only satisfaction with resources to support teaching and satisfaction with work-life balance were not significantly different when matched by respondents.

Table 3. Quality of Faculty Life

	Mean score		% "4" or "5"		Sig.
	2014		2018		
Satisfaction: being a faculty member at CWRU	3.78	70%	3.60	66%	○ ◇
Satisfaction: resources to support research/scholarship	3.22	47%	3.11	45%	◇
Satisfaction: resources to support your teaching	3.40	51%	3.46	54%	
Satisfaction: role as a faculty member at CWRU and life outside of CWRU fit together	3.66	63%	3.61	63%	
<i>Scale: 1 = Very Dissatisfied to 5 = Very Satisfied</i>					
CWRU is a comfortable place for me as a faculty member	4.29	83%	4.18	79%	○ ◇
<i>Scale: 1 = Strongly Disagree to 5 = Strongly Agree</i>					
Somewhat or very likely to leave CWRU in the next 3 years	2.66	28%	2.80	36%	○ ◇
<i>Scale: 1 = Very Unlikely to 5 = Very Likely</i>					
Would still want to be a faculty member if starting again	4.42	86%	4.36	85%	◇
<i>Scale: 1 = Definitely No to 5 = Definitely Yes</i>					
Would come to CWRU if given the choice again	2.53	60%	2.47	57%	◇
<i>Scale: 1 = I would not come to CWRU to 3 = I would come to CWRU</i>					

○ indicates difference is significant for full sample, ◇ difference is significant for matched sample. ($p < .01$)

Satisfaction with Resources, Services, and Responsibilities

Faculty were asked to rate the extent to which they are satisfied with twenty-one aspects of their experience. The top and bottom four are presented below.

Top four in satisfaction:

- Library resources
- Computing resources
- Computing support staff
- Office space

Bottom four in satisfaction:

- Salary
- Start-up funds
- Other resources to support research
- Time available for scholarly work

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There were no significant differences between sexes or racial/ethnic groups within CWRU. Over the past four years, CWRU faculty have become significantly less satisfied with:

- Salary
- Office space
- Lab or research space
- Library resources
- Advising responsibilities
- Committee and/or administrative responsibilities
- Clinical responsibilities

Compared with faculty from peer institutions, faculty from CWRU are consistently and significantly less satisfied with the resources, services, and responsibilities evaluated. The only item on which CWRU faculty are more satisfied is **computing resources**, and the difference is significant. Peer faculty are significantly more satisfied with:

- Salary
- Start-up funds
- Space: Office, lab or research, and classroom
- Library resources
- Clerical and administrative staff
- Support for securing grants
- Access to teaching assistants
- Responsibilities: Teaching, advising, and committee and administrative
- Quality of graduate students

III. Workload

Faculty were asked to estimate the number of hours per week worked during the academic year as well as to rate the reasonableness of their workload using a 5-point scale ranging from “Much too light” to “Much too heavy”. Table 4 presents the average hours per week broken down by rank.

Table 4. Workload in Hours Per Week by Faculty Rank

During an academic year, how many hours is your typical work week?	All Faculty	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers
Hours per week	53	56	53	53	46	45

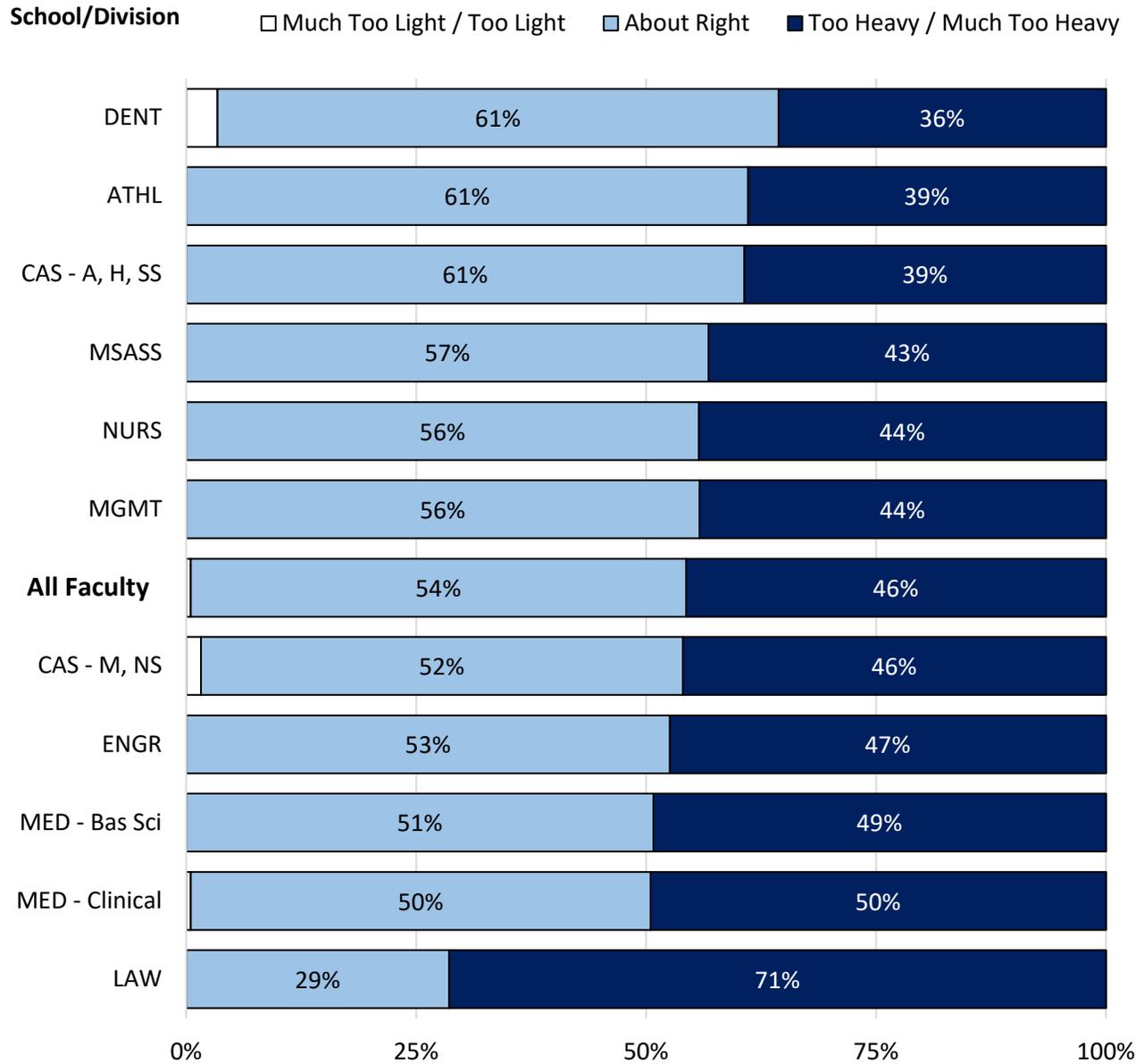
Several significant differences were identified when examining the number of hours worked per week:

- The average number of hours worked per week has decreased significantly since 2014 (56 hours per week)
- Though the same proportion of faculty from the comparison group reported their workload was about right (54%), CWRU faculty work significantly fewer hours per week (53) than their colleagues at peer institutions (58)

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When asked to rate the reasonableness of their workload, more than half agreed that it was “About Right” with most other faculty indicating it was too heavy.

How would you rate the reasonableness of your workload?

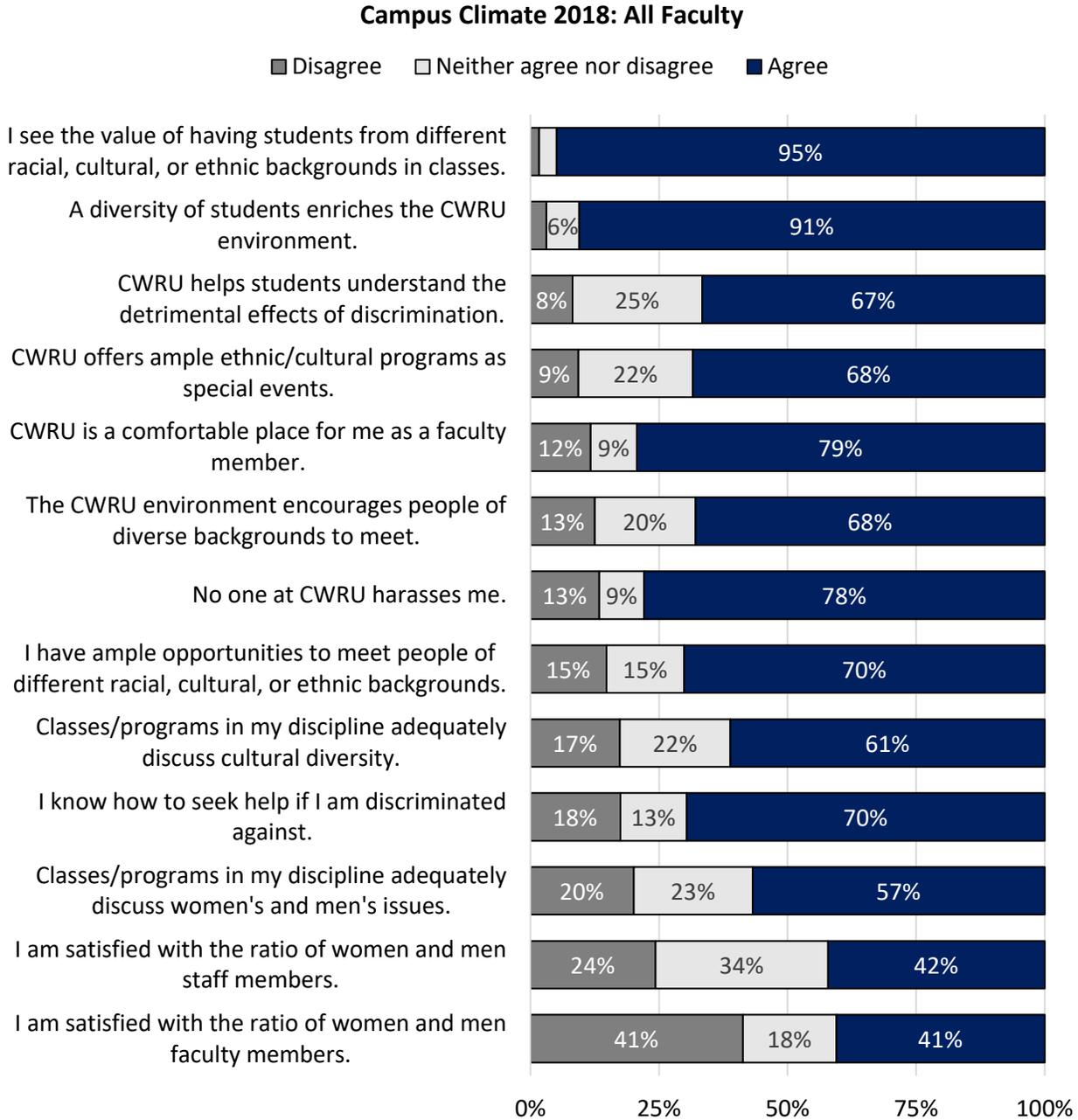


Only one difference demonstrated statistical significance when groups were compared: Women from the Weatherhead School of Management reported that their workload was significantly higher than men.

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IV. Campus Climate

Faculty were asked thirteen items that pertain to campus climate. A breakdown of responses is provided in the figure below.



The climate has changed in a negative way over the past four years. Currently, faculty:

- Are significantly less comfortable now than they were four years ago
- Are significantly less satisfied with the ratio of women and men faculty and staff members
- Feel that classes or programs within their disciplines adequately discuss cultural diversity and men’s and women’s issues significantly less

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Several significant differences were found between subgroups as well. For instance, women:

- See greater value in having students from different racial, cultural, or ethnic backgrounds in classes
- Are less satisfied with the ratio of women and men staff members
- Feel classes or programs in their disciplines adequately discuss women’s and men’s issues
- Experience more harassment

To a significant extent, white faculty:

- Believe classes and programs in their disciplines adequately discuss cultural diversity as well as women’s and men’s issues
- Are less satisfied with the ratio of women and men faculty members

Lastly, Asian faculty are significantly more satisfied with the ratio of women and men staff members than are faculty from other racial/ethnic groups.

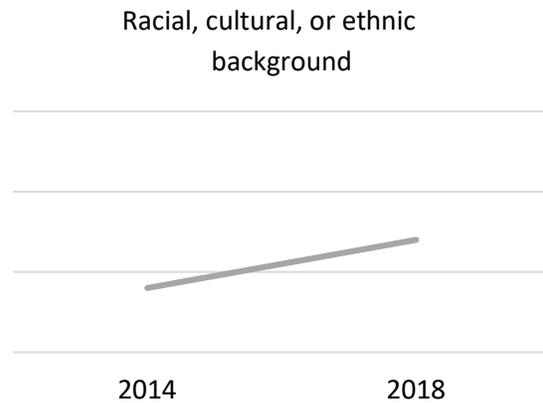
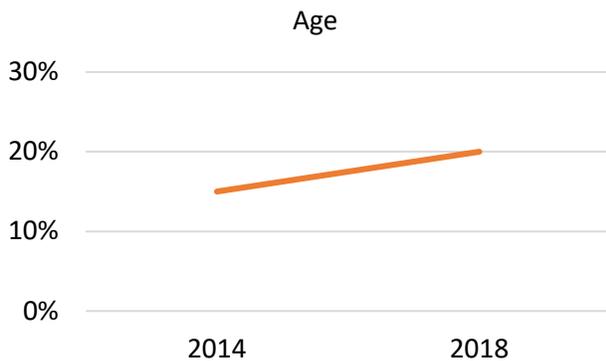
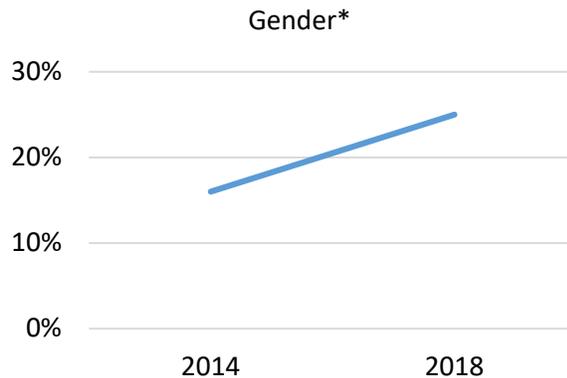
Feelings of Discrimination

Overall, feelings of discrimination have increased during the past four years. The following charts depict the percentage of respondents who have said they feel discriminated against based on each of the characteristics, with significant differences identified by the asterisk (*).

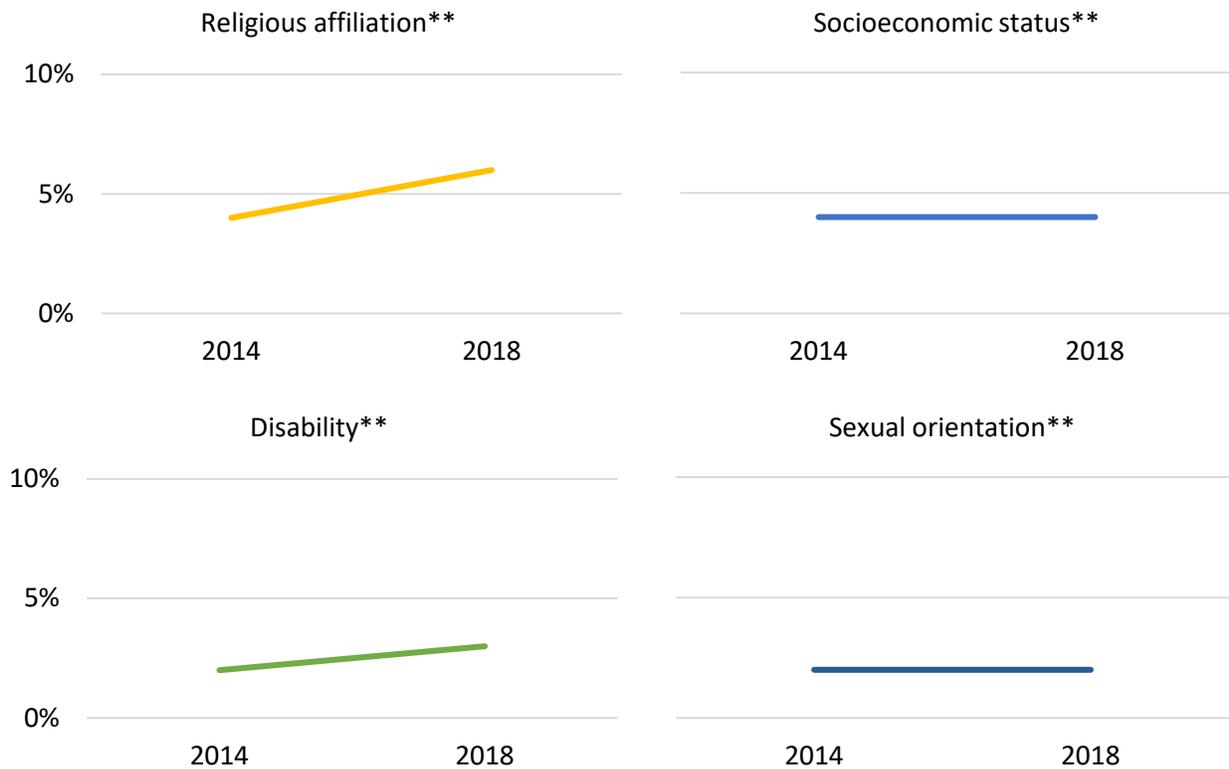
In some cases, the percentages are not drastically different, but statistically significant changes from 2014 to 2018 were detected based on mean scores from the two years of data.

* the difference is significant at $p < .05$

** the difference is significant at $p < .01$



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In addition to changes over time, significant differences in feelings of discrimination were identified for the following groups and characteristics:

- Asian faculty are feeling more discrimination based on racial, cultural, or ethnic background, religious affiliation, and sexual orientation
- Women are feeling more discrimination based on age, gender, and socioeconomic status

Quality of Work Life

What contributes most to the quality of your work life at CWRU? Representative responses from faculty:

- “The students I am honored to prepare to care for people and to become leaders in our profession”
- “The ability to collaboratively work with my colleagues on projects that are meaningful to me and the community”
- “The people unquestionably, from the fascinating students at all levels and the faculty and staff”
- “Flexibility to pursue knowledge and opportunities wherever they might lead”
- “The atmosphere in my department helps most with the quality of my work life at CWRU. I know that I can ask any of them for help without hesitation. They want me to succeed.”
- “Interacting with high caliber students and faculty members”
- “My chance to work with some very good students at both the grad and undergrad level, to do my research on my own terms and the chance to teach at least a few courses that I love”

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V. Faculty Stress

Faculty were asked to rate fifteen items on the extent to which they were a source of stress over the past twelve months. The percentage of faculty who identified the stressor as “Extensive” is presented in Table 5.

The following stressors have increased significantly since 2014:

- Teaching responsibilities
- Advising responsibilities
- Timing of departmental meetings and functions
- Departmental or campus politics
- Care of someone who is ill, disabled, aging, or in need of special services
- Your health

As a group, women report significantly more stress over:

- Scholarly productivity
- Advising responsibilities
- The review/promotion process
- Managing household responsibilities
- Childcare
- Care of someone who is ill, disabled, aging, or in need of special services

Similarly, some racial/ethnic groups report significantly more stress as well, including:

- Non-white faculty are more stressed over departmental or campus politics and childcare
- Asian faculty are more stressed over the timing of departmental meetings and functions

Table 5. Sources of Stress

To what extent have the following been a source of stress for you over the past twelve months? (Extensively)	All Faculty
Securing funding for research	47%
Departmental or campus politics	36%
Scholarly productivity	34%
Clinical responsibilities	27%
Managing a research group or grant (e.g., finances, personnel)	26%
Review/promotion process	25%
Childcare	21%
Care of someone who is ill, disabled, aging, or in need of special services	20%
Managing household responsibilities	20%
Teaching responsibilities	17%
Committee and/or administrative responsibilities	16%
Cost of living	12%
Timing of departmental meetings and functions	10%
Advising responsibilities	10%
Your health	8%

As expected, faculty report the impact of stressors differently based on their characteristics (i.e., race/ethnicity or sex), but stressors are also impacting faculty differently across schools/divisions and faculty ranks. For instance:

- Securing funding for research and scholarly productivity are major stressors for those holding professorial ranks compared with faculty from the instructor and lecturer ranks
- Cost of living is a substantially greater stressor for Law (25%) and Physical Education/Athletics (24%) faculty than it is for Engineering (2%) and Social Work faculty (3%)
- Stress of teaching responsibilities is greatest for Law (40%) and Management (30%) faculty, while the same two schools reported greatest stress with committee or administrative responsibilities

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VI. Work Environment

The section on work environment consists of a broad range of questions; each contributes to overall work environment as experienced by faculty. The items ranged from faculty members' fit with the department to opportunities for collaboration. Table 6 compares the percentage of faculty who agree with each of the items from 2014 to 2018 as well as an indicator of significance.

Table 6. Work Environment

Agree somewhat or strongly that:	2014	2018	Sig.
My colleagues value my research/scholarship.	67%	63%	*
I am satisfied with opportunities to collaborate with faculty in my primary department/unit.	62%	59%	
I am satisfied with opportunities to collaborate with faculty in other units at CWRU.	59%	56%	*
Interdisciplinary research is recognized and rewarded by my department/unit.	55%	52%	
I have a voice in the decision-making that affects the direction of my department/unit.	56%	54%	
My chair/director/dean creates a collegial and supportive environment.	62%	63%	
My chair/director/dean helps me obtain the resources I need.	53%	50%	
I can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member.	70%	68%	
My department/unit is a good fit for me.	75%	70%	*
My department is a place where individual faculty may comfortably raise personal/ family responsibilities when scheduling obligations.	65%	68%	
I feel excluded from an informal network in my department/unit.	25%	28%	
I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	32%	38%	
The climate and opportunities for female faculty in my department/ unit are at least as good as those for male faculty.	66%	62%	**
The climate and opportunities for minority faculty in my department are at least as good as those for nonminority faculty.	62%	56%	**

* indicates difference is significant at $p < .05$; ** indicates significant at $p < .01$.

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In addition to significant differences between 2014 and 2018, an examination of subgroups identified significant differences between sexes and race/ethnicity groupings. To a significantly greater extent than women, men:

- Feel as though their colleagues value their research and scholarship
- Are more satisfied with opportunities to collaborate with faculty in other units at CWRU
- Believe the climate and opportunities for female and minority faculty are as good as those for male and non-minority faculty

Women feel as though they have to work harder than some of their colleagues to be perceived as a legitimate scholar, to a significantly greater extent than men.

White faculty, to a significantly greater extent than other race/ethnic groups:

- Feel the climate and opportunities for minority faculty are at least as good as those for non-minority faculty
- Are more likely to have a voice in the decision-making that affects the direction of their department or unit
- Are more able to navigate the unwritten rules concerning how to conduct oneself as a faculty member
- Believe their department/unit is a place where faculty may comfortably raise personal and/or family responsibilities when scheduling departmental/unit obligations

International and under-represented minority faculty, compared with their Asian and White counterparts, are significantly more likely to:

- Feel excluded from an informal network in their department/unit
- Have to work harder than some colleagues to be perceived as a legitimate scholar

VII. Leadership

In the section on leadership, respondents were asked to rate their deans and department chairs. Results should be interpreted with caution because the data are presented as a whole and not indicative of the performance of an individual dean or deans. Further, given the number of deans and department chairs, there is likely great variability in these ratings. The top and bottom four items for which faculty were most likely to agree, regardless of school, included the following:

Top four “My dean...”

- Maintains high academic standards
- Shows commitment to diversity
- Articulates clear criteria for tenure/promotion/evaluation
- Is an effective administrator

Bottom four “My dean...”

- Articulates clear criteria for allocation of resources
- Handles disputes/problems effectively
- Is open to constructive criticism
- Treats faculty in an even-handed way

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As expected, leadership is related to and plays a crucial role in faculty satisfaction. Among the strongest variables related to satisfaction were focused on leadership by deans and department chairs. Table 7 presents the items that are strong predictors of faculty satisfaction, in order from strongest to weakest.

Table 7. Leadership's Role in Faculty Satisfaction

My dean...	% Agree	2014	2018	Sig.
provides an environment conducive to leading-edge research.		n/a	45%	n/a
is an effective administrator.		63%	52%	o ◇
honors agreements.		60%	50%	o ◇
articulates a clear vision.		61%	47%	o ◇
handles disputes/problems effectively.		46%	40%	o ◇
treats faculty in an even-handed way.		51%	44%	o ◇
articulates clear criteria for allocation of resources.		45%	36%	o ◇
maintains high academic standards.		72%	63%	o ◇
communicates consistently with faculty.		60%	51%	o ◇
is open to constructive criticism.		47%	41%	o ◇
articulates clear criteria for tenure/ promotion/evaluation.		62%	53%	o ◇
shows commitment to diversity.		66%	64%	◇
My department chair...				
provides an environment conducive to leading-edge research.		n/a	58%	n/a
honors agreements.		69%	68%	◇
handles disputes/problems effectively.		56%	55%	◇
My chair/director/dean...				
creates a collegial and supportive environment.		62%	63%	
helps me obtain the resources I need.		53%	50%	◇

o difference is significant for the full sample, ◇ difference is significant for the matched sample. ($p < .01$)

Perceptions of the deans have become much more negative over time. Since the 2014 survey, faculty rated their deans **significantly lower** on all items except “My dean shows a commitment to diversity,” which has decreased only slightly.

Faculty in schools with departmental structures were asked to rate their department chair on a similar set of items. The top and bottom four items for which faculty were most likely to agree, regardless of school, included the following:

Top four “My department chair...”

- Maintains high academic standards
- Shows commitment to diversity
- Honors agreements
- Is an effective administrator

Bottom four “My department chair...”

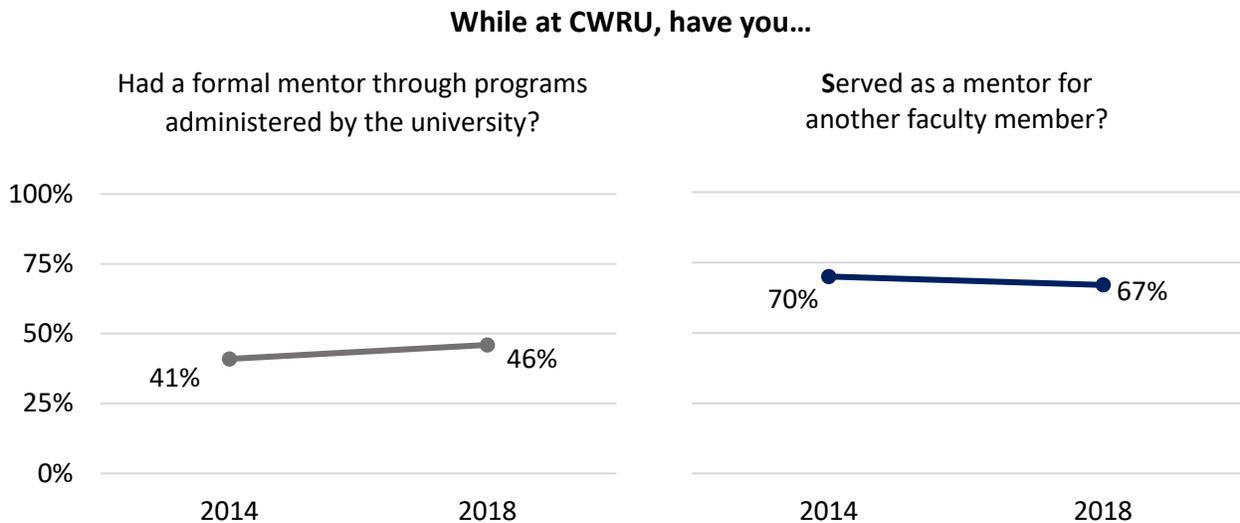
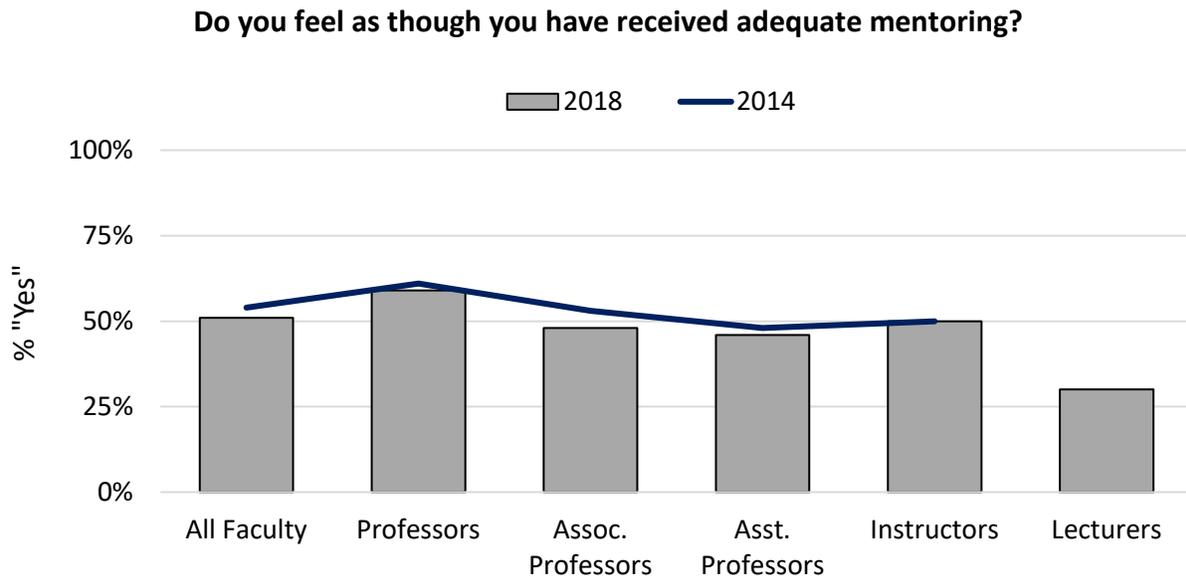
- Articulates clear criteria for the allocation of resources
- Handles disputes/problems effectively
- Gives me useful feedback
- Involves me in relevant decision-making

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Perceptions of the department chairs have been consistent over time. Since the 2014 survey, faculty rated their department chairs about the same on all items except “My department chair articulates clear criteria for tenure/promotion/evaluation,” which has significantly decreased since the last survey.

VIII. Mentoring

Faculty were also asked whether they have had a mentor, have served as a mentor, and to rate their mentoring experience. The figure below provides the percentage of faculty reporting they have received adequate mentoring broken down by faculty rank. Lecturers did not participate in the survey in 2014, so no data are available.

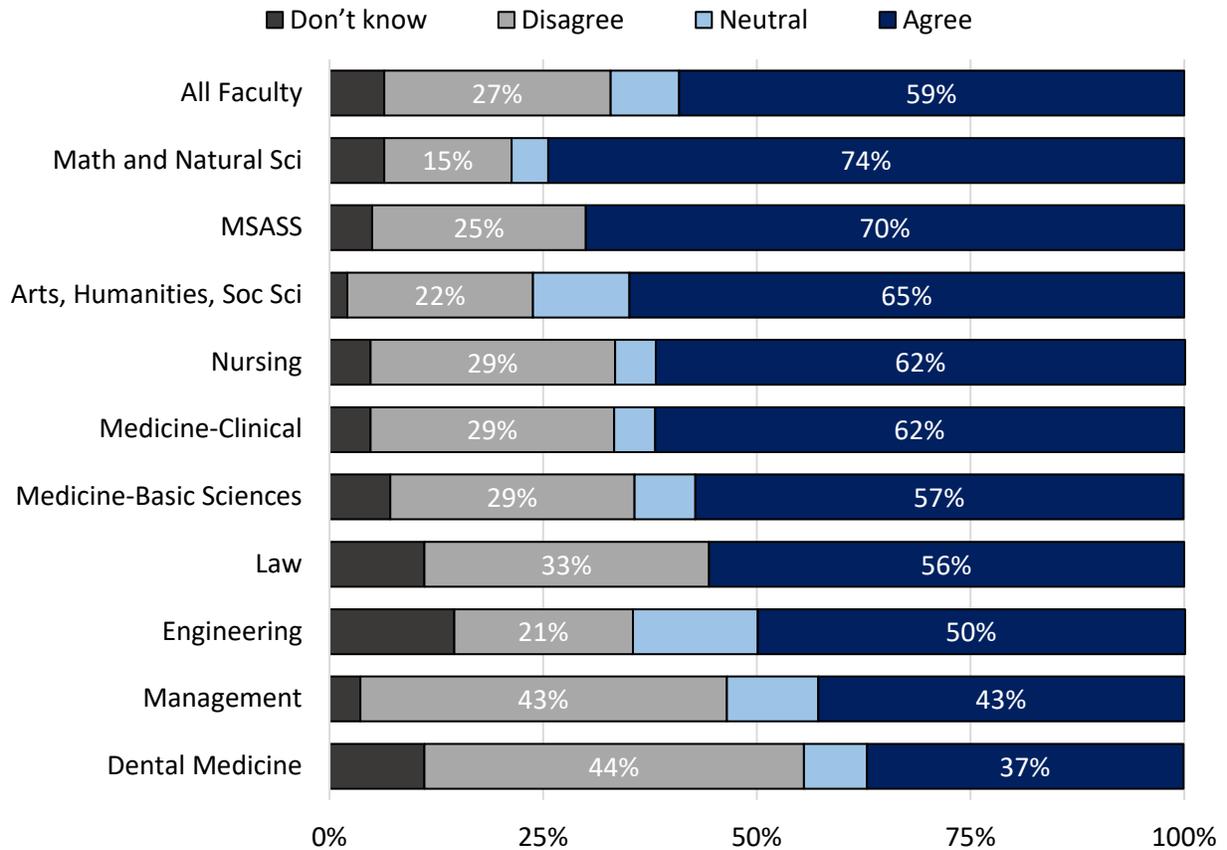


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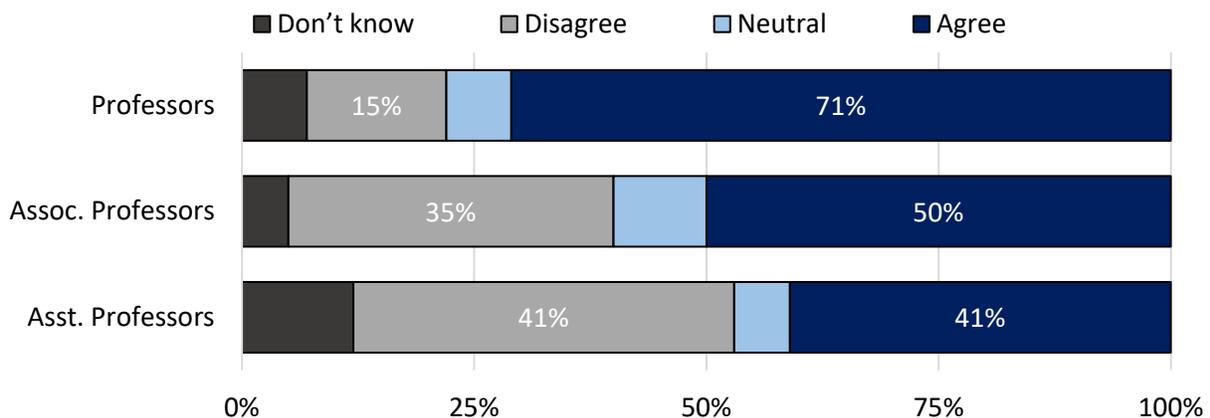
IX. Tenure

Faculty who are tenured or on the tenure track were asked a series of questions related to tenure criteria.

Do you agree the criteria for tenure are clearly communicated?

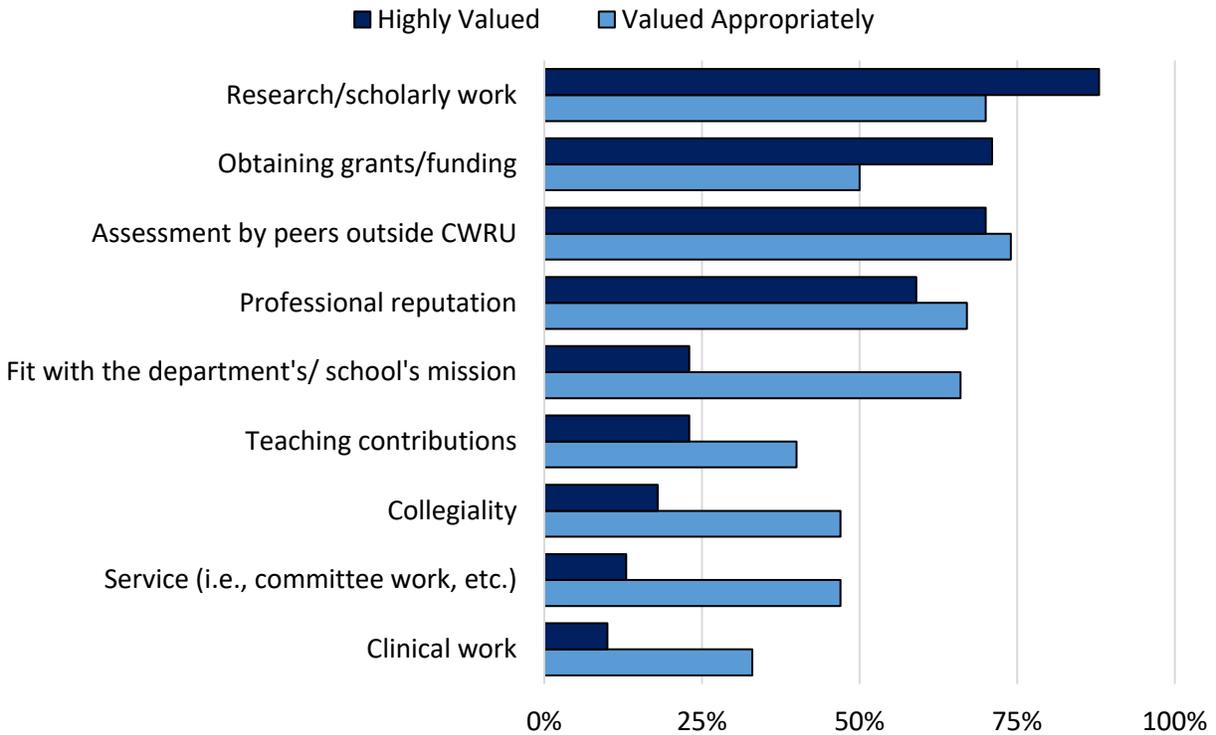


The percentage of tenured and tenure-track faculty that agree the criteria for tenure are clearly communicated has only slightly decreased since 2014 (63%). However, *peer faculty are significantly more likely to agree their criteria for tenure are communicated clearly than CWRU faculty*. In addition, there are marked differences between faculty ranks.



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Faculty were also asked the extent to which the following criteria for tenure are highly valued and valued appropriately.



Significantly fewer faculty believe that obtaining grants and funding is highly, and appropriately, valued now compared with faculty in 2014.

Workload and Tenure Clock Adjustments

Only a small portion of faculty experienced either a workload or tenure clock adjustment. Academic units and/or departments are rated as mostly favorable of these events.

Table 8. Workload and Tenure Clock Adjustments

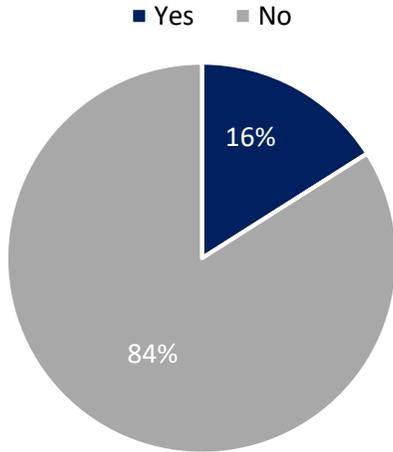
At any time since you started working at CWRU, have you...		2014	2018
Received relief from teaching or other workload duties for personal reasons?	% of Respondents	21%	21%
How supportive was your primary academic unit concerning your relief from teaching or other duties?	% Supportive	80%	87%
Had your tenure clock slowed or stopped for personal reasons?	% of Respondents	11%	16%
How supportive was your primary academic unit concerning your having your tenure clock adjusted?	% Supportive	81%	70%

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X. Retention

The section addressing faculty retention consisted of two main questions. The first assesses outside offers while the second queries likelihood of leaving.

In the last five years, while at Case Western Reserve University, have you receive a formal or informal outside job offer that you took to your department/unit chair/dean?



What adjustments have been made as a result of the offer?

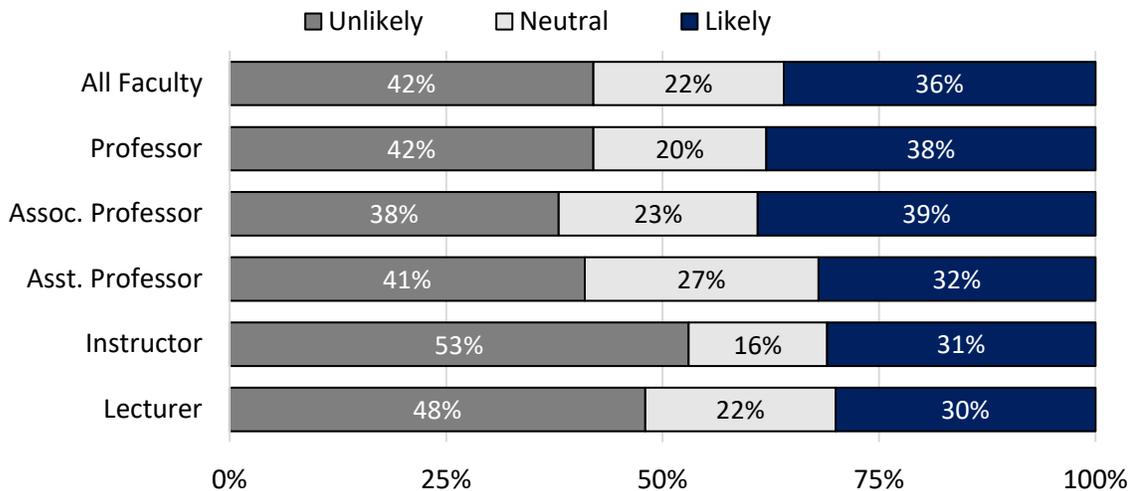
None	51%
Salary	39%
Administrative responsibilities	13%
Equipment/laboratory/research start-up	13%
Other	11%
Course load	4%
Employment for spouse/partner	3%
Summer salary	2%
Leave time	1%
Special timing of the tenure clock	1%

*Faculty may have received multiple adjustments so these exceed 100%

The percentage of faculty receiving outside job offers that were taken to leadership has decreased slightly since 2014 (17%), and that difference is not significant.

Major differences were found on the other key retention question.

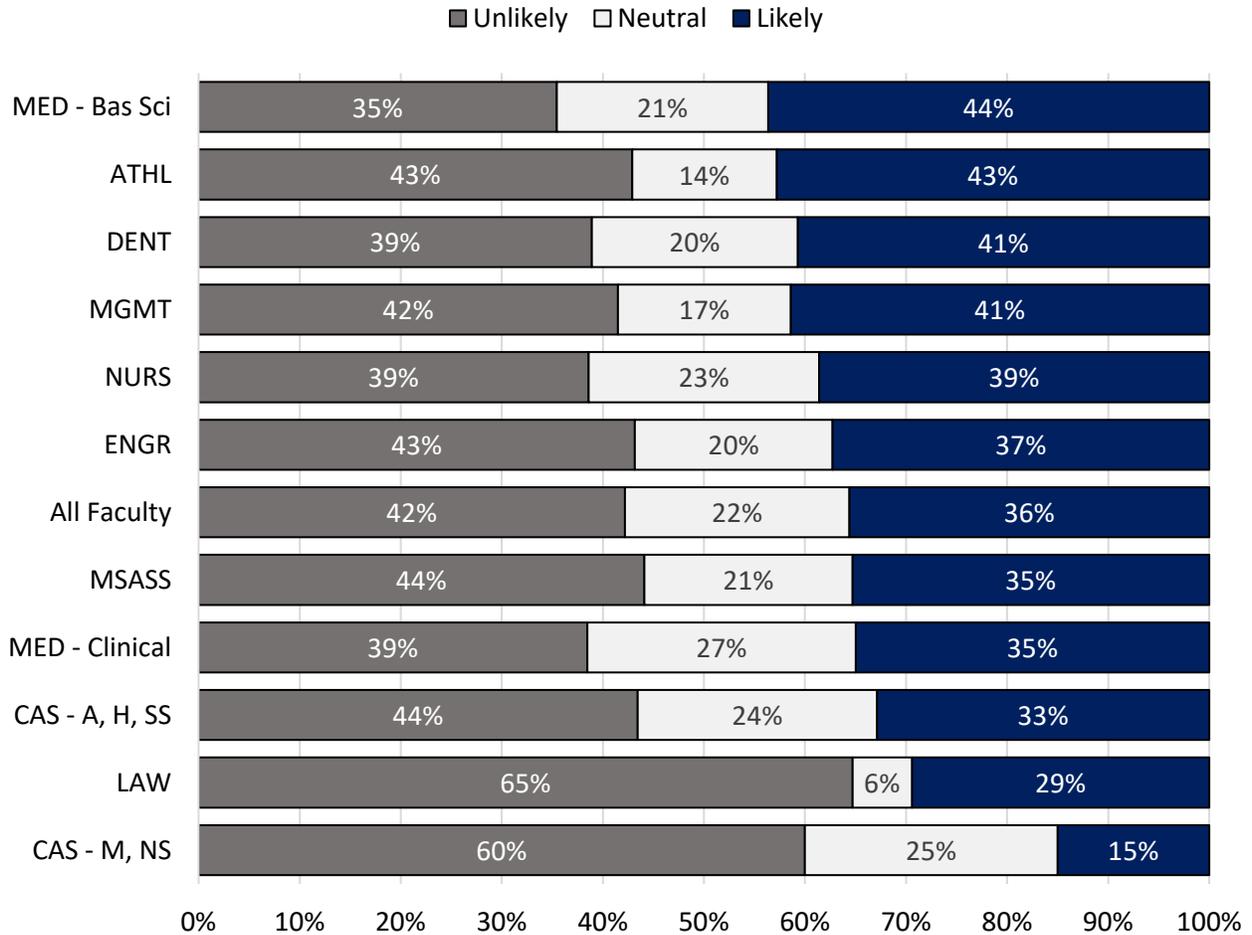
In the next three years, how likely are you to leave CWRU?



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With greater than one-third of faculty responding that it is likely they will leave CWRU within the next three years, the exploration moved from rank to school.

In the next three years, how likely are you to leave CWRU?



The overall percentage of faculty who are likely to leave is significantly higher than it was in 2014 (28%). There were, however, no significant differences between sexes or race/ethnic groups on this item. The final set of items more deeply assessed reasons faculty would consider leaving.

Faculty were presented thirteen reasons to consider leaving, and the top and bottom reasons are:

Top Four

- To enhance your career in other ways
- To find a more supportive work environment
- To improve your research environment
- To increase your salary

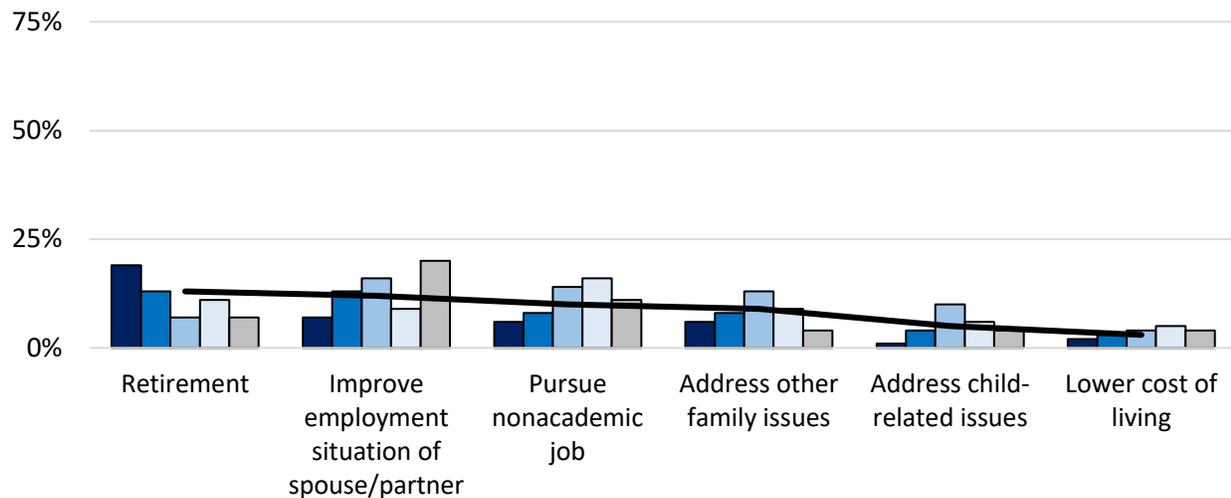
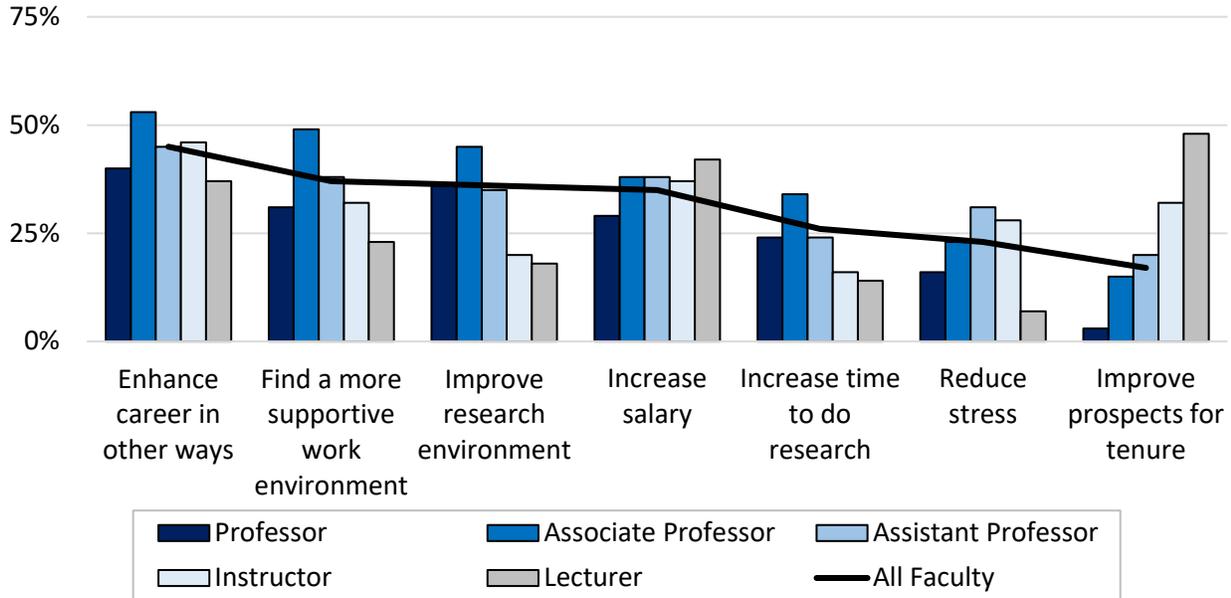
Bottom Four

- To lower your cost of living
- To address child-related issues
- To address other family-related issues
- To pursue a nonacademic job

Compared with the responses from 2014, faculty in 2018 are significantly more likely to leave to increase their salary, to increase their time to do research, and to pursue a nonacademic job.

Faculty Climate Survey 2018: Summary Report

Percent of faculty rating reasons to leave as “Extensive” by faculty rank



Other significant differences were found when comparing subgroups on these options as well. For example, women are more likely to leave to reduce stress or to pursue a nonacademic job while men are significantly more likely to retire. Retirement was also a reason cited significantly more for white faculty than other racial/ethnic groups. Other significant differences include:

- Non-white faculty are significantly more likely to leave to address family-related issues
- International and URM faculty are more likely to leave for a more supportive environment
- Asian faculty are more likely to leave to enhance their careers in other ways, to improve their research environment, to increase their time to do research, or to improve the employment situation of a spouse/partner

Faculty Climate Survey 2018: Summary Report

Compared with peers, CWRU faculty are significantly more likely to leave for the following reasons:

- To increase their salary
- To enhance their career in other ways
- To find a more supportive work environment
- To increase their time to do research
- To pursue a nonacademic job
- To lower their cost of living
- Retirement

Faculty were also able to cite other reasons they would consider leaving:

- To increase leadership opportunities
- To ease distance/separation between spouse or partner
- To seek out a better fit
- Relocation to be closer to family or better weather

Finally, faculty were asked to recommend one or two changes to help make CWRU a better place to work. Some representative comments include:

- “CWRU is a high stress place to work and attend school. I see a high level of stress and anxiety among faculty, staff, and students. I would like to see [us] build a culture that really values and encourages all members of the CWRU community to take care of themselves and has the infrastructure to support a healthy work place. I think there have been some good steps in that direction the past few years, but we still have a long way to go.”
- “1. Treat all faculty the same regardless of Non-tenure track or tenure-track status. There's currently a lot of disparity between the two tracks. 2. Ensure equal pay for equal work; 3. Provide raises beyond 1-1.5%/year. We are told there's never enough money to provide an annual raise beyond this range which is demoralizing to hear year-after-year.”
- “Support for doing our job - research and education. The lack of support for faculty at Case makes it difficult to recruit and retain talent. Improve relationships between faculty and staff - common goals and vision, coordination, communication, etc.”
- “The university does not adequately invest in its research infrastructure. It has spent hundreds of millions of dollars on non-research buildings while failing to keep research infrastructure up to date. While it is a very easy place to initiate one-on-one collaborations across disciplines, it is a remarkably difficult place to institutionalize any initiatives.”
- “1) I and other research faculty in my department would have a more appropriate teaching load. As is, we are expected to be leading researchers, competing for grants and other professional recognition with people whose teaching loads are between half and 75% of ours. 2) My department would hire at least five new faculty, in key areas in which we have absolutely no representation. The intellectual breadth of the faculty in my department is appallingly low, we cannot compete on a national stage because we lack faculty in large, crucial areas of research, and we can barely cover our teaching needs.”

Faculty Climate Survey 2018: Summary Report

Additional Information

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Faculty Climate Survey 2018: Appendix

APPENDIX A: Departments in Arts and Sciences and Medicine

Arts and Sciences - Arts, Humanities, and Social Sciences

Anthropology	English	Political Science
Art History and Art	History	Psychological Sciences
Classics	Modern Languages and Literatures	Religious Studies
Cognitive Science	Music	Sociology
Dance	Philosophy	Theater

Arts and Sciences - Math and Natural Sciences

Astronomy	Earth, Environmental, and Planetary Sciences	Physics
Biology	Mathematics, Applied Mathematics, and Statistics	Chemistry

Medicine - Basic Sciences

Anatomy	Population and Quantitative Health Sciences	Neurosciences
Biochemistry	Genetics and Genome Sciences	Nutrition
Bioethics	General Medical Sciences	Pathology
Biomedical Engineering ¹	Molecular Biology and Microbiology	Pharmacology
Environmental Health Sciences	Molecular Medicine	Physiology and Biophysics

Medicine - Clinical

Anesthesiology	Neurology	Plastic Surgery
Anesthesiology and Perioperative Medicine	Ophthalmology	Psychiatry
Dermatology	Ophthalmology and Visual Sciences	Radiation Oncology
Emergency Medicine	Orthopaedics	Radiology
Family Medicine	Otolaryngology – Head and Neck Surgery	Reproductive Biology
Family Medicine and Community Health	Pediatrics	Surgery
Neurological Surgery	Physical Medicine and Rehabilitation	Urology

¹ Includes only those Biomedical Engineering faculty with an appointment based in the School of Medicine