

Support Faculty Professional Needs: Improve Job Performance and Satisfaction

Barrington Beckford & Helen Huang

Mentor: Jameelah Hegazy, PhD.

College: Kingsborough Community College

This qualitative research aims to gain a deeper understanding of full-time tenure-track and tenured faculty members who have faced professional challenges in their careers, both before and during the Coronavirus disease (Covid-19) pandemic, at an associate degree college in a major city in the United States. Recognizing that students' academic success, university rankings, faculty performance, faculty satisfaction, and workplace culture are all connected, it is crucial to understand the needs of the faculty. This understanding will be achieved through semi-structured interview questions and the application of Herzberg's motivator-hygiene (two-factor) theory and Weiner's attribution theory for coding research findings.

Herzberg's theory identifies job characteristics that contribute to or lack satisfaction, while Weiner's theory explores participants' perceived causes of job gratification or discontent. By using this conceptual framework, through semi-structured interview questions, an inclusion criteria questionnaire, and purposeful sampling comprised of a sample of one or more full-time tenure-track or tenured faculty in various academic departments, this research will provide insights for developing strategies to enhance the overall quality of the academic sphere. Interviews and analysis of the interview data conducted revealed that teaching during Covid-19 was difficult, lack of clarity for salary increases, inconsistent leadership among Chairs, limited support for mentorship and professional development, poor professional development which fosters lack of motivation, insufficient office/classroom space, exclusive professional relationship, and a motivating factor was work meaningfulness.

The proposed recommendations to address the faculty needs are providing customer service skills workshop for department chairs, increase and customize faculty mentorship, develop institute student hybrid learning, and develop mandatory diversity training that includes all faculty that includes topics such as unconscious bias. In addition, there should be clearer explanations of salary increases.