SUPPORT FACULTY PROFESSIONAL NEEDS: IMPROVE JOB PERFORMANCE AND SATISFACTION

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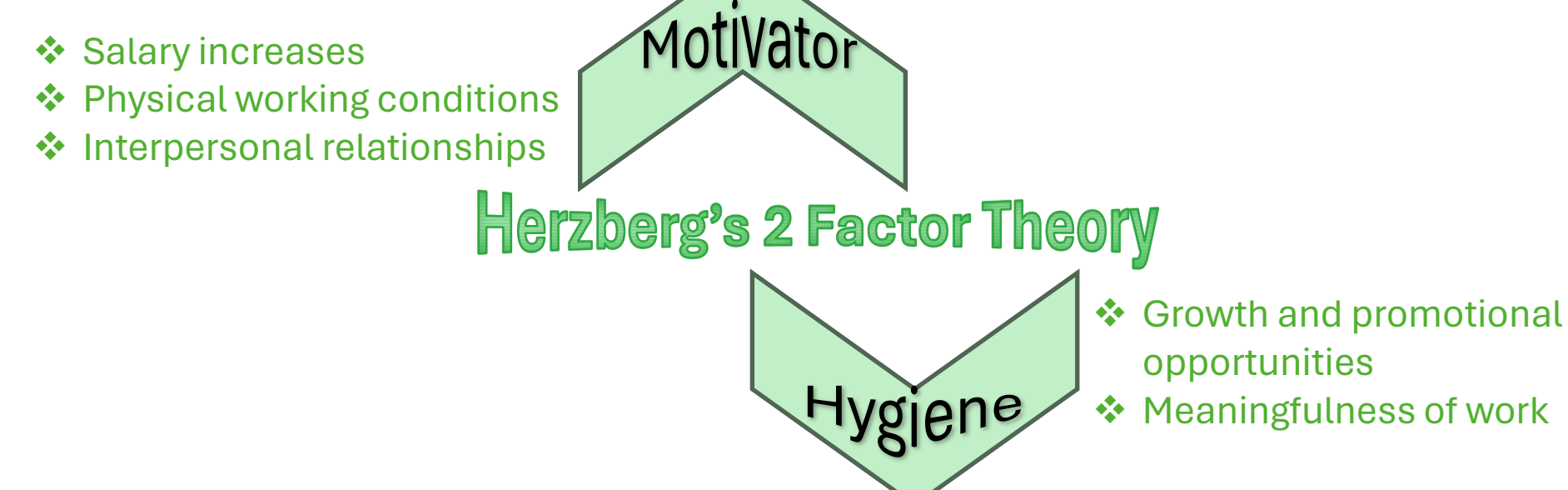CUNY RESEARCH SCHOLARS PROGRAM

Introduction

The purpose of this qualitative research is to gain further insight into faculty perspectives who experienced professional challenges during university employment. Faculty-student teaching and learning engagement is the most influential factor that promotes student success and ultimately beneficial to university ranking, therefore, it is necessary for academic institutions to seek understanding of the workplace culture since workplace culture is linked to faculty satisfaction and quality performance. Understanding faculty professional needs to improve performance could help improve the institutional working conditions, culture, and student learning.

The use of a conceptual framework comprise of Herzberg's motivator—hygiene theory and Weiner's theory could offer insight on central issues related to job satisfaction. Herzberg motivator-hygiene theory, identifies job characteristics that contribute job satisfaction or lack- thereof, and Weiner's attribution theory, relates participants' perceived causes of job gratification or discontent.

The research question is as follows: What was the teaching experience like for full-time tenure-track and tenured faculty members who faced challenges in their careers before and during the pandemic at an associate degree institution in a major American city?

Literature Review Findings

❖ Job satisfaction needs in higher education are classroom autonomy, fair and reasonable salary, time for family, and recognition and support from administration and colleagues.
❖ Virtual teaching during the COVID-19 pandemic resurfaced faculty concerns and highlighted new challenges using digital technology.
❖ Faculty job satisfaction is linked to faculty performance, retention, absenteeism, organizational citizenship behavior, and highly skilled graduates.
❖ The need for digital transformational teaching is long overdue although the integration of technology was identified as the foremost academic practice for teaching, assessment, and learning.

❖ Salary increases
❖ Physical working conditions
❖ Interpersonal relationships

Motivator

Herzberg's 2 Factor Theory

Hygiene

❖ Growth and promotional opportunities
❖ Meaningfulness of work

Discussion

The Institutional Review Board CUNY Human Research Protection approved to conduct our simple qualitative study. Presently, we are conducting interviews and analysis. Update findings reveal similarities among participants in respect to the concepts in Herzberg motivator- hygiene conceptual framework, such as interpersonal relationships.

Findings from Participant's Statements and Recommendations

❖ Increase faculty development workshops
❖ Clearer explanations of salary increases
❖ Develop mandatory diversity training that includes all faculty – unconscious bias topics
❖ Provide customer service skills workshop for department chairs – focus on empathy, adaptability, clear communication skills
❖ Increase and customize faculty mentorship
❖ Develop institute student hybrid learning

"Teacher sure wasn't ready for it we weren't given enough support and guidance, not enough time, they gave us a week or two."

"online teaching requires more work on top of the work we already do for planning our classes"

"there really wasn't enough room if they thought we were you know socially distance"

"I think we need more professional development and so I choose to attend these workshops and then I learn more and I grow and that's better for my students."

"they couldn't put the number of students that they put into my room and call it social distance"

"Overall no, there isn't no customized and adequate mentoring for new faculty, I think we are trying now. The new dean of faculty is accessible and very helpful, I think the school is behind in many ways in terms of guiding faculty in the support and development of faculty."

"super clean super set up. I had wipes"

"I have had different chairs, one was particularly horrendous, misogynist toxic and that was awful."

"the reality of the increase doesn't happen till later so I'm never clear, and I'm always trying to figure out you know what it is"

"it's like you can't sign up for anything, it has to go thru your chair, you know I tried to sign up and it was squashed by my program director."

"salary increases honestly for me are always a mystery"

"my current chair is a dream that is also what's making my quality of life."

"I did good things with that time, so your relationship with the chair is so meaningful and so important."

"the culture is not necessarily collaborative, so there are people working to make it more collaborative"

"We're working in a community college, we've made a commitment to teaching our students and they need to recognize what we do, that is good teaching, you know we enjoy things that we do."

"I feel that my interpersonal relationships have grown and have strengthened because of the pandemic because of Zoom and my promotion"

"I enjoy working at the school with the students"

"in different fields, collaborative work is the way and they're not really honoring the beauty and strength of collaborative work."

(Wheel diagram labels)

- Poor professional development – fosters lack of motivation
- Insufficient office/ classroom space
- Super clean & social distancing
- Limited support for mentorship and professional development
- Lack of clarity for salary increases
- Inconsistent leadership among Chairs
- Work meaningfulness – motivating factor
- Exclusive professional relationship
- Physical Working Conditions
- Salary Increases
- Meaningfulness of Work
- Interpersonal Relationships
- Growth & Promotional Opportunities

Methods and Materials

Materials:
1 open-ended interview question
The researcher's customized questionnaire
Zoom Recorder
Field notes journal
NVivo software

❖ Obtain IRB approval for the research.
❖ Recruit the potential participants.
❖ Conduct recorded interviews on Zoom with participants' cameras disenabled.
❖ Transcribe participant responses verbatim.
❖ Analyze data using NVivo software.
❖ Develop categories and themes.
❖ Interpret the findings.
❖ Develop a model for supporting faculty in their profession.

Zoom Recorder   Field Notes Journal   NVIVO
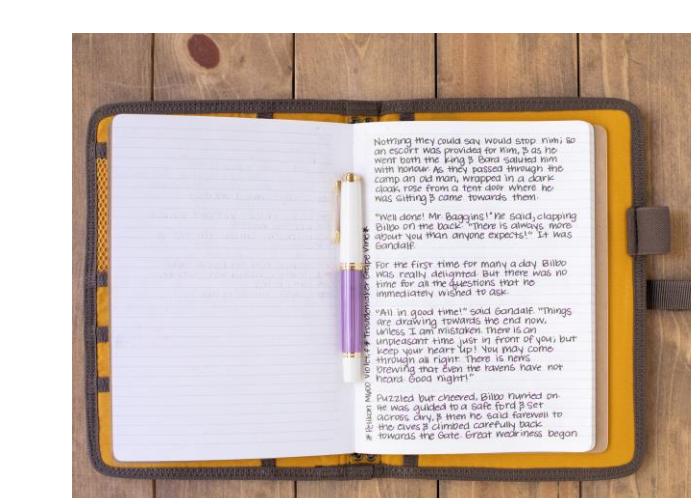
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