The New Faculty Members' Concerns: The Case of Jordanian Universities

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Abstract

The present study aimed to identify and interpret concerns of the new faculty members in Jordanian universities. A total of 336 new faculty members who participated in this study were asked to rate their perceptions of issues related to teaching, research, service, balancing work and home life and the academic culture of their workplace. Means and standard deviations, ANOVA, and a two-tailed *t* test were used to determine any differences among the mean scores of the new faculty concerns in Jordanian public and private universities, and them for each of the demographic variables. Results revealed that Teaching and Research have the highest level of concerns, Workplace, Service, Personal and Social Information have the moderate level of concerns. The MANOVA results revealed significant differences on the new faculty concerns regarding to university type, sex, and country from which the faculty member received his/her doctorate. No significant effect on the new faculty concerns related to their social status.

Key Words: New Faculty Members, Jordanian Universities, Teaching, Research, Service, Workplace, Personal and social information

Because of the changing nature of academic culture and work, more efforts are needed to help the new faculty member navigate early career hazards. A career is the 'individually perceived sequence of attitudes and behaviours associated with work-related experiences and activities over the span of a person's life' (Hall, 1976, p. 4). Career development within organisations has often been characterised by vertical advancement. Newer definitions of careers show us that more and more individuals enact their careers by feeling their way through events and adapting accordingly; that is, making sense of their actions and being flexible in their careers (Arthur, Inkson, & Pringle, 1999).

Heslin (2005) says that individual and contextual factors such as work–life preferences and cultural differences need to be taken into consideration more when conceptualising career success. In today's diverse workforce we need to consider other perspectives, such as from women or new generations of workers who may value outcomes such as work–life balance or contributing to others as a measure of success in one's career.

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Although the concept of career success is not clearly gender-specific (Melamed, 1995), the path to objective career success for women largely differs from men. Women's success typically has been achieved through merit and lack of family or decreased domestic responsibilities (Hewlett, 2002; Melamed, 1995; White, 1995), whereas men are often successful regardless of family structure and often due to organisational opportunities (Schneer & Reitman, 2002).

The concerns of new faculty in the academic workplace unfold in the context of prescribed job responsibilities involving teaching, research and service. Variables affecting faculty performance in these activities can generally be considered as belonging to two categories, namely the person (disposition) and the situation (environment). For the most part, person variables have been studied primarily in terms of sociodemographic factors such as gender, age, and so forth.

Initial entry into the academic workforce at best can be described as challenging. According to Mezei (1994), most new, full-time faculty in the college setting experience their first year as exhilarating, but highly stressful. They face the challenges of teaching under-prepared, ethnically diverse, and non-traditional students (Roueche & Roueche, 1993). Whether they have had previous teaching experience at the college level or not, they find full-time teaching to be more demanding than they anticipated (Sorcinelli, 1988; Turner & Boice, 1987). Their workloads are typically heavy, and class sizes can be large (Fink, 1984; Sorcinelli, 1988). As with all other professionals, personal and family pressures compete with work requirements to add to faculty members' feelings of never having enough time.

Research indicates that differences between the expectations and the realities of academic life often leave new faculty dissatisfied with their work environments (Cawyer & Friedrich, 1998). Investigations among untenured college faculty suggest that two primary reasons for dissatisfaction are uncertainty about performance expectations (i.e., new faculty do not know what is required to successfully fulfil their job responsibilities) and consistent feelings of isolation at work (Bowen, 1986; Olsen, 1993).

The entry and socialisation of newcomers play a significant role in the performance of any organisation (Henderson, 1994). The socialisation process takes on even greater importance in educational institutions, which have comparatively loose linkages and little direct over professional-level employees (Henderson, 1994). Higher education faculty often experience organisational entry as a painful and difficult process, as they struggle with unclear performance expectations (Boice, 1992), isolation from potentially helpful peers (Boice, 1992; Fink, 1984; Whitt, 1991), and lack of skills and resources for learning the complex task of teaching well (Boice, 1992).

Studies of faculty socialisation reveal that feelings of alienation are part of the early faculty members' experience (Bullis & Bach, 1989; Myers, 1995). Anxiety about work is also identified as a common response for new faculty members (Staton & Hunt, 1992). Thus, regardless of academic rank, organisational entry can facilitate uncertainty and foster feelings of detachment.

Stress is inherent in the faculty role, for those new to academia and even for those experienced faculty who are assuming a new position. Although stress is individualised, situational, and often self-imposed, many factors contribute to the stress of new faculty members. One contributing factor is expectations. Because new faculty desire to be

successful in teaching, research, and service, meeting the expectations of the administration, colleagues, and students becomes a driving force in job performance.

Understanding and carrying out the role of a college faculty member can occur naturally as an informal process, or it may happen as a result of a formalised induction program already established at the university, college and or/department levels. Studies have shown that few higher education institutions actually develop and maintain programs for effective organisational entry and organisational socialization (Roueche, Baker, OmahaBoy, & Mullins, 1987). As a result, it is difficult for many department chairpersons, senior faculty members, and campus administrators to understand how they can best provide support to new faculty members and also why factors affecting faculty abilities, attitudes, and concerns can vary significantly across departments and socially diverse groups of faculty members.

The studies addressing the new faculty members' concerns in Jordan are limited. Given this limited research, there is a need to further study new faculty members at institutions of higher education in Jordan.

Purpose of the Study

Our purpose was to listen carefully to newcomers to the profession, whose experience of the academic career is radically different from what most senior faculty and academic administrators — those who will shape future academic personnel policy — experienced in their own early work years.

The study was organised to highlight experiences across the sectors of higher education and across disciplines, genders, and geographical regions. A survey instrument was distributed in Jordanian public and private universities.

The present study aimed to identify and interpret concerns of new faculty members in Jordanian universities. New faculty members who participated in this study were asked to rate their perceptions of issues related to teaching, research, service, balancing work and home life, and the academic culture of their workplace.

Survey data was used to formulate hypotheses for testing the significance of factors affecting faculty abilities, concerns, and attitudes. The expected results of this study may support the researchers' view that faculty development is an individualistic process.

Operational Definitions

This study defines 'new faculty members' as faculty members who were employed in Jordanian higher education institutions between the period of their completion of a doctorate degree and four years of employment. The types of new faculty members included in our survey were assistant professors and instructors who work in public and private universities in suburban and urban settings.

Methodology

Population and Sample

The population of this study included all new faculty members at four public and private universities in Jordan that were selected randomly for this study among 22 universities (10 public and 12 private universities). The selected universities provided the researchers with a list of names of faculty member who had four or less years of experience

in higher education, between the period of their completion of a doctorate degree and four years of employment. This included two public universities: The Hashemite University (123 new faculty members) and University of Jordan (351 new faculty members), and two private universities: Zarqa Private University (76 new faculty members) and Applied Scientific University (94 new faculty members).

A random sample of 400 new faculty members that represented 63% of the population (664) was chosen. A total of 336 faculty members completed the survey with response rate of 84%. The result sample included 193 faculty members at public universities, and 143 faculty members at private universities. In regards to gender, there were 266 male and 70 female participants; as for social status, 52 were single and 284 married; and as for institution of doctoral study; 69 participants received their doctorate from Jordan, 60 from Arab countries, and 207 from foreign countries.

Research Questions

In order to determine the new faculty members' concerns, parameters for the study were established by the following questions:

- What are the concerns of new faculty members in Jordanian universities?
- Are there significant differences in new faculty members' concerns regarding their university type, gender, country that faculty member received his doctorate, and social status, $\alpha \leq .05$?

Instrument of the Study

In order to measure the concerns of the sample, the New Faculty Members Concerns instrument (NFMC) was developed. The instrument was designed to measure self-perceptions of five dimensions of early career: (1) teaching; (2) research; (3) service; (4) personal and social information; and (5) workplace. The faculty members reported their university type, gender, country that doctorate was received and social status. The instrument was constructed as a Likert-type rating scale on a 4-point range. The New Faculty Members Concerns was composed of 77 Likert-type items to measure concerns. The instrument items were scored as follows: *Agree Strongly* = 4, *Agree* = 3, *Disagree* = 2, and *Disagree Strongly* = 1.

The Validity and Reliability of NFMC

For the purpose of examining the validity (face validity evidence) the instrument was presented to experts in the fields of educational research and evaluation and educational measurement. These experts were asked to check whether the statements in the instrument are clear and linked appropriately with the problem of study. The judges suggested corrections and rephrasing to some items.

Regarding the reliability of the instrument, split-half was used to estimate the stability coefficient. In order to estimate the reliability of the instrument, analyse its items, and examine the clarity of its statements and instructions, a pilot study was conducted. A total 36 new faculty members from participating universities were selected randomly to be in the pilot study. These faculty members did not participate in the final study. During the implementation of the pilot study, many faculty members asked about the term 'feedback'. It was therefore important to ensure that faculty members who participated in the final study recognised the meaning of the concept during the process of collecting the data.

Stability coefficients for the instrument were 0.89, for teaching dimension it was .84, for the research dimension .81, for service.79, for personal and social information.87, and for workplace it was .88. The previous values can be considered reasonably satisfactory to achieve the objectives of the current study.

Data Analysis

The data accumulated from the research instrument were scored, analysed, and statistically evaluated as they related to the research questions of this study. A two-tailed *t* test was used to determine any differences among the mean scores of new faculty members' concerns in Jordanian public and private universities. An analysis of the variance by comparing concerns mean scores of new faculty members for each of the demographic variables was used to test the significant difference between concern levels among new faculty as perceived by them for each of the demographic variables.

Results of Study

Question 1: What are the concerns of new faculty members in Jordanian universities?

In order to understand the results of the current study, it was important to set specific cut points to interpret the new faculty total scores related to their concerns. Regarding the cut points, it should be noted that the researchers used the response scale of each item that ranged from 1 to 4 to determine these cut points according to the following manner: less than 1.99 = *low*, from 2.0 to 2.99 = *moderate*, and 3.0 or above = *high* levels. The mean scores and standard deviation for dimensions of new faculty members' concerns are reported in Figure 1.
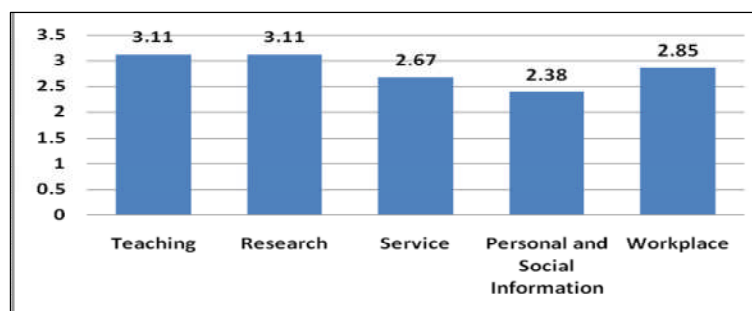

Figure 1: Mean and standard deviation for the dimensions of new faculty members' concerns.

Figure 1 shows that the Teaching and Research have the highest equal means (*M* = 3.11, *SD* = .35) in the high level of concern, Workplace comes in the second place with (*M* = 2.85, *SD* = .32) in the moderate level of concern, Service comes in the third place with (*M* = 2.67, *SD* = .40) in the moderate level of concern, and finally Personal and Social Information in fourth place with (M = 2.38, SD = .43) in the moderate level of concern. Figures 2, 3, 4, 5, and 6 show the means and standard deviations of the two highest and two lowest instrument items for each dimension of the questionnaire.

According to Teaching Dimension, Figure 2 shows the highest mean was for the item 7 'I take teaching seriously' (*Mean* = 3.57, *SD* = .69), the lowest item 12 in means was 'My campus offers adequate resources for faculty to improve their teaching performance' (*Mean* = 2.69, *SD* = .74).

Figure 2: Mean and standard deviation for the new faculty members' concerns in teaching.

Within the Research Dimension, Figure 3 shows the highest mean was for the item 6 'I take research and scholarship seriously' (*Mean* = 3.42, *SD* = .60), the lowest item 11 in means was 'My campus offers adequate resources for faculty to improve their research' (*Mean* = 2.499, *SD* = .91).
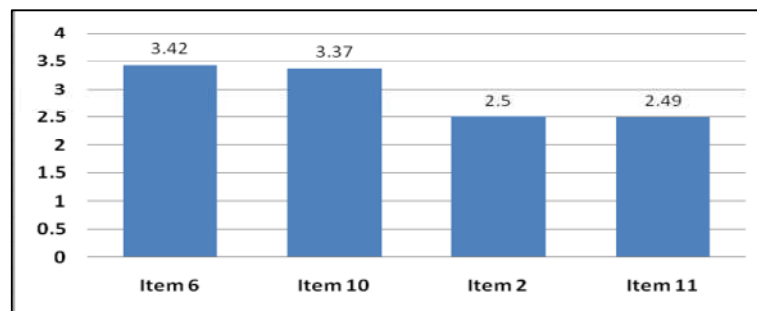
Figure 3: Mean and standard deviation for the new faculty members' concerns in research.

Regarding the Service Dimension, Figure 4 shows the highest mean was for item 1 'I am a visible member of my local community as a result of my service' (*Mean* = 2.93, *SD* = .71), the lowest item 2 in means was 'Service activities are not important to me' (*Mean* = 2.09, *SD* = .78).

Figure 4: Mean and standard deviation for the new faculty members' concerns in service.

Within the Personal and Social Information Dimension, Figure 5 shows the highest mean was for the item 11 'I like where I live' (*Mean* = 3.11, *SD* = .79), the lowest item 6 in means was 'I have experienced workplace discrimination on the basis of my age' (*Mean* = 1.90, *SD* = .84).

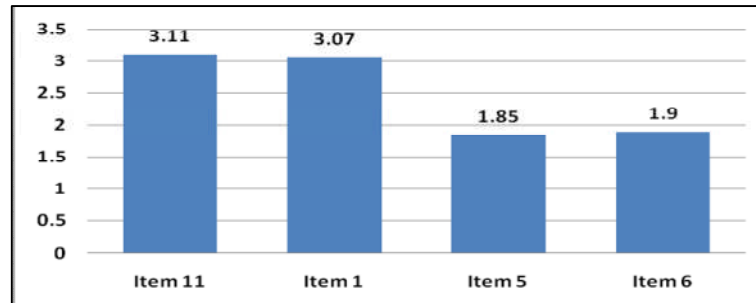*Figure 5: Mean and standard deviation for the new faculty members' concerns in personal and social information.*

Figure 6 shows that the highest means in the Workplace Dimension was item 3 'I have a good relationship with most of my department colleagues' (*Mean* = 3.34, *SD* = .69), the lowest item 20 in means was 'I want to quit academia and pursue an alternative career' (*Mean* = 2.03, *SD* = .97).
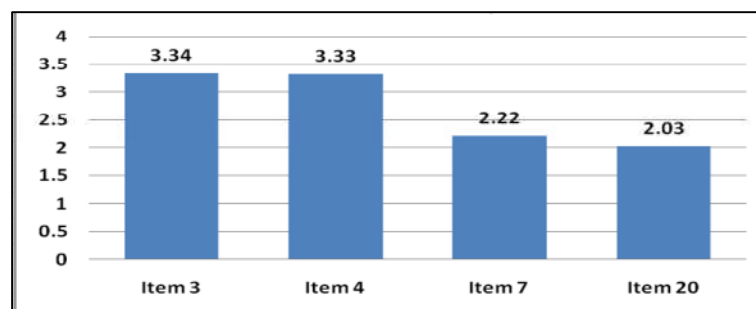
Figure 5: Mean and standard deviation for the new faculty members' concerns in workplace.

Question 2: Are there significant differences in new faculty members' concerns regarding their university type, gender, country that faculty member received his/her doctorate, and social status, α ≤ .05?

In order to respond to this question, a 4-way MANOVA was conducted on the dimensions of New Faculty Members Concerns' mean scores by university type (public and private), gender (male and female), country that faculty member received his/her doctorate (Jordan, Arab World, and foreign country), social status (single, married) as shown in Table 1.

Table 1 presents the 4-way MANOVA results. MANOVA results revealed significant differences between university type (Wilks' Lambda = .849, $F(4, 314) = 13.988$, p=.000), sex (Wilks' Lambda = .915, $F(4, 314) = 7.291$, $p = .000$), and country that faculty member received his/her doctorate (Wilks' Lambda = .935, $F(4, 628) = 2.661$, $p = .007$) on the early career faculty concerns. A univariate analysis was conducted as a follow-up test. MANOVA

results indicated that social status (Wilks' Lambda = .980, $F(4, 314) = 1.593$, $p = .176$) had no significant effect on the early career faculty concerns.

Table 1

Four-way MANOVA for New Faculty Members' Concerns Regarding Their University Type, Gender, Country of PhD, and Social Status

Effect	Wilks' Lambda Value	F	Hypothesis df	Error df	Sig.
University Type	.849	13.988	4.000	31.4000	.000*
Sex	.915	7.291	4.000	314.000	.000*
Country of PhD	.935	2.661	8.000	628.000	.007*
Social Status	.980	1.593	4.000	314.000	.176

Table 2 presents ANOVA results that indicated teaching, research, personal and social information, and workplace dimensions significantly differ for university type, gender, and country of doctorate. ANOVA results indicated that no significant differences were evident between dimensions of new faculty members' concerns and social status.

Table 2

ANOVA Summary for New Faculty Members' Concerns Regarding Their University Type, Gender, Country of PhD, and Social Status

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
University	Teaching	1.423	1	1.423	15.412	.000*
Type	Research	1.423	1	1.423	15.412	.000*
	Service	8.522E-02	1	8.522E-02	.580	.447
	Personal and Social Information	1.193	1	1.193	6.886	.009*
	Workplace	2.878	1	2.878	34.528	.000*
Sex	Teaching	.614	1	.614	6.654	.010*
	Research	.614	1	.614	6.654	.010*
	Service	.378	1	.378	2.573	.110
	Personal and Social Information	1.526	1	1.526	8.810	.003*
	Workplace	1.061	1	1.061	12.730	.000*
Country of	Teaching	1.015	2	.508	5.496	.005*
PhD	Research	1.015	2	.508	5.496	.005*
	Service	1.468	2	.734	4.997	.007*
	Personal and Social Information	.353	2	.176	1.019	.362
	Workplace	.491	2	.245	2.944	.054
Social	Teaching	.280	1	.280	3.033	.083
Status	Research	.280	1	.280	3.033	.083
	Service	.230	1	.230	1.564	.212
	Personal and Social Information	.129	1	.129	.745	.389
	Workplace	.286	1	.286	3.431	.065
Error	Teaching	29.273	317	9.234E-02		
	Research	29.273	317	9.234E-02		
	Service	46.549	317	.147		
	Personal and Social Information	54.915	317	.173		
	Workplace	26.425	317	8.336E-02		
Total	Teaching	3287.723	336			
	Research	3287.723	336			
	Service	2478.950	336			
	Personal and Social Information	1965.678	336			
	Workplace	2769.268	336			

Table 3 shows the results of a two-tailed *t* test for equality of means to determine whether there was a significant difference between the university type (public and private) on the dimensions (teaching, research, personal and social information, and workplace). The results show significant differences between public university ($M = 3.05 \pm .33$) and private university ($M = 3.19 \pm .35$), $t(334) = -3.788$, $p = .000$ on the teaching dimension. Thus, faculty members at the private university had significantly higher scores on concerns for teaching than faculty members at the public university.

The results show significant differences between public university ($M = 3.05 \pm .33$) and private university ($M = 3.19 \pm .35$), $t(334) = -3.788$, $p = .000$ on the research dimension. Thus, faculty members at the private university had significantly higher scores on concerns for research than faculty members at the public university.

The results also show significant differences between public university ($M = 2.44 \pm .49$) and private university ($M = 2.28 \pm .29$), $t(334) = 3.477$, $p = .001$ on the personal and social information dimension. Thus, faculty members at the public university had significantly higher scores on concerns for personal and social information than faculty members at the private university. The results show no differences between public and private universities on the workplace dimension.

Table 3

Results of t Test for the New Faculty Members' Concerns Dimensions (Teaching, Research, Personal and Social Information, and Workplace) Regarding Their University Type

Dependent Variable	University Type	*t*	*df*	*Sig.*
Teaching	Public	-3.788	334	.000*
	Private			
Research	Public	-3.788	334	.000*
	Private			
Personal and Social Information	Public	3.477	334	.001*
	Private			
Workplace	Public	-.786	334	.433
	Private			

Table 4 shows the results of a two-tailed *t* test for equality of means to determine whether there was a significant difference between male and female faculty members on the dimensions (teaching, research, personal and social information, and workplace). There were no differences between male and female faculty members on any of the dimensions.

Table 4

Results of t Test for the New Faculty Members' Concerns Dimensions (Teaching, Research, Personal and Social Information, and Workplace) Regarding Their Gender

Dependent Variable	University Type	*t*	*df*	*Sig.*
Teaching	Male	-.283	334	.777
	Female			
Research	Male	-.283	334	.777
	Female			
Personal and Social Information	Male	-.065	334	.948
	Female			
Workplace	Male	-.758	334	.449
	Female			

ANOVA results in Table 2 indicate that the country from which faculty member received their doctorate scores significantly differ for their teaching, research, and service. To assess this result and the pairwise differences among the levels of teaching, research, and service, the Tukey HSD procedures ($p = .05$) was performed (Table 5).

The results in Table 5 indicated that there were no significant differences among new faculty members' concerns in teaching, research, and service based on the country of doctoral institution (Jordan, Arab, and foreign).

Table 5

Tukey HSD Multiple Comparisons for the New Faculty Members' Concerns Regarding Their Country of PhD

Dependent Variable	(I) COUNOFPH	(J) COUNOFPH	Mean Difference (I-J)	Std. Error	*Sig.*
Teaching	Jordan	Arab	-2.2975E-02	5.364E-02	.904
		Foreign	-9.1219E-02	4.224E-02	.078
	Arab	Jordan	2.298E-02	5.364E-02	.904
		Foreign	-6.8244E-02	4.456E-02	.276
	Foreign	Jordan	9.122E-02	4.224E-02	.078
		Arab	6.824E-02	4.456E-02	.276
Research	Jordan	Arab	-2.2975E-02	5.364E-02	.904
		Foreign	-9.1219E-02	4.224E-02	.078
	Arab	Jordan	2.298E-02	5.364E-02	.904
		Foreign	-6.8244E-02	4.456E-02	.276
	Foreign	Jordan	9.122E-02	4.224E-02	.078
		Arab	6.824E-02	4.456E-02	.276
Service	Jordan	Arab	-.1167	6.764E-02	.196
		Foreign	-9.6618E-02	5.327E-02	.165
	Arab	Jordan	.1167	6.764E-02	.196
		Foreign	2.005E-02	5.619E-02	.932
	Foreign	Jordan	9.662E-02	5.327E-02	.165
		Arab	-2.0048E-02	5.619E-02	.932

Discussion and Conclusions

The data in this study showed the importance of establishing and maintaining a strong relationship among teaching, research, service, personal and social information, and workplace. The universities seek to appoint individuals who will be intellectually independent and capable of fulfilling leadership roles in their fields and in the university. It is important to stress, however, that individuals are ultimately responsible for their own professional success.

Results of this study revealed that teaching and research have the highest means, confirming that a good teaching and research record is a necessary component of being a successful new faculty member. This result agrees with the results of Mezei (1994), Roueche and Roueche (1993).

It is desirable that the results of this study show evidence of contributions to or engagement with the broader community service and workplace, but this is usually much less important to the early faculty members than is teaching and research. This result agrees with Boice (1992), Fink (1984), and Whitt (1991), that early career faculty struggle with unclear performance expectations and isolation from potentially helpful peers. It is understood that

junior faculty will commit less of their time to service and workplace than tenured faculty members.

In general terms, this study indicates several important points about the new faculty members' concerns. First, relationships with faculty leaders and colleagues contribute significantly to new faculty members' sense of commitment and loyalty to their campuses. Department leaders are a critical source of socialisation for early faculty members. Senior colleagues are also important to creating a positive professional environment. New faculty members desire more assistance than they are getting from senior colleagues in adjusting to their new setting and in establishing themselves as researchers and teachers.

Secondly, new faculty members seek support for teaching, research, service, and adjusting to the workplace. Campuses have a responsibility to nurture and aid the scholarship and teaching of its developing faculty. For research, resources such as internal grants, materials for libraries, labs and computers, funds for professional meetings, and staff support are of paramount importance. New faculty members also desire informal support such as more frequent discussions about teaching performance with department heads and senior faculty mentors. In addition, new faculty members want up-to-date, clear, and constructive feedback on research and teaching from leaders and senior colleagues. It is recommended that more supportive reviews oriented to development rather than to evaluation are provided during the first year.

Finally, this research proposes several recommendations:

- As a faculty member, familiarise yourself thoroughly with the tenure and promotion process at your institution. Most universities and many departments have written guidelines documenting the expectations for tenure and promotion as well as the procedure by which the institution determines whether to grant a candidate tenure and promotion. Be sure you are well aware of these procedures. If they are unclear, discuss them with tenured colleagues, your chair, and/or your dean.
- Use information from university guidelines in making major decisions about time investment and time management. The weighting associated with research, teaching, and service varies from place to place. Even within these broad categories, there are substantial differences. For example, some universities place more emphasis on published research, others on obtaining grant money.
- Plan carefully. Universities often require large, complex dossiers of information in your tenure file. Keep careful records of any activities that could go into your file. This includes obvious examples such as your publications or formal teaching evaluations. But it can also include copies of e-mails from students saying how your course inspired their career choice, recommendations from professional colleagues about the value and quality of your service, and so on. Organise this information in the format required by your college or university for presentation of the dossiers. This will save you considerable time when it comes time to actually assembling the tenure package.
- Overcome feelings of alienation as part of the early faculty members' experience. As Bullis and Bach (1989) and Myers; (1995) studies revealed, this can be achieved by cultivating friendly, cordial relationships with your colleagues. Even if they are not your 'type' of people, spend time with your colleagues and students and let them know that you are interested in them as individuals.

The findings of this study suggest that efforts to improve early faculty concerns should attend to the structural arrangements that affect their teaching, research, and service. Future research is needed to validate the results of this study at varied types of institutions and for different groups of faculty, so that institutional leaders will have a more comprehensive understanding of the factors that contribute to early faculty concerns.

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APPENDIX: *Mean and, Standard Deviation for all items of the New Faculty Members' Concerns* (NFMC)

No.	Items	Mean	SD
	Teaching	3.10	.35
1	I am a very effective instructor.	3.45	.55
2	Mentoring by colleagues has significantly improved my teaching.	2.74	.77
3	My knowledge of learning theory needs improvement.	2.69	.73
4	The quality of my teaching compares favorably with that of my department colleagues.	3.29	.64
5	I am creative in my teaching.	3.14	.64
6	My students think I am a good teacher.	3.38	.63
7	I take teaching seriously.	3.57	.69
8	My department values my teaching.	3.14	.74
9	Students enjoy taking my courses.	3.36	.66
10	My courses have a good reputation on campus.	3.35	.66
11	I should spend more time preparing to teach.	2.84	.78
12	My campus offers adequate resources for faculty to improve their teaching performance.	2.69	.74
13	My chair's expectations for teaching excellence are clear to me.	2.79	.78
14	I effectively manage the time that I dedicate to teaching.	3.27	.64
15	I know what to do when I encounter problems or issues related to teaching.	3.31	.69
16	I participate in teaching-related professional development activities on campus.	3.13	.70
17	Teaching requirements in my department are too burdensome.	2.72	.87
	Research	3.10	.35
1	I am a very productive researcher.	2.84	.69
2	Mentoring by colleagues has significantly improved my research skills.	2.50	.71
3	My knowledge of theory in my specialty area is sufficient.	2.96	.63
4	The quality of my research compares favorably with that of my department colleagues.	3.13	.65
5	My colleagues think I am a good researcher.	3.08	.62
6	I take research and scholarship seriously.	3.42	.60
7	My department values my research.	2.90	.77
8	My research has attracted interest from graduate students.	2.86	.84
9	My research has a good reputation in my field.	3.10	.70
10	I should spend more time doing research.	3.37	.72
11	My campus offers adequate resources for faculty to improve their research.	2.49	.91

No.	Items	Mean	SD
12	My chair's expectations for research and scholarly activity are clear to me.	2.74	.76
13	I talk about research issues with my department colleagues.	2.98	.75
14	I effectively manage the time that I dedicate to research.	2.63	.71
15	I know what to do when I encounter problems or issues related to research.	3.16	.65
16	I participate in research-related professional development activities on campus.	2.66	.72
17	Research requirements in my department are too burdensome.	2.51	.86
	Service	2.68	.40
1	I am a visible member of my local community as a result of my service.	2.93	.71
2	Service activities are not important to me.	2.09	.78
3	The quality of my service activities compares favorably with that of my department colleagues.	2.76	.67
4	My colleagues think highly of my service activities.	2.69	.75
5	I take my service responsibilities seriously.	2.96	.69
6	My department values my service activities.	2.61	.76
7	My service has attracted interest from my local community.	2.71	.71
8	My service activities have a good reputation on my campus.	2.79	.70
9	I should spend more time performing service activities.	2.92	.72
10	My chair's expectations for service are clear to me.	2.74	.69
11	Service requirements in my department are too burdensome.	2.34	.76
	Personal and Social Information	2.38	.43
1	Personal issues/obligations reduce the time I dedicate to research.	3.07	.74
2	Personal issues/obligations reduce the time I dedicate to teaching.	2.54	.83
3	Personal issues/obligations reduce the time I dedicate to service.	2.79	.81
4	I have experienced workplace discrimination on the basis of my gender.	1.79	.76
5	I have experienced workplace discrimination on the basis of my race/ethnicity.	1.85	.81
6	I have experienced workplace discrimination on the basis of my age.	1.90	.84
7	My career has suffered because of personal issues/obligations.	2.31	.87
8	My effectiveness as an academic has suffered from workplace discrimination.	2.15	.81
9	I talk to my colleagues about personal issues.	2.51	.76
10	My chair is sensitive to my personal concerns.	2.16	.74
11	I like where I live.	3.11	.79
	Workplace	2.85	.31
1	My department is a collegial place to work.	3.24	.73
2	I have a good relationship with my department chair.	3.23	.80
3	I have a good relationship with most of my department colleagues.	3.34	.69
4	My department compares favorably with departments at similar types of institutions.	3.33	.70
5	My department is a stressful place to work.	2.50	.79
6	My chair is too demanding.	2.31	.69
7	I value being a member of this department.	2.22	.65
8	My department colleagues have expressed interest in collaborating with me in research or teaching.	2.98	.72
9	Working conditions in my department are friendly.	3.17	.75
10	My department has inadequate resources to help me with my research.	2.77	.77
11	My department has inadequate resources to help me with my teaching.	2.61	.78
12	My department does not provide me with enough resources to participate in professional development activities (e.g., travel money to attend conferences).	2.63	.83
13	I feel welcomed in my department.	3.31	.75
14	Women and minority faculty members are treated with respect in my department.	3.27	.84
15	I can count on my department chair to look after my best interests.	2.52	.83
16	Morale is high among my department colleagues.	2.76	.75

No.	Items	*Mean*	*SD*
17	This department meets my career expectations.	2.68	.78
18	I have received excellent collegial support in this department.	2.78	.71
19	I am actively searching for a position at another university.	2.43	.92
20	I want to quit academe and pursue an alternative career.	2.03	.97
21	Working in this department is intellectually stimulating.	2.80	.80