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Two Studies of a Faculty in Crisis

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Two Studies of A Faculty in Crisis



THE CSU CRISIS AND CALIFORNIA'S FUTURE

*The Second in a Series of Reports
Civil Rights Project/Proyecto Derechos Civiles at UCLA*

April 2011

The CSU Crisis and California's Future: A Note on the Series

This report is the second in a series of reports designed to analyze the impact of the fiscal cutbacks on opportunity for higher education in the California State University system, the huge network of 23 universities that provide the greatest amount of BA level of education in the state. The CSU has a much larger undergraduate student body than the University of California system and educates a much larger group of Latino and African American students. Many CSU students are first generation college students struggling to get an education in difficult times.

The studies were commissioned under the direction of the Civil Rights Project/Proyecto Derechos Civiles (CRP) at UCLA. Though the CRP is a research center at UCLA and the UC system has its own severe challenges, we decided to organize and publish a series of studies of the CSU because we have had a long-term focus on access to college for all. This has been one of our central concerns since the CRP was founded 15 years ago at Harvard (it moved to UCLA in 2007); the CRP has produced five books and commissioned many studies on issues of affirmative action and college access. We are convinced that California is in the midst of a full-blown crisis of college access and completion, and that this crisis threatens the future of the state and its communities.

The series was produced for very low budgets and involved considerable contribution of effort by the authors and editors. The basic idea was to produce a series of reports analyzing available data or data that could be collected for a low cost and try to present a number of independent assessments of impacts on various aspects of this large system. We followed our customary procedure of issuing a call for research on a variety of important questions, soliciting proposals from interested scholars, and sending the research proposals to outside experts in the field for review before commissioning authors to prepare reports. The draft reports were discussed at a roundtable on the UCLA campus, which led to suggestions for editing.

The research costs were shouldered by the CSU Faculty Association, the Ford Foundation, and the Civil Rights Project. Though the Faculty Association has a very strong interest in a number of these issues, the Association had no role in commissioning or evaluating the studies. They respected the traditional scholarly process we require from all funders of Civil Rights Project research. This series will be available for reading at civilrightsproject.ucla.edu and we grant all interested instructors or other groups the right to reproduce these reports without any payment of royalties or permissions, so long as authorship is appropriately credited. Authors have final control of their own manuscripts and the opinions expressed in them are the conclusions of those authors.

We understand, of course, that the state of California and many of its institutions are in a full-blown financial crisis and that very difficult and damaging decisions have been made. There are many cuts that threaten the welfare and the future of vulnerable communities in California. Our studies address only one major part of those problems and they arise from a clear awareness that the only secure way into the middle class of California's future is higher education. Our hope is that these hard decisions will consider the depth and danger of the cuts, their long-term impacts, and what may be done to preserve the promise of a vital set of California institutions.

The Civil Rights Project



Proyecto Derechos Civiles

Two Studies of a Faculty in Crisis

April 2011

Faculty under Siege: Demoralization and Educational Decline in CSU

by Gary Orfield

The Worst of Times: Faculty Productivity and Job Satisfaction During the CSU Budget Crisis

by Helen H. Hyun, Rafael M. Diaz & Sahar Khoury

Please find these reports at:

www.civilrightsproject.ucla.edu

FOREWORD

Universities are institutions whose function is to bring good students and good faculty together in ways that produce learning and prepare people for success in their adult lives, in their jobs and as members of communities and professions. You cannot have a good university without good faculty, and you cannot have optimal education unless the faculty has the curriculum, skills, and time to impart not only knowledge of important details of subjects, but also true understanding, lifelong skills, and a desire to continue to learn. Everything else is important-- but what happens in the classroom and in the professor's office talking with students is the center of the enterprise. We asked the students about the growing obstacles they face in *Squeezed from All Sides*, the first report in this series on CSUs. To understand the fully impact of cutbacks on opportunity, we have to think how they diminish the capacity of students to do their work.

Professors in the CSU feel that the cutbacks that have already occurred, before the large additional cuts coming this year, severely undermine educational opportunity in the university and sharply reduce their ability to do their job the way they think it ought to be done. Professors say they are teaching more but doing it less well, and that the students are seriously losing out. They say that they and their colleagues are having serious doubts about their profession and the institutions in which they teach. Professors are expected to teach, to carry out research, and to do community service. Often they worked hard for many years to get their jobs in competitive universities, which are designed to educate students in the top third of California students. To get their jobs and keep them, professors have earned doctorates, often at leading universities, and carried out and published significant original research. Many have devoted their careers to the Cal State system. The system reported 11,712 full time faculty in the 2009-10 academic year, approximately 4600 full professors, 2700 associate professors and 2700 assistant professors, as well as many lecturers and part-time faculty teaching particular courses. Most were 50 years or older and a fifth were over 60, suggesting that many will need to be replaced in the foreseeable future. Universities are hard to build and they must continually hold and recruit faculty if they are not to decline.

As a professor who has trained many young professors, I know both that academic jobs are very demanding and that the public doesn't really understand the challenges faculty face, nor the time and dedication it takes to do all the jobs well. Teaching takes serious preparation and good teaching is a very demanding job. Faculty members must reduce an important field of knowledge to a series of lectures, discussions, labs and other methods of instruction; figure out how to present new knowledge in a way that commands attention and motivates students to learn; keep up-to-date in their field; assess and give feedback to their students, and work personally with students who are having trouble in the course or whose studies are seriously threatened by other academic or personal issues. People don't realize that it can take a day to prepare one lecture or that it can take a week of

working at home after hours to seriously correct a large set of papers from students needing to improve their writing and understanding of a field.

When a course involves learning or improving skills of importance throughout life, such as effectively understanding how to acquire and evaluate new information or to communicate and write seriously at a professional level, among others, the consequences of good teaching are very great. The teaching tasks require a substantial amount of time and concentration. In addition to teaching, all academic institutions require that faculty participate in many collective decisions, which entails additional time and energy at university meetings and in committee work. CSU faculty are trained as researchers and have to produce research to get positions and promotions. The universities gain from having active research because research is a substantial source of funding for the university and produces many jobs for students, as well as knowledge that contributes to the state and its economy. Students also gain because conducting research requires faculty to keep up with developments in the field so their teaching does not become obsolete. They also often bring excitement about their research into class. University faculty also play many active roles in community organizations and civic life, something that adds informed participants and leaders to many activities while also helping professors understand and teach about concrete applications of knowledge in a field. If a university were a business, the great majority of its capital would be its faculty.

Massive effort over many years has gone into recruiting and retaining good faculties for the CSU campuses. What we find in the research released today is faculty who feel that their situation is deteriorating critically in major aspects of their job, that they are able to offer less to their students, and that their students are suffering. The faculty like their jobs and their students, but have little confidence in the future. Conditions that seriously limit faculty are directly linked to some of the most serious frustrations experienced by students.

Student surveyed in our first report, *Squeezed from all Sides*,¹ reported that they were not getting the classes they needed to graduate, and that they were likely to lose another year waiting to complete their major. Under very serious financial and personal stress during an economic crisis that was hurting them and their families, students were delayed from graduating. This delay made an already very hard situation for students that much worse, costing another year of tuition and related expenses and denying them the credentials and the time to find full-time work. With fewer instructors hired by the campus and many cancelled classes, faculty are teaching bigger classes. They are coping with the increased numbers by cutting back their expectations for student work. They just don't have the time to do the things that they think necessary given the numbers of students they teach. Fewer class offerings overall, with harried and deeply disenchanted faculty, able to give

¹ Available at civilrightsproject.ucla.edu

less attention to students needing help—all of this is a poor recipe for the future of California students.

The two independent studies comprising this report complement each other. One is based on surveys from across the system and the other is an in-depth look at two dozen faculty on one campus. Neither of these studies had a random sample of professors responding; we cannot claim that the responses reported reflect the total faculty. Since they are entirely separate studies, asking different questions in different places and in different ways, it is important to observe strong common themes that emerge from both. I believe that it is very important to listen carefully to what these faculty members have to say. We encourage officials from the campuses, researchers, journalists, and student leaders to investigate this crisis more deeply on individual campuses.

Professors report that their students are severely impacted by these cuts and they do not see much cause for hope. Since both of these studies were conducted long before the new state budget proposal was released, and long before the precise consequences of the \$500 million cut already enacted can be known, one can only assume that those attitudes will intensify.

There is nothing in this research to show that faculty do not believe in the value of teaching CSU students. On the contrary, faculty expressed desire to fulfill their roles in teaching, research and civic engagement. Professors greatly value the academic life and enjoy teaching students, who they often see as appreciative and hard working. When they are asked to do more for less while supports are removed, however, they experience deep frustration at being unable to do any of the parts of their responsibilities the way they wish to. In classes with too many students to teach in-depth, with many students only enrolled because the class they really wanted was cancelled, with no teaching assistant and poor supplies, without time for the research they need to do, and worried about the ability to support their family, faculty become deeply discouraged. The CSU has been trying to sustain itself by charging its students much more, forcing its faculty to do more under worse conditions, simply letting the quality of its operations deteriorate and not replacing faculty as they leave. Without enough income to keep things going well, it is drawing down on its most important capital, its faculty. The faculty like and respect their colleagues, enjoy and want to help their students more, and want to contribute to new research. The faculty are the most important asset for the future of the university. A strong CSU is essential to California's future, which is already threatened by a projected shortage of college graduates unable to meet the demands of the labor market after the recovery takes hold. It is very important for the public to recognize that students and our common future are threatened by the serious problems faculty members are reporting.

Gary Orfield

Executive Summary

The fundamental asset of a university is its faculty. Without faculty working with students, the university is just a set of buildings. The faculty design and teach the courses, keep the educational program updated, and work with students to help them gain the skills and knowledge they need to prepare for their careers or professional education. The quality of faculty is very directly linked to the quality of a student's education and the value of the degree. The research released in these two new studies from the Civil Rights Project shows that the budget cutbacks at the California State University system are already reducing the quality of education faculty can offer students. The CSU now faces large additional cuts.

These reports are part of a series of independent original studies designed to analyze the impact of fiscal cutbacks in the CSU system on higher education opportunities. The Civil Rights Project is particularly interested in these issues because the CSU system is an extremely important pathway for opening opportunity to historically excluded groups of Latino, African American and poor students in California.

The first of these new studies, *Faculty under Siege: Demoralization and Educational Decline in CSU*, shows that faculty in the CSU system are severely impacted by budget cuts as the sizes of their classrooms increase, and resources and support are cut away. What they can offer their students is declining given that teaching loads are too big and support too weak. This study offers new data showing specific shifts in workload and sources of stress before and after the budget cuts. This survey collected data from hundreds of faculty members at multiple CSU campuses, while the second survey provides more in-depth qualitative data on a smaller sample of faculty on one-campus.

The second study, *The Worst of Times: Faculty Productivity and Job Satisfaction During the CSU Budget Crisis*, concludes from in-depth interviews that faculty are experiencing increased workloads, larger class sizes, reductions in salary and resources, and a lack of time for scholarship due to significant budget cuts. These sources of stress, along with declining campus morale, and uncertainty about their futures in the profession, all led to reports of diminished career satisfaction and negative impacts on the personal lives of the faculty participants.

While the second study adds much more depth in terms of qualitative data collected from faculty, this data supports the findings of the faculty survey conducted in the first study. The findings from both studies show that faculty overall have been negatively impacted by the budget cuts, creating more sources of stress due to increased workload and decreased resources. Both studies also point out that the additional budget cuts set for the system have the ability to critically change the mission of the educational system with long-term implications to the system's welfare.

Faculty Under Siege, is based on a survey of more than four hundred faculty across the CSU system and it shows that the main sources of stress that appear to affect job satisfaction and the quality of teaching are increased class sizes and teaching loads, a lack of personal time, not receiving support and supplies from the system, working with underprepared students, and advising an increasing number of students. This web-based survey collected data on 424 faculty; 76% are full-time employees of their institution, and the majority of respondents teach at only one campus. In addition, 47% had tenure at the time of the survey, with an additional 22% on tenure track.

Key Findings:

- 96% of faculty reported that institutional budget cuts are a major source of stress. Half of the faculty reported a reduction in resources and supplies, with increases in class sizes and teaching loads.
- Greater than a fifth of faculty are teaching more courses and a third are spending more time for classroom preparation. In addition, 43% of faculty reported a decrease in research and scholarly writing due to a lack of time.
- Since the budget cuts, many faculty reported decreased expectations of students due to the increased teaching loads and lack of time. Nearly 35% report a decreased expectation of students revising papers to improve writing. A sixth of faculty say they also see fewer questions answered in class.
- Professional demoralization is severe. 63% of faculty said they have considered leaving their institution. A third of faculty said they have considered early retirement, and 48% have considered leaving the academic profession altogether.
- Over 80% of faculty reported several sources of stress, including personal finances and a lack of personal time. Nearly 85% said working with underprepared students is also a major source of stress.

The Worst of Times: Faculty Productivity and Job Satisfaction, the second new study, examined the impact of budget cuts in the CSU system on the productivity and job satisfaction of tenured/tenure-track faculty at a Northern California campus (called NSCU to preserve anonymity). Faculty reported a profoundly negative impact due to excessive teaching loads, furlough-based salary cuts, larger class sizes, increased student contact, decreased compensation, lack of time for research, and decreases in resources available. They saw the budget cuts harming instruction. The stresses of workload increase, productivity decrease, job dissatisfaction, and the resulting harm to students emerged as the four main themes of this study.

Key Findings:

- The majority of faculty reported feeling overwhelmed by the increased class sizes and decreased support, both of which harmed teaching effectiveness.

- Within a 2-year period, NSCU experienced an 18% decline in the number of instructional faculty. The participants of the study identified this as a major source of stress and job dissatisfaction.
- The majority of faculty reported the lack of time to do research, as well as decreased resources and support for scholarship as a common concern leading to job dissatisfaction.
- Nearly all CSU employees had experienced furloughs, which amounted to approximately a 10% cut in pay. Many were struggling to make ends meet.
- Lowered morale due to salary cuts, increased workload, and lack of support and resources made them think about leaving the University.

The increased class sizes presented many challenges in teaching effectiveness for the faculty, “with 50 students, it’s just really difficult to grade that much, and I grade a lot on both content and grammar. Now I’m finding I’m reducing my assignments and I feel like that sort of [cheats] the students.”

The cuts have created lowered morale and even the need for additional employment for many faculty. One noted, “With the furloughs, I have colleagues who are working second jobs... One junior faculty is a locksmith. I have another faculty friend who is waitressing one night a week.” Another faculty member describes difficulty in supporting her/his family, “Salary is a very important consideration... Well, with two kids it makes it really hard to make ends meet.”

In addition, many faculty have experienced a campus climate where there was much uncertainty of the future due to job cuts, “You know we’re hearing horror stories that literally the [another CSU campus] was asked to come up with a list of tenure-track faculty to cut by Friday. So it’s really deep.” The stress is intensified by uncertainty about the future.

Faculty report that cuts and course reductions hurt their students. One commented, “They [students] are just fighting for units so they can be full-time students and not get kicked out and lose their financial aid.” Faculty members reported a “compromised teaching environment” due to the faculty being overstretched and still trying to teach students. Seeing students facing the disappearance of classes they needed to graduate, faculty often had no solution to offer them.

Despite the findings in the survey and interview data, faculty reported a strong commitment to teaching and their students. The report suggests lack of improvement in faculty support and working conditions as detrimental to the long-term health of the University. From the faculty perspective, the system was stretched very thin long before the cuts which came last summer and fall; students already were at risk before the recent tuition increases and will experience further setbacks as more cuts loom.

**FACULTY UNDER SIEGE:
DEMORALIZATION AND EDUCATIONAL DECLINE IN CSU**

Gary Orfield

Several hundred CSU faculty responded to questions in a survey from UCLA Civil Rights Project researchers and the great majority reported that they were working under severe stress. They saw deterioration on all important parts of their job, and said that students were not receiving the kind of attention their professors thought they deserved due to growing teaching loads, sharp cuts in teaching staff and resources, and the impossibility of doing what they previously did when they taught smaller groups of students. They saw the problems as so serious that they thought about rethinking their careers and questioned their desire to continue working at their institutions. Since, more than anything else, faculty define what a university is and what kind of education students actually receive, these are extremely serious issues.

We surveyed a sample of faculty drawn from the membership rolls of the CSU Faculty Association. (The California Faculty Association funded part of this study but had no role in the design or the interpretation of the data, which was wholly in the control of Civil Rights Project researchers and the questionnaire was neither distributed nor analyzed by CFA staff.) We surveyed 2,858 (a sample of 20% drawn from CSUFA members for whom email addresses were available (N= 14,285). They were invited to participate in the web-based survey entitled “CSU Faculty Voice” and we got responses from 424 faculty, a rate of 15%. This sample and the response rate are not sufficient to say with any assurance that the views represent either the entire membership of the association or the overall faculty.

These results should be taken as the views of 424 faculty members who took the time to complete the survey form on the web. It is notoriously difficult to survey university faculty and this is a substantial number of respondents. Since we include a much more in-depth study of a group of faculty on one CSU campus, done independently by other researchers, and have their responses to some of the same issues, these reports can supplement each other and show the views of several hundred professors from across the system.

Tenure Status of Respondent

	Percentage
Not on tenure track	31.4
On tenure track but not tenured	21.8
Tenured	46.8

Academic rank

	Percentage
Instructor	.8
Lecturer	30.3
Assistant Professor	21.8
Associate Professor	17.4
Professor	29.7

424 faculty participated in the survey. The responding faculty were overwhelmingly (76%) full time workers on a single campus, almost half (47%) had tenure in the system. They were slightly over half female and about two-thirds white. 92 percent taught at only one campus and the great majority (86%) saw teaching as their principal activity. The survey included all faculty ranks with the largest numbers at the top (full professor) or the bottom (lecturer) of the academic hierarchy. The most common teaching load was three courses with an average enrollment of 16-30 students in each. Faculty had taken a substantial pay cut via furloughs, which were ended in mid-2010, but another budget crisis is now approaching fast following the half-billion dollar cut for CSU signed by Governor Brown and the possibilities of still larger cuts.

How Expectations of Students have Changed Since Budget Cuts

The faculty had clear ideas of what students needed for their educational progress but as teaching loads grew they reported that they were less able to provide some of those key skills. A significant fraction of the instructors reported that they were lowering their standards for teaching. With bigger teaching loads, they could give less emphasis on key aspects of instruction. About a sixth said that they could handle fewer questions in class and were less likely to demand that students “seek solutions to problems and explain to others.” The most serious decline in expectations was on the revision of written work, which is crucial to improving writing and the capacity to develop effective papers. Analytic writing is, of course, one of the most important skills to be developed in college and one highly relevant to many kinds of work after college. Many students come to college from the state’s poorly financed public schools sadly lacking in such skills and it takes a great deal of time working with students to develop them. These are, of course, skills of great value on the job and in the community.

Decreased expectations of students since budget cuts in several areas:

	Percentage
Ask questions in class	17.3
Support opinions with logical argument	13.2
Seek solutions to problems and explain to others	15.4
Revise papers to improve writing	34.5

The increased demands of larger teaching loads and the reduction in campus support systems had many impacts on the faculty. Greater than a fifth were teaching more courses, a third were spending more time on preparation. The students, who were being severely stressed by cutbacks in required courses, were asking for more support from faculty. More than a third of faculty reported increased time spent advising and counseling students. One-seventh were doing more work off campus to supplement their income.

Changes in Faculty Activities

Since budget cuts, average hours per week **increase** in the following activities

	Percentage
Scheduled teaching	21.6
Preparing for teaching	35.8
Advising and counseling students	34.5
Other employment outside of academia	14.3

Public universities traditionally evaluate faculty on their research, their teaching and their community service. The faculty report they are now teaching more but able to do less in developing some of their students key skills. Both research and service, however, have taken major hits. 43% say that they are able to do less research and scholarly writing. Although the CSUs are not research universities in the UC sense, research and publication are very important for employment, promotion and tenure in the system. CSUs often have much deeper community connections than major research universities, which often have faculty geared for a national market and less interested or involved in local issues or community activities. About a third (32%) of CSU faculty, however, report that their community and public service is declining. This work is an important asset for many communities.

Since budget cuts, **decrease** in hours per week in the following activities:

	Percentage
Research and scholarly writing	43.2
Community or public service	31.5

Impact of Budget Cuts

Facing pay cuts, furloughs, growing workloads and an inability to do their research, many faculty feel less connected to their campus and their profession. Almost two-thirds (63%) say they have “considered leaving this institution.” Since many states and universities across the country have been facing cutbacks and hiring freezes during the Great Recession, the campuses have been helped by the fact that there are few academic jobs to go around. This may change, as most of the country is coming out of the recession more quickly than California. Only a few states have the

kind of massive continuing budget cuts California has faced and is likely to face for the next several years. A third of the faculty say that they have “considered early retirement” because of the deterioration of the job. Almost half (48%) have considered actually bailing out of the academic profession. These are very grim tidings for the campuses since faculty are central to all of the missions of the university.

Considerations/activities in past 2 years due to budget cuts

	Percentage
Considered leaving academia for another job	48.2
Considered leaving this institution	63.3
Considered early retirement	34.8
Engaged in public service/professional consulting without pay	47.7

Our previous survey of students on one campus, which was the basis for a report, *Squeezed from All Sides*, showed the many CSU students are living under constant severe stress as costs rise sharply, their families face major economic crises, and they cannot get the courses they need to graduate. This faculty survey shows that faculty are also facing many forms of stress from the cutbacks. A full 96% of respondents say fiscal cuts have caused great stress. 88% are seriously worried about their personal financial situation and 86% cite the shrinkage of personal time. Teaching load increases and the challenges of working with large numbers of unprepared students in larger classes are other major sources of stress.

Sources of stress for faculty over last 2 years (Extensive or Somewhat)

	Percentage
Review/promotion process	59.4
Personal finances	87.9
Larger classes	79.7
Students	69.6
Teaching load	77.0
Lack of personal time	85.7
Job security	68.2
Working with underprepared students	84.6
Institutional budget cuts	95.6

As cuts have continued, professors report problems in obtaining key materials and staff support for their work. Half report a reduction of classroom materials and a shrinking of technical materials and support. Clerical support is very important for managing classes, keeping records, making appointments, preparing manuscripts, etc. and half of the respondents say it has declined. A third see a decline in library materials and a sixth point to less help for student in finding jobs, a massive worry in a bad economy. In general, almost all the relevant aspects of their jobs are receiving less support from their campus, so faculty must do more with less and this

means that they are reducing their aspirations and what they can do for their students.

The success of universities depends upon finding and keeping good faculty who can effectively educate students, conduct research and help their communities. The faculty surveyed here are experiencing stress on many dimensions and are frustrated about adequately meeting any of these responsibilities fully in a deteriorating situation where they have to try to do more with less support in helping students who are themselves under great stress and frustrating with diminished offerings. Losing the faith of the faculty in the institutions can have very grave long-term consequences. That is clearly happening.

Have budget cuts reduced resources available to you?

	Percentage
Classroom materials	51.4
Technical materials/technical support	49.5
Clerical support	50.2
Research assistance	35.4
Travel to attend important research conferences	58.7
Library materials	32.5
Job placement services for students	15.8

CSU faculty were facing a general deterioration of working conditions before the additional \$500 million cut set for the system in Governor Brown's budget. The earlier cuts had dramatic impacts on the workload and teaching experience of the faculty, and have led many to consider leaving their CSU campus or even the academic profession. This is a direct threat to the future of the universities. The cuts mean that the faculty teach larger classes, even as the students face the elimination of many classes they need to finish their degrees. Not only are the courses offerings reduced but faculty report that they are less able to do things they know are clearly very important, such as working with students on their writing skills and giving them the feedback they need to improve their learning.

Often in budget discussions we see large budget numbers that have no clear meanings. We hear claims that university faculty are spoiled and funding should be cut, and the tacit assumption is that things will continue to work more or less as before for the students. In the short run, many of the changes are not visible from the outside. From the inside, however, it is a different story. University education is centrally about what happens in the classroom and in interactions between faculty and students. These things have changed in critical ways and faculty members feel much less supported and much less able to do critical parts of their jobs. If these trends continue the long-term consequences will go to the core of CSU education.

The Survey

The survey was designed by the Civil Rights Project and is attached to this report on the following pages. It was implemented through a web-based survey program called Survey Monkey, which allows people to anonymously respond to a survey on their computers. The survey was originally designed with the assistance of Guadalupe Anaya and was field-tested with faculty members. It was sent to a one-fifth sample of the names on the Faculty Association membership rolls. The response rate was insufficient to justify a claim to represent either the total association membership or the CSU faculty as a whole. But the opinion of more than four hundred faculty members who did respond deserves attention. To do a survey that would produce a valid representation of the experience of the total faculty, we would have needed access to lists and contact information from all CSU campuses and a professional firm to conduct a telephone survey with sufficient repeated follow-ups to produce a high response rate. We did not have the access or the funds to carry out the survey in this way. We recommend that each campus or smaller academic unit carry out a survey of its own faculty since the best possible information is needed; we grant permission for the use of our questionnaire. Clearly very large issues are at stake and they deeply affect the future of the universities. We believe the responses of several hundred faculty members raise compelling questions for the system and its students.

BUDGET CUT CONSEQUENCES IN THE CSU SYSTEM

The Civil Rights Project / Proyecto Derechos Civiles at UCLA, a national research center on issues of civil rights and equal opportunity in American society, is working with leading higher education scholars in a study of budget cut consequences in the CSU system. Faculty are uniquely qualified to describe very important and critical changes taking place at all the CSU campuses. This survey is intended to capture the CSU faculty voice, to make your voice part of the ongoing State policy discussion.

The legislature is discussing additional budget cuts! A good response rate is critical in generating a strong CSU faculty voice. Please complete the survey immediately.

This is a strictly confidential survey. No record will be kept of any respondents contact information.

UCLA Civil Rights Project/Proyecto Derechos Civiles
 Gary Orfield, Co-Director
 Patricia Gandara, Co-Director

<http://civilrightsproject.ucla.edu/>

COURSES TAUGHT

*** 1. How many courses are you teaching at this campus during the first term of the 2010-2011 academic year?**

0 1 2 3 4

*** 2. Type of course:**

	Not applicable	Required for UG major	Other UG credit course	Developmental/remedial (not for credit)	Non-credit (other than previous)	Graduate
Course 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 3. Number of students enrolled/expected/cap for each course:**

	Not applicable	Less than 15	16-30	31-45	46-60	61-75	76-90	91-125	over 126
Course 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 4. How many courses are you teaching at another campus during the first term of the 2010-2011 academic year?**

0 1 2 3 4

*** 5. Type of course you are teaching at another campus:**

	Not applicable	Required for UG Major	Other UG credit	Developmental/remedial (not for credit)	Non-credit (other than previous)	Graduate
Course 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 6. Number of students enrolled/expected/cap for each course that you are teaching at another campus:**

	Not applicable	Less than 15	16-30	31-45	46-60	61-75	76-90	91-125	over 126
Course 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 7. What is your principal activity in your current position?**

- Teaching
 Research
 Administration
 Service to students/staff
 Other

*** 8. Are you currently serving in an administrative position? Check all that apply.**

- No
 Department Chair
 Dean, Associate Dean, Assistant Dean
 Vice President
 President
 Provost
 Other

*** 9. Are you considered a full-time employee of your institution for at least nine months of the current academic year?**

- No
 Yes

EXPECTATIONS FOR STUDENTS

*** 1. In your interactions with students how often do you encourage them to:**

	Very Often	Often	Occasionally	Not at all
Ask questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support their opinions with a logical argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek solutions to problems and explain them to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise their papers to improve their writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 2. Since the budget cuts have you increased/decreased your expectations for undergraduates to:**

	Increased	Decreased	No Change	Not applicable
Ask questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support their opinions with a logical argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek solutions to problems and explain them to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise their papers to improve their writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 3. How important is each educational goal for undergraduate students?**

	Not Important	Somewhat Important	Very Important	Essential
Develop ability to think critically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare for employment after college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare for graduate or advanced education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop moral character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide for students' emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach the classic works of Western civilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students develop personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance students' self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instill in students a commitment to community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance students' knowledge of and appreciation for other racial/ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help master knowledge in a discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop creative capacities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instill basic appreciation of the liberal arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote ability to write effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students in civil discourse around controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach students tolerance and respect for different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage student so become agents of social change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 4. Since the budget cuts have the average HOURS PER WEEK that you actually spend on each of the following activities increased/decreased?**

	Not applicable	5-8 hour or less	1-4 hours less	1-4 hours more	5-8 hours more	No change
Scheduled teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for teaching (including reading student papers and grading)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising and counseling students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and scholarly writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other creative products/performances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation with clients/patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community or public service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside consulting/freelance work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other employment outside of academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IMPACT OF BUDGET CUTS

*** 1. During the past two years due to budget cuts have you:**

	Yes	No
Considered early retirement	<input type="radio"/>	<input type="radio"/>
Considered leaving academe for another job	<input type="radio"/>	<input type="radio"/>
Considered leaving this institution	<input type="radio"/>	<input type="radio"/>
Changed academic institutions	<input type="radio"/>	<input type="radio"/>
Engaged in paid consulting outside of your institution	<input type="radio"/>	<input type="radio"/>
Engaged in public service/professional consulting without pay	<input type="radio"/>	<input type="radio"/>
Received at least one firm job offer	<input type="radio"/>	<input type="radio"/>
Requested/sought an early promotion	<input type="radio"/>	<input type="radio"/>

*** 2. Please indicate the extent to which each of the following has been a source of stress for you during the last two years:**

	Not applicable	Extensive	Somewhat	Not at all
Review/promotion process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Larger classes (more students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subtle discrimination (e.g. prejudice, racism, sexism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research or publishing demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching load (number of courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of personal time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up with information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with underprepared students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change in work responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional budget cuts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Have budget cuts reduced resources available to you? Check all that apply:

- Classroom materials
- Technical materials/technical support
- Clerical support
- Research assistance
- Travel to attend important research conferences
- Library materials
- Job placement services for students

DEMOGRAPHICS

*** 1. What is your present academic rank?**

- Instructor
 Lecturer
 Assistant Professor
 Associate Professor
 Professor

*** 2. What is your tenure status at this institution?**

Not on tenure track
 On tenure track but not tenured
 Tenured

*** 3. Please enter the four digit year that each of the following occurred (e.g. 1947, 2001, etc.).**

Year of birth

Year you earned the highest degree you now hold

Year of appointment at present institution

If tenured, year tenure was awarded

*** 4. Are you currently**

Single
 Married
 Unmarried, living with a partner
 Divorced
 Separated
 Widowed

*** 5. How many children do you have that are**

	0	1	2	3	4	5	6 or more
College age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 6. Gender**

Female
 Male

*** 7. Are you, check all that apply**

- African American
- American Indian/Alaskan Native
- Asian American/Asian
- Mexican American/Chicano-a
- Native Hawaiian/Pacific Islander
- Puerto Rican
- White/Caucasian
- Other Latino
- Other

*** 8. Please mark the highest degree that you have earned**

- Bachelor (B.A., B.S., etc.)
- Master (M.A., M.S., M.F.A., M.B.A., etc.)
- Other professional degree beyond the B.A. (e.g. D.D., D.V.M., etc.)
- LL.B, J.D.
- Ed.D.
- Ph.D.
- Other degree
- None

*** 9. From the pull down menu select**

CSU Campus

Your CSU campus

*** 10. From the pull down menu select the most appropriate GENERAL AREA for the highest degree that you hold and for your department.**

General Area

Highest Degree

CSU Department

11. From the pull down menu select the most appropriate SPECIFIC DISCIPLINE (scroll down to see all options) for the highest degree that you hold and for your department; this item is optional.

Specific Discipline

Highest Degree

CSU Department

YOUR COMMENTS ON THE IMPACT OF CSU BUDGET CUTS

Is there anything else you want add about the impact of CSU budget cuts? If so, add your comments below.

Thank you for your participation.

Gary Orfield, Co-Director
Patricia Gandara, Co-Director
UCLA Civil Rights Project/Proyecto Derechos Civiles

1. You can add comments regarding the impact of the CSU budget cuts.

Thank you.

The Worst of Times: Faculty Productivity and Job Satisfaction During the CSU Budget Crisis

Helen H. Hyun, Rafael M. Diaz & Sahar Khoury

“It’s like the sky has actually fallen. Why are our leaders not asking for help from the government? This is really a crisis and instead of dealing with it head on they’re trying to put it on our backs, and the reality is if we allow that to happen we’re looking at completely deconstructing the system. There’s not going to be anything left...we’re actually at the bone. There’s no more cutting happening. There’s no place to go.”

–CSU Professor, July 2009

Introduction

This study examined the productivity and job satisfaction of tenured/tenure-track faculty at a California State University (CSU) campus between April 2009 and March 2010 as massive budget cuts—including layoffs, furloughs, capped admissions, and tuition increases—were being implemented in the CSU system. During this period, 23 faculty participants from a Northern California campus (NCSU) were interviewed in-depth and also surveyed about their research productivity and job satisfaction for a study on formal mentoring.²

Even prior to the current economic crisis, state funding for public higher education in California has decreased significantly. Since 2007, the CSU has lost over \$625 million in state support resulting in fewer courses, larger class sizes, reduced services, and fewer instructors in the CSU system (Johnson, 2010). The additional cuts to general funding in 2009-10 yielded a CSU budget gap of over \$571 million. Data from the CSU Chancellor’s Office indicate 10,420 fewer course sections were offered in the 2009-10 academic year on CSU campuses amounting to an eight percent decrease from the previous year. At NCSU, fewer courses and fewer instructional faculty—particularly the reduction of lecturers—have exacerbated class sizes and teaching loads for tenured/tenure-track faculty. In fall 2009, there were 528 fewer course sections compared to fall 2008 representing a seven percent decrease. Moreover, between 2006 and 2009, the total number of instructional faculty declined by 15% and the number of lecturers was reduced by 33% (CSU PIMS Database).

Findings from our interview and survey data—as corroborated by institutional and CSU system-wide data—indicate the budget crisis has had a profoundly negative

² Due to the focus of this paper on the CSU budget crisis, a discussion of the formal mentoring program is not presented. In brief, the program at NCSU provided participants with individual and group mentoring for research proposal and manuscript development, course release, and a nominal stipend.

effect on NCSU faculty, in particular, and their campus in general. Excessive teaching loads and furlough-based salary cuts were identified as the major corroders of career satisfaction and institutional commitment by participants in our study. A great majority of faculty also reported feeling overwhelmed and demoralized by larger class sizes, increased student contact, decreased compensation, lack of time for research, and diminished resources and support for scholarly activity. Several participants shared their concerns about the long-term impact of the budget cuts on the University's ability to recruit and retain promising faculty. Other participants spoke candidly about their inability to teach and advise students effectively given increased class sizes and teaching loads.

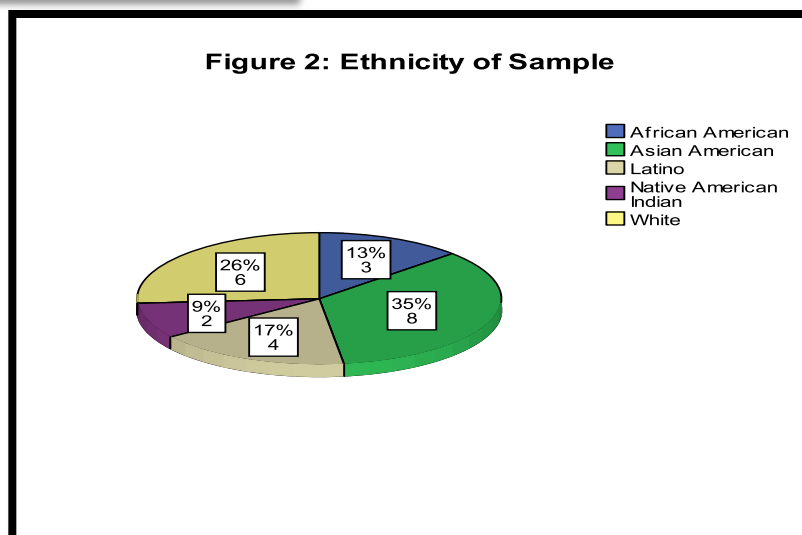
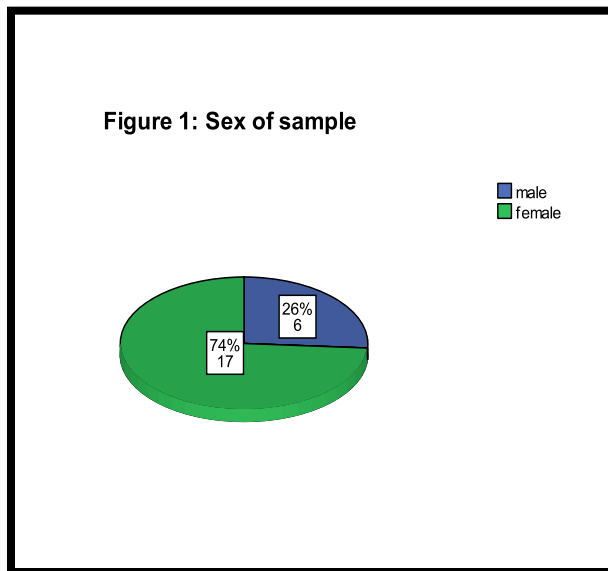
While our study focused on the work lives of faculty, we believe several inferences can also be made about the detrimental impact of the budget cuts on students and student learning. More specifically, faculty of color in our study perceived the negative effects as compromising their ability to support and counsel students many of whom are first generation and underrepresented minorities. Faculty of color at NCSU were more likely, on average, to report advising and mentoring students of color compared to their white peers. Furthermore, female faculty of color in our study appeared to disproportionately shoulder this important work which has been documented in the literature to enhance the persistence of students of color.

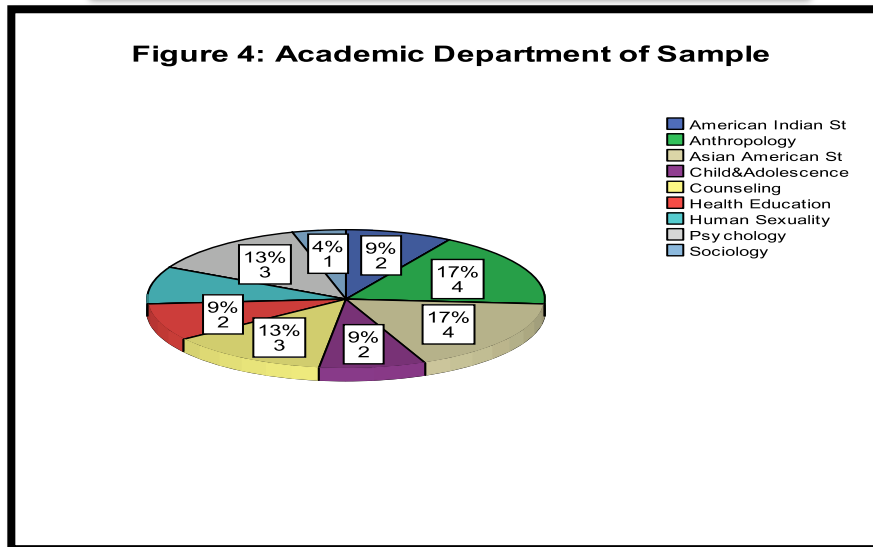
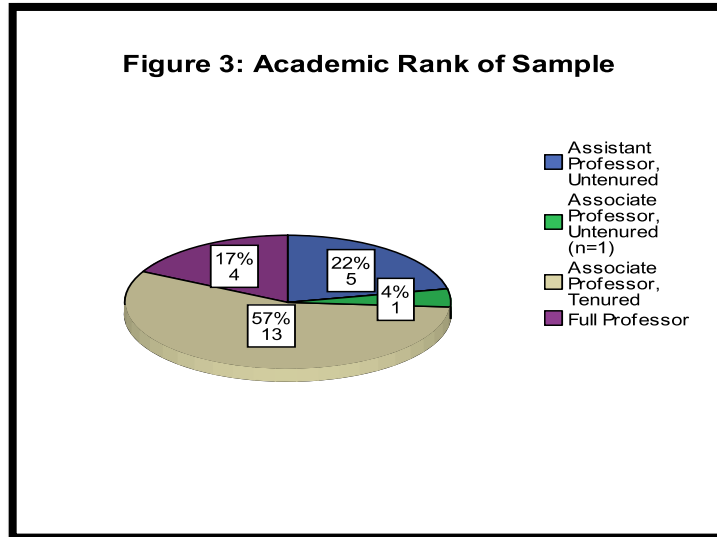
Setting

The CSU system of public higher education is the largest of its kind in the U.S. with 23 campuses, approximately 433,000 students, and 44,000 faculty and staff. Since its inception in 1961, CSU has conferred almost 2.5 million degrees (CSU web site, July 2010). NCSU is a large, urban public university that currently serves 30,000 students and employs over 1,700 faculty and 2,000 staff. The University offers 115 bachelor degree specializations, 95 master's degree concentrations, and two doctoral degree programs. NCSU usually ranks among the top twenty institutions in the nation for awarding undergraduate degrees to students of color. Almost a quarter of all NCSU students are considered underrepresented minorities by the federal government, and about one-fifth of undergraduate students are the first in their families to attend college. The student population includes approximately 60% women and 60% people of color with the following ethnic breakdown: 7% African American, 34% Asian and Pacific Islander, 20 % Latino, 1% Native American Indian, and 37% White (NCSU web site, September 2010). In fall 2009, women and people of color comprised 48% and 39%, respectively, of the 827 tenured/tenure-track professors at NCSU who reported their ethnic identity as 5% African American, 19% Asian and Pacific Islander, 7% Latino, 1% Native American, and 62% White (CSU PIMS database, July 2010).

Findings

Between April 2009 and March 2010, 23 tenured/tenure-track faculty were interviewed and surveyed extensively about their work lives at NCSU (see Appendices A and B for interview and survey questions). Faculty participants for the study were highly diverse and included 17 women (74%--see Figure 1), 17 people of color (74%--see Figure 2), and five assistant (22%), 14 associate (16%), and four full professors (17%) (see Figure 3). Participants came from a range of social science disciplines including psychology, ethnic studies, anthropology, counseling, health education, child and adolescence studies, and human sexuality (Figure 4). Our sample included 12 randomly selected faculty who had participated in a formal mentoring program and 11 who had not but were chosen to serve as a matched-pair, comparison group. Inclusion criteria for the matched-pair group included discipline (or academic department), year Ph.D. was obtained, sex, minority status, and academic rank.





From our thematic analysis of interview data, four categories emerged related to participants' perceptions of the impact of the budget crisis on their work environment between April 2009 and March 2010: (a) workload increase; (b) productivity decrease; (c) job dissatisfaction; and (d) negative student impact.

Workload Increase

Increased class sizes

The great majority of faculty interviewed for the study felt overwhelmed by the effects of the budget cuts on their workloads due to increased class sizes and diminished support. Faculty stated their increased workload was directly

attributable to larger class enrollments particularly in undergraduate courses. Some faculty estimated the increase to be as high as 50-75%. One associate professor, for example, talked about the significant increase in the number of students in her classes due to the cutbacks.

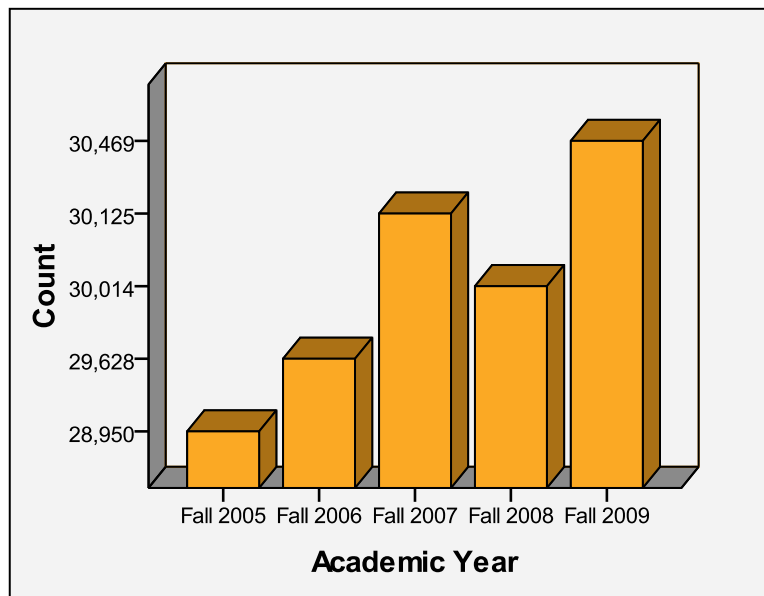
Again, it's just the daunting numbers, especially with the budget cuts. I used to have 40 students max and now I have 60-70, just because there is less offered and students need to get in there.

Feeling overwhelmed by her heavy workload, an associate professor emphasized repeatedly the enormity of her teaching load and lack of support due to the budget cuts.

Students are a lot of work, a lot of work. The work load is immense. I mean, it's immense! Especially since most of us are community activists. We have our research. We have to teach hundreds of students each semester with no TA's, no support. So, the workload is pretty daunting.

As Figure 5 indicates, the total number of students enrolled at NCSU has increased by five percent from 28,950 in fall 2005 to 30,469 in fall 2009 (CSU In Brief Enrollment Report, Fall 2009).

Figure 5: Student Headcount at NCSU, 2005-09



Source Note: CSU In Brief Enrollment Report, Fall 2009

Even at the graduate level, larger class sizes and impacted course sections were cited by faculty as the primary contributors to workload increase and job stress. As a full professor commented,

The teaching load is also one of the things that makes it really difficult. I've had graduate classes with 30 students. We managed to bring down our practicum classes to a very small number of students, but our general classes continue to be outrageous.

Perceived Impact of Increased Class Sizes on Teaching Effectiveness

The great majority of faculty interviewed cited the budget cuts as the direct cause of their excessive teaching loads. Several faculty spoke candidly about the negative impact large class sizes have had on their pedagogy and teaching effectiveness. When asked to explain why she did not like teaching at NCSU, an associate professor stated larger class sizes were having a deleterious effect on her ability to support and train graduate students effectively due to the sheer number of students in her classroom.

The load! The load! And the one thing I really don't like is to have 30 students in a class. I think up to 20 I can do reasonably well for a graduate level, but when it starts to go beyond 20 I don't have as good a sense of their knowledge base, their understanding of the material... it makes it really difficult to make the professional training personally meaningful to each of the students. They start to become a sea of people rather than an individual I know by name well so that I can understand their strengths and shortcomings, and I can be supportive of them in the process.

Some faculty spoke specifically about the detrimental effects posed by increased class sizes on their classroom pedagogy. An associate professor talked about the major changes to her course delivery and teaching style due to larger class sizes. When asked how having more students in a class affected her teaching, she replied,

It totally changes your syllabus. Before, I used to have a lot more assignments because I think that gives students practice to do, to write, practice, to understand the material. But now, with 50 students, it's just really difficult to grade that much, and I grade a lot on both content and grammar. Now I'm finding I'm reducing my assignments and I feel like that sort of jips the students. It's hard to get to know the students when there are so many of them. It's hard to have good classroom discussions or to do fun little exercises that I used to.

An associate professor talked about feeling overwhelmed by the increased number of students in his classes, and the challenge larger class sizes present to his teaching

effectiveness. As he explained,

Even though I really do enjoy teaching... the class sizes have been overwhelming for me, especially this past year. I took a leave last fall and was in [foreign country] and I only taught two classes there. Most division one faculty teach just two classes. Then the day after I came back I started teaching at State, and I had four classes and 220 students. It was just overwhelming! This semester I've been a little bit more overwhelmed by the teaching, more than ever before. I think it was the contrast between the lighter load and the heavier load. And with what I want to do in the classroom, having such a high class size makes it difficult.

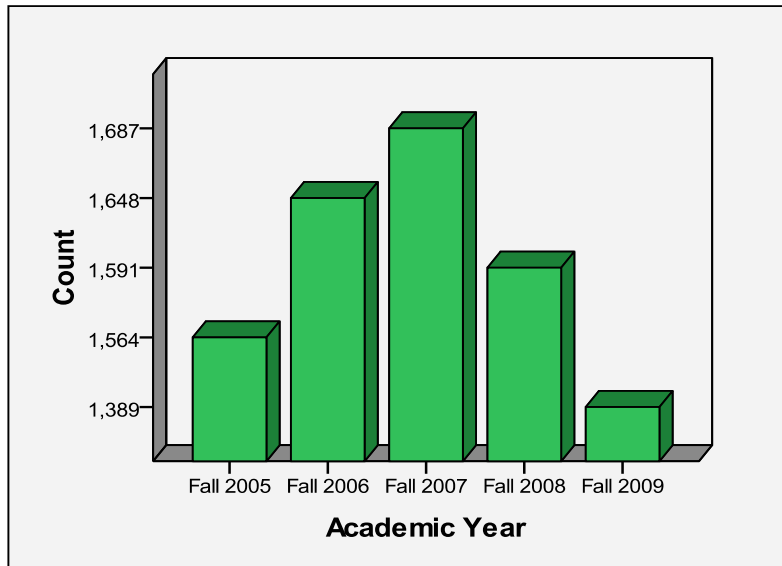
Finally, another associate professor, talked about the direct impact of larger class sizes on the quality of her instruction and her ability to teach students effectively.

My [name of class] is based on experiential learning so I felt like saying "40 students is really the max," because I know every person's name and I know who they are and I work with them and I have a lot of written assignments where I provide feedback and I need space in the room, comfort. Moving around to work [with students] as partners to working in groups, and I have not been able to teach 40 for a long time. So, I have been teaching 50. They told me that when I come back in the fall, it's going to be 60. There is a loss in quality because of this budget and priorities...and it's so disrespectful to the students to treat them like that.

Reduction in Instructional Faculty

Not having enough instructors to teach courses was another common theme that affected faculty teaching loads, stress levels, and job dissatisfaction according to the majority of faculty interviewed. As Figure 6 indicates, the drop in instructional faculty at NCSU has been precipitous. Between fall 2007 and fall 2009, the total number of instructors (both tenured/tenure-track and temporary) at NSCU decreased from 1,687 to 1,389 representing an 18% decline notwithstanding the overall increase in student enrollment.

Figure 6: All Instructional Faculty at NCSU, 2005-09



Source note: CSU PIMS Database, 2009

A department chair talked about the challenges related to course coverage during the budget crisis. She spoke about the direct impact of the budget cuts on her teaching load and her decision to “over-teach” to offer required courses and compensate for the lack of instructional faculty in her department. When asked if she had any recommendations to make NCSU a better or more satisfying place to work, she replied,

We really need to hire faculty like everyone else.... The biggest thing for me has been the problem with coverage of courses. My feeling like I have to over-teach in order to offer these courses. I have been doing the course scheduling of faculty--who is going to teach what. It has been crisis after crisis that I've had to deal with.

Another department chair talked about the need to make repeated cuts to departmental course offerings due to the budget crisis, and the negative responses that engendered.

Nobody wants to be chair in my department. It's just a lot of administrative stuff. And now with the budget cuts it's very demoralizing because I am constantly cutting classes and I have to explain it's not because I'm this evil person.

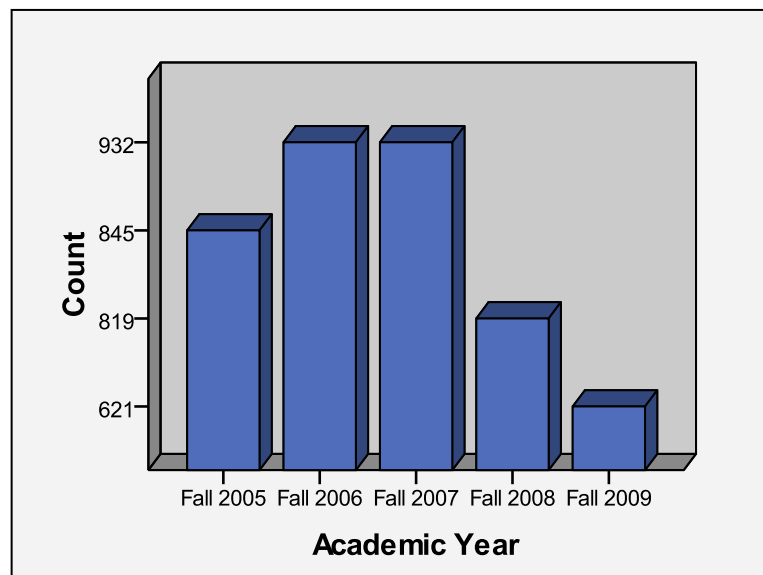
The layoff of lecturers and other teaching staff due to the budget crisis was another major setback reported by a majority of faculty interviewed for the study. Faculty stated the reduction in instructional faculty—including the hiring freeze and the retirement of tenured faculty—has negatively impacted their teaching workload and

productivity. A full professor talked about the abrupt disappearance of lecturers and its effect on tenured/tenure-track faculty in his department.

Then all of a sudden, they were all lecturers...this is not a commentary on lecturers, it's just they don't understand our curriculum as well as faculty members who are tenured or tenure-track. As you know, because of the budget crisis, we don't have any lecturers left--everybody is back into the classroom....

Figure 7 shows the total number of temporary faculty at NCSU was cut dramatically from 932 in fall 2007 to 621 in fall 2009 representing a 33% reduction in two years.

Figure 7: Temporary Faculty at NCSU, 2005-09



Source Note: CSU PIMS Database

The increase in faculty workload as described by the great majority of participants interviewed was directly attributable to increased class sizes, decreased support, and fewer instructional faculty due to lecturer layoff, hiring freeze policies and faculty retirement. Most participants reported feeling overwhelmed by their teaching workload and several openly discussed the negative impact of increased class enrollments on their pedagogy and teaching effectiveness during the budget crisis.

Productivity Decrease

Scholarship De-prioritized

Time—or lack of it—was a recurring theme in the interview data. A great majority of faculty cited “excessive teaching load” and increased student contact as primary reasons. Many faculty spoke at length and in frustrated terms about the impact of their increased teaching load on their scholarship and professional growth. A full professor talked about how he has de-prioritized his research agenda due to his increased workload and administrative duties during the budget crisis. When asked about his scholarship, he replied,

If I had the time... I'm back to trying to run a program and to manage under these economic times, and to do what is expected and, on some level, even required of tenured full professors. Because we're losing lecturers and trying to hold on to our assistant professors and tenure-track faculty, and we're taking furlough days. Technically, we can't work... it's just such a façade, if you will. 'Just do more for less, and we're just not going to pay you!' So that's the thing, it's really trying to manage a program and students and trying to minimize the impact that it has. It's just more work. So as I was telling another faculty member, that's the kind of thing--the research end of it, you basically put on the backburner--because you know you have to get all of this stuff done first.

Another full professor spoke about the negative impact of the budget cuts on his ability to find time to submit a proposal to the campus Human Subjects Committee to conduct his research project.

If you're expecting me to carve out this time with all of this, it's not going to happen just like it hasn't happened. The simplest thing I need to do is submit a proposal to the IRB. That was back in August. Have I done it? No! I'm too busy now, especially with furloughs and cuts to salaries, I gotta make it up somehow.

When asked how much time she devoted to research in a year, an overwhelmed assistant professor responded,

Nothing. Literally, no time, during the school year...no time. I'm hoping to finish one of my manuscripts over winter break, so I don't get to have any breaks, right? When I was writing the proposal for that grant I had to spend all of my furlough days plus weekends and I gave up probably two months of my weekends. It was a hard process, and of course I didn't get any buy-out for that right? So there is no time, no time.

“Lack of time” was also the response from an associate professor who lamented the

limited time she had to pursue her scholarship in recent years.

You gotta remember when I go to NCSU with the number of students I have...I can't do any intellectual work. It's more administrative work or teaching or what have you. It's one big diversion from what I would really like to be doing, which is as an intellectual and a researcher.

Another associate professor talked about the numerous challenges and her indefatigable efforts to maintain an active research agenda given her current teaching load.

When I'm teaching full on like I am right now, three huge classes, for four months, I can get very little research and writing done. So, for 8 months out of the year that is pretty tied up. Some semesters, I don't have such a heavy teaching load. I will have one graduate seminar with only 10 students or another class that has a smaller amount. So that's a huge relief that I'm able to do more research and writing. And I'm continuously writing so it's not like I stop. It's just polishing it and getting it to the publisher. I need some real quality time to do that and that's on my winter break and summer and that is four months. So really, 8 out of 12 [months] is pretty much teaching. I mean, I am always trying to apply for grants and fellowships, do some editing, do some brainstorming, writing. But for me, it's just splitting my attention in too many different ways.

Lack of resources and support for scholarship

The budget impact on the availability of resources was another common concern reported by participants. Many faculty spoke at length about the effects of dwindling resources and support on their productivity. An associate professor spoke angrily about the lack of resources in her department and its impact on her scholarly productivity. When asked about barriers to her publishing activity, she responded,

I think the lack of resources for even buying a book. I can't buy a book and get it reimbursed, and I do go to the library. I actually don't like to have very many books... but just to think that you have to buy your own paper and toner is just insane! All those things that the UC people take for granted we don't have, and those things really affect how much you can publish.

An associate professor talked about the lack of release time provided to faculty for administrative roles they must assume to maintain academic programs.

[In the past]...we got release time for being graduate coordinator which is great, because the release time is equivalent to the work I was doing

as graduate coordinator. That was helpful, and now, because of the budget cuts, that has all been taken away. It used to be parsed out unequally--our department got it, others didn't. So we got it, and now that's been taken away so I don't know what's gonna happen in the future.

Job Dissatisfaction

Furlough-based Salary Cuts

As part of the CSU-wide furlough policy, nearly all of CSU's 47,000 employees took furloughs two days a month and, as a result, saw their pay cut by about ten percent. The large majority of faculty interviewed for the study expressed tremendous frustration with the furlough policy and the consequences imposed by the salary reduction both on themselves and their departments. Most faculty felt their workloads had increased during the budget crisis and that the furlough policy amounted to a ten percent pay cut. An associate professor talked about the difficulty of salary cuts on his ability to support a family of four in the Bay Area on his reduced income.

Salary is a very important consideration. I think the issues of furloughs have been a major issue. I have always taught summer to supplement my income. Well, with two kids it makes it really hard to make ends meet. And the prospect of not—even though I've been really successful at getting every single service dollar, you know, four month salary increase, I've been very fortunate to get them all. The prospect of looking at no salary improvement, in fact from the moment I was promoted from assistant to associate, my salary stayed the same for five years. Five years without salary movement meant—considering inflation.... I think salary is an important consideration in terms of what another institution could [offer].

Some NCSU faculty have even had to take on additional employment to make ends meet. An assistant professor revealed that some of her colleagues have been forced to take on random jobs to offset the salary reduction imposed by the furlough policy.

With the furloughs, I have colleagues who are working second jobs... One junior faculty is also a locksmith. I have another faculty friend who is waitressing one night a week.

To be sure, the faculty we interviewed expressed great concern about the personal hardships they endured due to salary cuts, but they also expressed grave concerns about the welfare of the institution. A full professor spoke at length about her preoccupation with the potential impact of the budget cuts on her students and junior colleagues.

Given this current situation, I'm really worried about the department. I'm worried about the fact that we can't support the majors that we have so we're impacted and we're instituting all these criteria to get majors in, so that means a lot of students are going to be out of luck. I'm afraid we're going to lose some of our good faculty members because of the furlough stuff and the resources--no support for research. All of this stuff that we lured them here with is deceiving.

Budget cuts and faculty recruitment

Several senior faculty spoke about their concern that salary cuts and reduced resources were negatively affecting the University's ability to recruit and retain quality faculty. An associate professor spoke movingly about his concerns related to recruiting and retaining good faculty during the current budget crisis.

I feel for our faculty, I really do. It is really hard to make it here. With the teaching, and we do such a great job of hiring. We've got this great faculty, and then they show up and they get to that first department meeting, those budget talks, and the restraints, this and that, and the extra burden being added on to your work...I have a pretty strong work ethic and it doesn't bother me too much but I can see it crush others. So it's hard and they maybe want to leave, or maybe they do leave quickly. So how we can pay off on our hiring is something I'd really like improved on in the future so we can keep and retain faculty and hold on to them and have them retire here.

An associate professor talked about her concern over faculty attrition due to salary cuts and fewer resources including internal grant awards to support junior faculty.

Really good people, and I would hate to see—and I know that some faculty members are thinking, well, I do I really want to be here? We just lost someone; she left after a year, partly because of family stuff but... We told the new faculty members that there were these big grants and things and they didn't get them, because it's so much more competitive. I think it's getting a lot harder now, and I think I had a lot of positive things that aren't around anymore.

A full professor also spoke about problems recruiting good faculty given decreased resources and teaching staff.

Because that's another tool we've used to recruit people, and we're losing all of our TAs that helped with our statistics and research methods courses. So the people that have been teaching them are not going to be so willing to teach them if they don't have TAs, because they are 130 students a class.

Lowered Morale

During this period, the campus climate at NCSU was steeped in anxiety and uncertainty as rumors of draconian cuts and restructuring initiatives circulated on campus. As an associate professor remarked,

Just the budget uncertainty has become so extreme... You know we're hearing horror stories that literally the [another CSU campus] was asked to come up with a list of tenure-track faculty to cut by Friday. So it's really deep.

Another associate professor spoke about the loss of morale in her department due to the fiscal crisis and the potential long term impact of the budget cuts on programs.

The budget cuts are really demoralizing... it's been a difficult past couple of months, and I'm hoping things don't change too much. I'm fearful my department won't be the same. There's a lot of things that could affect that. That's a big question mark...

An assistant professor spoke candidly about thoughts of leaving the University because of salary cuts, increased workload, lack of support and resources.

So one day I was driving home, that was a really hard day. I mean you always have ups and downs throughout the semester, but it was a really hard day....And I was driving home, thinking this is just not fair. Why am I doing this? Why am I dealing with this workload? And now with the budget cut and the furlough, is it even fair? Should I look for another job? Seriously! Well, actually on that day I thought about it.... I was thinking that, gosh, let's not worry about doing the best job for the department or the university. Are they really treating me well? And maybe I should just do my minimum job for teaching, just get the minimum average teaching evaluation scores and just focus on my research publications and be ready for another job in 3-4 years. If they don't go for my tenure then I should look for another research 1 university that has more resources. To be honest with you, yes, I was thinking about it.

Career Satisfaction Scale

Faculty were asked to indicate their level of satisfaction as a professor at NCSU on 19 items using a five-point Likert scale in which 5 was labeled "very satisfied" and 1 was labeled "not at all satisfied." In terms of aggregate responses, NCSU faculty reported the lowest mean rating for satisfaction with teaching load (mean=2.39, s.d.=1.20). The second lowest rating was reported for salary (mean=2.48, s.d.=1.12), and the third lowest rating was reported for ability to get external funding

(mean=2.77, s.d.=1.19). The three highest rated items in order included interpersonal relationships with other NCSU faculty (mean=3.96, s.d.=1.02), teaching experience (mean=3.96, s.d.=1.22), and overall job satisfaction as a professor at NCSU (mean=3.57, s.d.=1.08). Interestingly, faculty reported relatively high overall satisfaction ratings with their academic jobs and peers at NCSU in quantitative measures. Faculty were clearly dissatisfied with their teaching load and yet rated their teaching experiences at NCSU as a major source of job satisfaction. An analysis of these findings is presented in the following section.

Negative Student Impact

Our analysis of interview data thus far has focused on faculty perceptions of the budget cuts on their productivity and job satisfaction. Implicit in faculty comments about job stressors related to their increased teaching loads and student contact during the budget crisis was the concern that students were not being served well. As we discussed earlier in the *Workload Increase* section, several faculty participants spoke candidly about the negative impact of larger class sizes on their teaching effectiveness. We posit that the impact of the budget cuts on NCSU students transcends the quantitative measurements of fee increases, capped enrollment, and course reductions. Our qualitative data—as told in the voices of faculty—speak to the real loss suffered by students during the budget cuts, namely, a compromised teaching and learning environment in which overburdened faculty are struggling to reach students. An associate professor commented on the impact of campus-wide course reductions on students' experiences during the budget crisis.

They [students] are just fighting for units so they can be full-time students and not get kicked out and lose their financial aid. So, this semester was the starkest contrast in that regard. And then the numbers, I mean, look at those midterms [pointing to a large stack of papers to be graded].

Another associate professor referred to NCSU as “the Costco of higher education” resulting from the steady decline in state funding in the past two decades, and the toll it has taken on the teaching and learning experience of students.

We do everything in bulk. We have a lot of students who have a lot of demands. There are no resources given to you to meet those demands. You know, advising is just crazy and you get no credit in HRT when we do advising, but students need it and deserve it. With the funding cuts, the first time I came here in '95, was after a round of massive funding cuts, where classes stopped getting offered. So, it was just after the build up to get things right after those cuts. So, they have kind of been on that trajectory but then again at the same time, they keep facing funding cuts. So how that translates is that they don't tell people's parents that there have been funding cuts. They don't tell people, "you're not paying

for a place, you are paying for a fishing license." You know, there are too many students, not enough classes. And those of us who are faculty are trying to maintain and deal with that and maintain a quality education.

In terms of the classroom environment, an assistant professor discussed changes to her pedagogy resulting from larger class sizes and also observed that students appeared less engaged in her classes during the budget crisis.

I can't do so many discussion groups or group activities. I have to do more lecture or overall presentations. Also, the overall composition of the students. There are more students who are just there to get credit and they are not there because they are not genuinely interested in the topic.

The impact of the budget cuts on the support of graduate students was also noted in interviews. A full professor remarked,

With grad students, it's difficult. In fact, I question having all of these graduate students and I am not planning on taking that many. It's difficult with master's [students] because we just can barely cover our undergrad classes and then there are grad classes, too. And I don't feel like we are offering enough to the graduate students.

Student advising and supervision have also been negatively affected by the cuts according to several participants. An associate professor talked of the steady increase in the number of his advisees. When asked about his experiences with his advisees, he reported,

They have been good. It's just that I can't be a good advisor...to devote the time. I have classes of about 40. I have about 100 students this semester. There are so many students to deal with. That's if you don't have a buy-out. Right now I have 80 students. Otherwise, I have 100-120 students and that's not the biggest load.

When asked about how advising was impacted by cutbacks, an associate professor lamented,

It's that 10 minute advising moment and then you send them on the way. I don't advise to the undergraduate major because I don't know it but I know where to send them. That's the form of advising that breaks your heart because you got people coming in as graduating seniors, you haven't taken a stats class because they haven't been able to get into it. This is their last class... so that advising breaks my heart and that's a product of our inability to serve our students.

Yet despite the workload increase, productivity decrease and job dissatisfaction reported by faculty participants, another theme that emerged from both qualitative and quantitative data was the strong commitment NCSU faculty have to teaching and an even stronger devotion to their students. When asked what she enjoyed most about her job at NCSU, an associate professor spoke about the diverse backgrounds of her students, many of whom are first generation college students, and how that enhances the teaching and learning experience.

I really enjoy the students: they are delightful and they are a special thing... They come from so many different experiences, it makes teaching richer because I can draw on their experiences and they bring their experiences and I am always constantly examining something. If the class was a lot more homogenous, it would be a lot more boring to teach and I think it would be a lot less interesting for the students, too. The other part is that, I think because most of the students are not from backgrounds where going to college is normative that it is hard for them to get there. They don't have a sense of entitlement. In fact, I find myself trying to make them have more of a sense of entitlement, but it is a lot more pleasant trying to encourage someone to have more entitlement than fight someone else's sense of entitlement. There is a kind of appreciation and a lack of sense of entitlement that makes them really, really fun.... I think I always felt that I could be more useful to students who didn't come from a place with cultural capital, who had the hunger but didn't necessarily have that other stuff. It's lovely working with them.

The great majority of faculty participants reported relatively high job satisfaction due to their teaching experiences related to the students at NCSU. When asked what she liked most about teaching, an associate professor spoke of her students and her relationships and interactions with them:

The students. And I still teach in the graduate program, at least one course a year and that's really good because it's small classes and close relationships and that kind of thing. And I found out, I tried to teach when I was a chair and it didn't work too well because there were so many pressing priorities when you're chair. But in the undergraduate class I really like when I say something to the students and they shake their heads. Particularly human motivation, you're talking about all the things that they should have been experiencing or should be experiencing, so you see something and you see little lights. Or they will ask me something about—and you can tell it's something from their family or their relationship—and you see them trying to apply it so it's good.

When asked to talk about some of the highlights of working at NCSU, an associate

professor talked about her teaching experience and her great fondness for her students.

I think there's been a lot of highlights I have to say. For one thing teaching has been a huge surprise for me. I was in my post-doc as research only. I didn't do any teaching for like four years. I just loved that, being able to sit with my data and look at it, and I thought when I come here I'll just work through the teaching. And I love our students, I think they're wonderful, and I came kind of thinking at least I'll have graduate students because we have the elite program. But I think the biggest surprise is really that the undergraduate students are so amazing, wonderful, and really creative. I've taught undergrads in my graduate program and they just were so snooty and entitled, and I just found NCSU undergrads to be totally refreshing and creative and I love teaching them, and I still get emails from them years later saying that the class I taught changed their life, or that they still remember something we discussed in the class and it really means a lot to me.

Students of Color

Another finding from our qualitative data suggests that faculty of color—particularly women—are more likely to advise and mentor students of color at NCSU. Because our sample was comprised largely of female faculty of color, our data also revealed the impact of the budget cuts on their teaching and advising relationships with students of color many of whom are underrepresented minorities. As a Latino professor explained,

I mean I have students who aren't within my area who come to talk to me [because I am Latina]. And who don't necessarily have big issues or anything, but they want that interaction, they want that experience. I've had undergraduate students who've come. I do a presentation in one of our prereq courses, and that prereq includes undergrad students. Several of them from every single presentation that I do, they start coming down to my office, wandering in.... talking about this, talking about that.

Another Latina professor spoke about how she wished she could provide more support to the many graduate students of color that approach her for advising:

I wish I could do more. I have a lot of minority students who come to me to work with them and I understand why, I think it's that I see things the same way they do. Even if we don't talk about it, we see things similar. I think that's hard for them to be in graduate school and think that people aren't seeing things the way they do, so I think it's nice that I can do that.

When asked why he thought Latino students were more likely to seek him out compared to non-Latino instructors, a Latino professor replied,

The students sometimes identify me as the bridge to the power so I have to be very careful to remember in a way, I am the power. I am that. Just as a person of color and with an orientation that is community based, the students perceive me as on their side.

An African American professor corroborated the proposition that faculty of color at NCSU are more likely to advise students of color. She talked about their attraction to her because of her ethnicity.

I have always had a lot of advisees. You know, my ego would say, "Well, it's because I am such a charming, helpful person." But part of the reason is that because I have melanin and a lot of the students see a melanin enhanced person and say, "Ooohh," since we have such a diverse student body.

An American Indian professor spoke of the supportive relationships she has with her students outside the classroom--both academically and emotionally--and their often overwhelming needs.

So, often, you know, a lot of our faculty, myself included, as a teacher, we spend a lot of extra time, not just tutoring on papers and readings and exams but really counseling our students who are having housing issues, who are having health care issues, who are having mental health issues, who are having domestic abuse issues. So we fortunately have this ethnic studies resource center that is supposed to provide more services in that area because the faculty are often very overwhelmed with our students.

Finally, an Asian American professor spoke about the academic and emotional needs of her students, and the excessive advising she maintains in order to support them.

This door, once 10:00am, is revolving with students. And so that 3rd shift that women have, going beyond the classroom and the home becomes this actually 3rd shift which is the meeting the emotional needs of the community. That has been crazy. Both young women and men come through this door... So, I gotta deal with 40 individuals on a daily basis. So there is that. Along with the students that they serve, which is almost 200 students (and that's off campus and in the school). With those people that I have taken on, this door is revolving with all of the other 3,000 Filipinos on campus.

Conclusions

In the course of collecting our in-depth interview data for a study on mentoring, the impact of the budget cuts was ubiquitous in the minds and voices of faculty. Findings from our interview and survey data suggest the budget cuts have had a profoundly negative impact on the professional and personal lives of NCSU faculty. The great majority of faculty interviewed for the study cited increased workloads, larger class sizes, decreased compensation, diminished resources, and inadequate time and support for scholarship as major outcomes of the budget crisis. The loss of lecturer and other teaching staff was another major setback reported by faculty participants that bore negatively on their workload, productivity and job satisfaction.

Our interview data revealed that a significant number of NCSU faculty are experiencing increased stress and anxiety, lower morale and—in some cases—uncertainty about their future work lives at NCSU. Based on survey data, excessive teaching loads and furlough-based salary cuts appeared to lower career satisfaction ratings and erode institutional commitment for the faculty sampled in our study. Several participants spoke candidly about their inability to teach effectively given increased class sizes and teaching loads, and the negative impact on students. Still, others shared their perceptions of probable long-term impacts related to faculty attrition and recruitment in their departments and at the University.

Interestingly, in quantitative measures NCSU faculty reported relatively high overall satisfaction ratings with their academic jobs and colleagues. Faculty were clearly dissatisfied with their teaching load and salary cuts, yet rated their teaching experience and students as a major source of job satisfaction. Through in-depth narrative analysis of faculty accounts, several inferences can be drawn about the deleterious impact of the budget cuts on students in terms of the teaching and learning environment during the budget crisis. Several participants reported a decline in their teaching effectiveness as a result of increased class sizes, greater reliance on lecturing, student apathy, and faculty burnout. Other faculty spoke movingly about the compromises made in the midst of budget uncertainty and, in particular, the detrimental impact on their teaching and advising relationships with students. Finally, faculty of color in our study were much more likely than White faculty to advise, support and mentor students of color. All 12 female faculty of color in our study spoke of the excessive advising demands they maintain in order to support the overwhelming needs of students of color many of whom are first-generation and from underrepresented minority groups.

Implications

Improving faculty support and working conditions is vital to the University's long term welfare and mission particularly in times of crisis. It is in the interest of the University to increase faculty job satisfaction and productivity especially as it seeks

to redirect its faculty towards grant pursuit and research in the context of declining state support. As Houston and Paewai (2006) warned unless support is given, workloads managed, and more time is afforded to faculty, the perceived negatives of high stress and low compensation will outweigh the positives of job autonomy and flexibility that attract highly qualified candidates to academic lifestyles.

In order for faculty to manage increased workloads and the myriad stressors embedded in academic careers especially in times of scarcity, institutions must help support faculty as they strive to balance the rival time pressures of teaching, research, and service. Research confirms that institutional support is paramount for faculty job satisfaction and productivity (Barnes, Agago, & Coombs, 1998; Hendel, & Horn, 2008; Lindholm, & Szelenyi, 2008; Vardi, 2009). While teaching and research should be complementary activities, they can often produce competing tensions if institutional support is not provided to faculty. Perry et al. (1997) studied “perceived control” of higher education faculty and concluded that professors with high control or self-efficacy beliefs were less stressed and more productive especially when they felt supported. Faculty at teaching-intensive universities reported higher levels of job satisfaction and productivity when they were provided intermittent course release to pursue scholarly activities.

Universities vary in their expectations for junior and senior faculty to transmit and produce new knowledge. Lease (1999) found that contrary to prevailing assumptions, gender and tenure status were not related to self-reported levels of occupational stress for university professors. Lease’s survey study also confirmed that greater time spent thinking about research is correlated with greater scholarly output, and that supportive mentoring relationships help junior faculty learn to balance their workload.

The research-based evidence supports formal mentoring as an effective investment that optimizes faculty well-being and institutional welfare. In our unpublished study of mentored faculty (Hyun, Diaz, & Khoury, In progress), we found that in the absence of post-doctoral training, faculty need in-service training and mentoring to be productive and to more effectively manage their work lives. This is especially true if the institution seeks to increase grant pursuit and extramural funding among its faculty. Our study findings further suggest that mentored faculty are more likely to exhibit high control beliefs (for example, greater confidence in their ability to get external funding) and to report greater scholarly productivity and job satisfaction, on average, compared to their non-mentored peers. Conversely, unmentored faculty in our study were more likely to exhibit the characteristics that Doring (2002) discussed in her study of faculty who saw themselves as powerless or “victims” rather than as potential agents of change in times of crisis. Mentored faculty in our study reported being better equipped to balance work demands with their personal lives. When faculty are supported in their scholarship through access to resources including in-service mentoring and course relief from teaching, they report greater productivity, better balance in managing workload demands, and higher self-

efficacy and job satisfaction. Finally, the University must also recognize through its tenure and promotion process the important contributions made by female faculty of color, in particular, who continue to provide academic, social and emotional support to students of color despite the budget crisis. If the University seeks to increase student success rates for students of colors, many of whom are first generation and underrepresented minorities, it must recognize formally the opportunity costs of this necessary work as it ultimately furthers the University's commitment to equity and social justice.

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Appendix A: Semi-structured Faculty Interview Protocol

[Introduction: I'm going to ask you questions about your overall satisfaction with faculty life at NCSU and what it is like being a part of NCSU (an assessment of the various facets you deal with professionally). On a personal level, I will ask you about what your future goals might encompass and how your experiences at NCSU play - or do not play - a part in achieving your visions.]

Have your professional expectations and ambitions been met here at NCSU?

How has it been for you at NCSU? What have been some of the highlights, some of the difficulties, things you might have done differently?

How does NCSU compare to other colleges?

Would you recommend NCSU to other colleagues as a place to seek work, why or why not?

In terms of ethnic diversity or LGBT culture, do you feel it is celebrated on campus, supported? How are you received?

What type of package could another university entice you with? What would make you contemplate leaving for another university?

Any recommendations to make NCSU a better, more satisfying place to work?

Scholarship + Fields of Interest

Tell me about your field of interest?

Have you been able to develop your research - why or why not?

How has your research interest changed, so how? What are some of the factors that have affected your research interests?

Have you been able to get your research funded - why or why not?

Has funding - or lack of it - shaped your research questions/projects?

Are there other scholars in your field of interest at NCSU? What is their knowledge base of funding/grant writing?

Would you like to see a bridge between research and faculty life?

Do you see yourself as a productive person in terms of writing and presentations?

What percentage of time would you say you devote to your research? (Academic year v. breaks for winter and summer)

What are some obstacles to your productivity—what are your strategies to overcome these barriers and to get writing done? What else could help you be more productive?

Is NCSU conducive (institutionally, the physical infrastructure) to stimulating intellectual projects and your productivity in your research?

How do you reinvigorate your passions about your research interests?

Have you had or do you currently have a mentor(s)? If yes, who? Describe them.

How do you define a mentor? Are there different types of mentors? Are you currently mentoring someone?

Would you consider serving as a mentor in the future?

Are there obstacles to having strong mentoring relationships with NCSU colleagues?

Describe an ideal peer-based mentoring program and what that would look like to you?

Teaching + Advising Experiences

How important is teaching in relation to the other professional tasks expected of you (Professional Development & Campus/Community Service)? How important is teaching to your career?

Do you identify yourself more as a teacher or a scholar? How do you integrate the two?

What is it you like most/least about teaching?

Experiences with advisees - positive and negative?

Is there anything you would like to add about the teaching experience at NCSU? (vs other schools/experiences?)

Interpersonal Relationships of Faculty

Do you feel supported?

What do you need to be supported?

Do you consider NCSU an intellectually stimulating community environment...what makes it so (or not)?

Relationship with administration—could you tell me some stories of conflicts that were resolved and perhaps a story without a happy ending?

Have you been able to establish collaborations?

Can you tell me how you think you compare to your peers in terms of productivity?

Vision of future

How and where do you see yourself in the next five years?

What would an ideal week look like for you?

What would you like to see at the university—what sorts of changes? What would an ideal university infrastructure look like?

Do you see your work as making a difference? How do you see your contribution?

How do you see the university helping with that?

The RTP process at NCSU (tenure expectations and access to information)

I know that faculty are required to do service—has it been helpful?

What have you been asked to do? Have you been able to integrate it to your work?

Is the service draining/invigorating?

How do you distinguish between service to the department, to the college, to the university, in contrast to service to the community, to your discipline...are there overlaps or are they all mutually exclusive?

Does the RTP process provide a clear map of what you need to do to get tenured and promoted? Are you confident that it will remain a clear roadmap for the next 6 years?

Are your department RTP (college RTP, university RTP) expectations appropriate?

What do you think are your chances of being tenured –are you optimistic?

Have you been able to get support from the university to get awards?

Do you know where to look for awards, grants, lectures, general campus activity?
Where or how do you access information about campus activity, etc.?
Tell me about any of the awards you have gotten—how has it been helpful?
Access to information—do you feel like you know where to look to see what the university has to offer you?

Mentoring Program questions for Experimental group

What did you like the most? The least?
Did you write a grant? Elaborate on obstacles or successes
What was the mentor experience like for you?
What was helpful about the PDG meetings? What didn't work?
Have you done any MRISP sponsored workshops-anything stick out? What would like to see more of?
What advice would you give to a new MRISP program director?
Did it meet your expectations?

**Appendix B:
Faculty Career Satisfaction Questionnaire**

As a faculty member at NCSU, please indicate your level of satisfaction with the following using a scale of 1 to 5, with 5 being *very satisfied* and 1 being *not at all satisfied* (circle your response)

Importance of the following to me:	not at all		satisfied	
very				
satisfied				
a. Satisfying my need for intellectual exchange 5	1	2	3	4
b. Satisfying my need for creativity and curiosity 5	1	2	3	4
c. Satisfying my need to stay current in the field 5	1	2	3	4
d. Having satisfying collaborations with others 5	1	2	3	4
e. Achieving peer recognition 4 5		1	2	3
f. Satisfying my need to be connected to a community 5	1	2	3	4
g. Interpersonal relationships with other NCSU faculty 5	1	2	3	4
h. My teaching experience 5	1	2	3	4
i. My teaching load 5	1	2	3	4
j. Student advising or training 4 5		1	2	3
k. My research or scholarly productivity 5	1	2	3	4
l. My ability to get external funding 5	1	2	3	4
m. My relationship with a mentor(s) 4 5		1	2	3
n. The amount of committee work expected of me 4 5		1	2	3
o. Access to information about campus resources 5	1	2	3	4
p. The RTP Process at NCSU 5	1	2	3	4
q. My ability to balance work with other parts of my life 5	1	2	3	4
r. My salary 5	1	2	3	4

