

CFAES Survey of Junior Faculty, Instructors, and Lecturers

A total of 194 individuals were identified as assistant professor (clinical and tenure-track), associated faculty, lecturers, or instructors within the OSU HR data base. The survey was designed to gather information on the experience of junior faculty and affiliated positions and consisted of Likert-type questions and open ended questions. Out of the 194 e-mail invitees, 105 started the survey and 99 responded to all items on the survey.

The majority of those who responded identified as assistant professor, tenure track. The next highest category was lecturer followed by instructor, assistant professor, clinical and associated faculty. Years of service ranged from less than one year to 6 years. The data for this abbreviated report corresponds to respondents with 6 years or less of service. There are 70 respondents who meet this criterion. The average years of service is 3.

Respondent Demographics

Demographic questions asked individuals to identify (if they felt comfortable) their race/ethnicity, sex, sexual orientation, and whether they identified as a person with a disability. The majority of respondents (across all positions) indicated that they do not identify as an individual with a disability. The majority of respondents identified as heterosexual with approximately 4% identifying as sexual minority (gay, lesbian, bisexual, pansexual) 26% preferred not to answer or left the question blank.

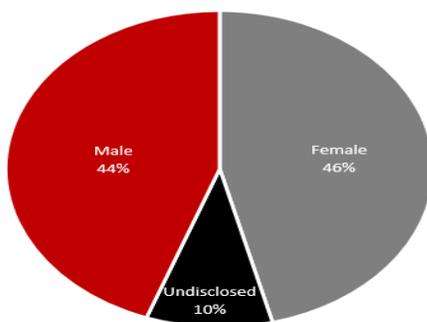


Chart 1 Respondents' sex

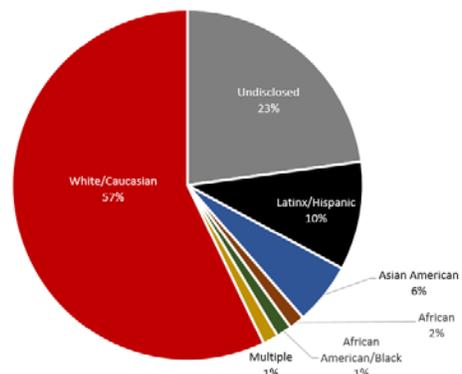


Chart 2 Respondents' race/ethnicity

The survey was designed with display logic based on how individuals responded to the question about position. Those respondents who indicated assistant professor, tenure-track were asked questions related to promotion and tenure while those who responded differently did not have questions on promotion and tenure.

With regard to being provided with clear expectations from the department chair related to promotion and tenure 65% of respondents who identified as assistant professor, tenure-track indicated that they received clear expectations from the department chair regarding promotion and tenure. The final Likert-type question asked if the department had a mentoring program or structure that was effective. Forty-five percent indicated disagreement regarding a mentoring program or structure.

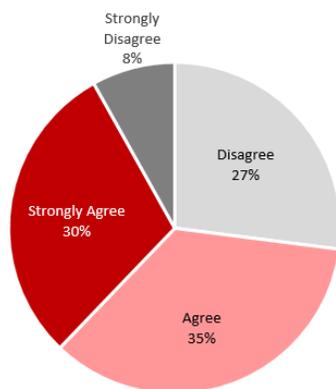


Chart 3 Clear expectations about P & T

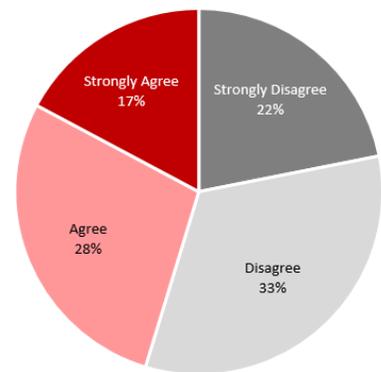


Chart 4 Mentoring

In addition to the Likert-type questions there were three open ended questions.

1. What additional resources do you need to be successful as you engage in the promotion and tenure process.
2. How can the Dean's office best support junior faculty?
3. Please share anything else that you would like regarding your experience in your department as a junior faculty.

Broad themes from each open ended question are provided below. Full responses for each theme are included in the complete report that can be found at <http://go.osu.edu/fullreport>

The themes are not listed in order of importance.

- Onboarding for new faculty
 - Many of the respondents indicated the need to have information important to getting started as a new faculty member. Examples include policy and procedures, working with fiscal, ordering, Carmen requirements for getting IDs, how to reserve meeting space and what training was essential.
- Promotion and tenure process
 - Although a majority indicated receiving explicit direction on promotion and tenure there were numerous comments related to needing additional information that was not readily available.
- Mentoring
 - Although a majority of respondents indicated that their department had a mentoring or formal structure to assist junior faculty many comments indicated that there is a sense of inconsistency regarding mentoring across departments.
- Desire for collaboration, engagement, and connectedness
- Technology, lab and teaching space
- Access to and support of graduate students
- Positive supports (compliments to the department and or college in supporting new faculty)
- Communication from college leadership and funding
- Departmental leadership
- Compensation, appreciation, and professional development
- Other-statements that did not neatly fit under one of the other themes