

Effects of Vital Organizations on Faculty

Professional Efficacy

- Faculty experience high levels of professional efficacy.
- Faculty are more likely to take risks and be creative in their work.
- Faculty take advantage of opportunities to increase their skills and knowledge.
- Faculty use words like “thriving” or “flourishing” to describe their careers

Purposes & Goals

- The work that faculty choose to do is more challenging and engaging.
- Faculty are willing to commence long-term ambitious projects.
- College leaders and colleagues inspire faculty.
- Faculty inspire college leaders.
- Physical environments (e.g., architecture of buildings & grounds) inspire faculty.

Autonomy

- Faculty feel autonomous and in control.
- Faculty governments (e.g., senates, forums) effectively represent faculty.
- Faculty comfortably balance and integrate research, teaching and service.
- Faculty effectively balance the demands of work with those of private life.

Relatedness

- Faculty trust leaders and usually comply with their decisions.
- Administrators report having positive relations with faculty.
- Students see faculty as conscientious and supportive people.
- Students catch the enthusiasm of faculty and acquire a life-long interest in learning.
- Faculty are more available to students and colleagues.
- Collegial support networks are built and sustained by faculty.
- Offices of faculty are comfortable, personal work spaces.
- Faculty feel proud and honored to teach at their institution.
- Pay, benefits, stipends, and awards are viewed as fair and equitable.
- Despite opportunities to take positions elsewhere, faculty choose to stay.
- In times of crisis faculty volunteer their services to help their institution.
- Faculty donate money to institutional development projects.
- Faculty are rarely late or absent from work and frequently in their offices.
- Faculty are less likely to take legal actions against the institution.
- Unionization of faculty is less likely.

General Well-Being

- Faculty feel secure.
- General satisfaction with life is high.
- Faculty do things to promote their own health.
- Faculty have few colds, the flu or other common illnesses.
- Cardiovascular disease, cancer and other serious illnesses are seen less in faculty.
- Depression and anxiety are decreased in faculty.
- Relationships with spouses, children, and close friends are positive.
- Faculty pursue and meet their own spiritual needs.

Note. *The above effects were derived from a review of the literature on well-being and work by Lubinski & Benbow (2000) and Warr (1999) and observations of faculty by Walker & Hale (1999).*