

THE SPRING 2009 FACULTY EXPERIENCE SURVEY FES:09

The University Faculty Senate of  
The City University of New York  
SPRING 2009



## **The University Faculty Senate of The City University of New York**

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UFS Executive Director

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## Foreword

The Spring 2009 Faculty Experience Survey (*FES:09*) of full-time faculty and part-time adjunct faculty was conducted by the University Faculty Senate of The City University of New York during the Fall of 2009. The Principal Investigator is Kathleen Barker, Professor of Psychology, Medgar Evers College. The co-Investigator is Manfred Philipp, Chairperson of the University Faculty Senate and Professor of Chemistry, Lehman College. The study was funded through the offices of the Vice-Chancellor of Academic Affairs, Alexandra Logue. Questions regarding the survey should be addressed to Prof. Kathleen Barker ([kathleen.barker.cuny@gmail.com](mailto:kathleen.barker.cuny@gmail.com)) or Prof. Manfred Philipp ([manfred.philipp@gmail.com](mailto:manfred.philipp@gmail.com)).

This report describes a brief overview of the methods and procedures used for the *FES:09*. Similar to the first cycle of the Faculty Experience Survey conducted in 2005 (*FES:05*), *FES:09* serves a continuing need for data on the experiences of faculty within CUNY. The *FES:09* is dissimilar from its earlier version in that it was conducted on-line through the services of a contracted vendor. *FES:09* also included a separate pilot study of part-time adjunct faculty. *FES:09* was approved under Exempt Category: 2 - under 45 CFR 46 on June 18, 2009 by the CUNY-Wide Institutional Review Board [CW-09-019: *The CUNY Faculty Experience Survey*].

We encourage faculty to use the empirical findings within this report to inform discussions among colleagues on their campuses, with all sectors of leadership at their respective campuses, and in dialogue with peers and others across the university. We also welcome recommendations for future surveys so as to make future reports both more informative and useful for all interested readers.

## Acknowledgements

The author wishes to thank the many individuals who contributed to the success of the 2009 UFS Faculty Experience Survey (*FES:09*).

The study was overseen by CUNY faculty and staff and funded by the Chancellery. Prof. Kathleen Barker is the Principal Investigator responsible for *FES:09*. Studies such as these, under the auspices of the local faculty, are not common in the United States. Prof. Manfred Philipp, Chairperson of the University Faculty Senate, relentlessly pursued funding for this second expanded UFS CUNY study. His steadfast support and interest, accompanied by persistent encouragement, was the backbone of the project's success.

Vice-Chancellor Alexandra Logue approved the funding of the study. The project team is grateful for the generous support and interest demonstrated by Chancellor Matthew Goldstein and Vice-Chancellor Logue, and for the funding and reassigned time which made this project possible.

William Phipps, UFS Executive Director, provided every type of assistance from fielding respondents' queries to editorial assistance on project materials. His indispensable advice and stamina propelled *FES:09* during all its stages. Stasia Pasela, UFS Administrative Assistant, was instrumental in re-assembling the project team. Both Ms. Pasela and Vernice Blanchard, UFS Secretary, assisted in keeping the project moving forward.

The *FES:09* depended on many personnel who provided the project team with skilled assistance on various scientific and technical matters. From the Fall of 2007 until the Fall of 2008, Professor Manfred Kuechler, Hunter College provided assistance in revising the pilot survey items of *FES:05* and generating new items for the full-time survey. From the Fall of 2007 until March of 2009, Professor Dean Savage, Queens College, also assisted by revising *FES:05* items, generating new items, and creating coding schemes for both the full- and part-time surveys. Prof. Savage provided the *FES:05* archival materials for inclusion at various points in this report and assisted in the transmission of the surveys and codebooks to the web survey vendor. Prof. Stanley Wine of Baruch College suggested ideas for survey questions. Prof. Lorraine Kuziw, Medgar Evers College, made valuable corrections to the final report. Errors associated with the design of the *FES:09* study, the IRB application, the sampling frame, respondent correspondence, administration, analyses and the final report that remain are mine alone.

Many personnel also provided the project with excellent cooperation and assistance on technical and legal matters and these included James Haggard (Deputy CIO for Strategic Initiatives), Christopher Caprioglio (Computer Operations), Dave Fields (Special Counsel to the Chancellor) and Anthony Rini (OAA Director of Financial Management), and Bonnie McGrath (Chief Counsel) of the Research Foundation. Patricia A. MacCubbin, Director of the CUNY Office of Research Conduct and her staff met with the Principal Investigator and UFS staff to review requirements for IRB approval and made constructive suggestions.

The on-line survey contractor, Votenet, provided the team with a representative, Andrew Cader, who was always available (curse the BlackBerry!) and provided a superb level of consistency and follow-through. There were countless unanticipated intricacies presented by the on-line *FES:09* in its first administration at CUNY. Andrew and his Votenet colleague, Nate Ballantine, provided extensive assistance throughout the project.

"Family-friendly workplace" is a construct referring to institutions helping employees meet family needs. Often, though, it is a "workplace-friendly family" that invisibly helps institutions meet their institutional needs. Any thanks would be incomplete without mentioning my spouse, Dr. Gary Holden, a skilled listener and gifted social scientist.

Finally, the author would like to express her deepest gratitude to the thousands of CUNY faculty respondents, the UFS Executive Committee, the Faculty Senate governance leaders, and other institutional leaders who participated and played roles in *FES:09*. Without their cooperation and participation, *FES:09* could never have been completed.

February, 2010



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## 1. Introduction: Overview and Background

The Spring 2009 UFS Faculty Experience Survey (*FES:09*) is the second University Faculty Senate (UFS) survey of CUNY full-time faculty and the first survey of CUNY part-time adjunct faculty. The *FES:09* project is comprised of two separate surveys.

The first Faculty Experience Survey (*FES:05*) was conducted during the Spring of 2005. The survey was extensive, thorough, and ambitious. Its author, Prof. Dean Savage, considered it a pilot survey of full-time faculty. It was “an initial attempt to let CUNY faculty members speak for themselves concerning their work conditions, instructional and research facilities, and quality of academic life” (Savage, 2006).

The *FES:09* is similar to the *FES:05* in many respects in that it provides a mechanism for faculty to inform interested readers about their experiences within CUNY. The *FES:09* is dissimilar, however, from the *FES:05* in that it was expanded to include a pilot study of part-time faculty. And, whereas the *FES:05* paper survey relied on (almost) heroic efforts of paper survey distribution and keyboard data entry, the *FES:09* was administered as a web-based survey of faculty. This should not suggest that web-based surveys are “easier” but just that the *FES:09* was keeping pace with the technological times.

This front-matter details basics about the survey: how it was conducted, the response rates and how survey respondents compare with CUNY’s own figures on demographic characteristics. The higher the response rate for a college, the more confidence one can have in the findings. There are tables and figures referred to throughout this report. A few tables and figures will be provided within the text itself; the majority of data are provided in the Appendices to this document.

## 2. Instrumentation

This section provides a brief description of the survey instruments.

Three faculty members comprised the initial research team. The *FES:09* surveys were developed to be administered as web-based surveys. Aside from the labor intensive aspects of the *FES:05*, various problems had emerged with paper surveys sent to individual faculty members across CUNY campuses.

For both the full-time faculty survey and the part-time adjunct faculty survey, individual items are located, respectively, in Appendix A and Appendix C alongside tabulated results. The FES surveys should be considered works-in-progress that adjust to previous findings and shift in response to internal CUNY matters, local New York City and State conditions, and national trends that affect faculty life.

Development of Questionnaire Items: Full-Time Faculty Survey. The research team worked to revise the *FES:05* full-time faculty survey. For the purpose of trend analysis, the group sought to retain a number of items from the survey of full-time faculty, *FES:05*. However, the team also wanted to consider new areas and/or items from other faculty surveys (e.g., the revised *The National Study of Postsecondary Faculty [NSOPF:04]*, the *Columbia University Work Environment Survey*, and Cornell's *Work Life Life Survey*, to name a few). The twin goals were to provide some trend data but also to explore new areas that were of concern at CUNY.

The final full-time faculty survey instrument is divided into sections. Sections may contain multiple questions or a single item. Multiple-item sections are:

- Section 1. Your Campus and Department
- Section 2. Facilities, Programs and Resources
- Section 3. Services, Functions and Grant Support
- Section 4. Elements of Job Satisfaction
- Section 5. Satisfaction with College Culture
- Section 6. Attitudes Toward CUNY-Wide Initiatives
- Section 7. Opinions About New CUNY Initiatives: In Principle and Implementation at Your College
- Section 8. Department or Program Decision-Making
- Section 9. Recruiting for Diversity and Climate for Women Faculty and Faculty of Color
- Section 10. Satisfaction with your CUNY Career and its Progression

Notable additions to the *FES:09* instrument include questions on departmental life, diversity, and various CUNY initiatives. The remaining sections contain single items that asked about workload, office hours, preparation for teaching, academic rank, longevity of service, and demographic questions. Items are organized by section and listed in Appendix A.

Development of Questionnaire Items: Part-Time Faculty Survey. The pilot version of a part-time survey presented many challenges due to the heterogeneity of adjunct part-time faculty at CUNY who range from graduate students to HEOs to non-CUNY full-time workers to emeriti. The part-time questionnaire includes some items that are comparable to the full-time faculty survey, but some items are specific to part-timers. As with the full time survey, the part-time faculty survey is divided into sections that contain multiple questions or a single item. Multiple-item sections are:

- Section 1. Your Campus and Department
- Section 2. Work Status, Conditions and Workload
- Section 3. Facilities, Programs and Resources
- Section 4. Services, Functions and Grant Support
- Section 5. Elements of Job Satisfaction

Demographic questions were asked at the end of the survey. Items are organized by section and listed in Appendix C.

### 3. Study Design and Selection of Respondents

The study design was a census of full-time and part-time adjunct faculty employed as of April 1, 2009. The Central Office provided two spreadsheets containing names, school affiliations, and home addresses of full-time ( $N = 6,862$ ) and part-time ( $N = 9,892$ ) faculty. The full-time faculty sampling frame contained all faculty who were not on permanent leave as of April 1, 2009. The part-time faculty sampling frame contained all faculty who were not working full-time at CUNY in another capacity (e.g., as a HEO, etc.) because that employment status could be credibly understood to influence responses.

#### 4. Institutional Review Board Process

During April of 2009, the Chairperson of the UFS, the Executive Director, and the Principal Investigator (PI) met with the Director of the CUNY Office of Research Conduct. The PI wrote the IRB application. Prior to this application process, the protocols for both surveys were further developed, including a letter of informed consent to precede the on-line survey and postcard text for each of the three mailings that a contracted vendor would mail. The use of an external vendor was essential for IRB approval of surveying CUNY faculty.

The survey process proceeded after IRB approval was obtained in late June. Next, the Chancellery funded the lowest cost proposal, Votenet, a survey/ballot-delivery firm in Washington, DC. Upon IRB approval, and after a contract had been approved, all postcards were printed to include a toll-free number that Votenet established to answer faculty queries and to troubleshoot problems. The contract was finalized in late August.

#### 5. Recruitment and Data Collection: Procedures

During August and September, the PI uploaded items for each survey and item coding to Votenet's website. Extensive proofing of vendor on-line renditions of both the full- and part-time faculty surveys (e.g., response options, formatting, tests of data coding, etc.) were conducted. The surveys continued to be pre-tested throughout September.

Originally, the surveys were to commence in early October. However, a number of events delayed their start. The approval of the IRB arriving in mid-summer during faculty annual leave, a contract approval process premised on IRB approval, and a vendor-planned equipment upgrade over the Columbus Day weekend delayed both the on-line final pre-testing and start dates for the survey. It was important that the *FES:09* launch without a hitch. A decision was made by the PI to wait until Votenet completed its upgrade over the Columbus Day weekend when final pre-testing would certify the adequacy of the Votenet servers. On the morning of October 12th, Votenet informed the PI that both

FES:09 surveys had been successfully transferred. The PI pre-tested both surveys again on the new server and, after receiving accurate data transmission back, the surveys were judged ready for fielding.

During the wait to start the survey, e-mail addresses were “pinged” by the UFS to determine which were valid.<sup>1</sup> However, not all campuses permitted pinging. Of the 16,148 faculty, only 12,132 email addresses were useable for the pre-notice email blast (E-Blast) and subsequent reminders/rejoinders. The UFS sent its first E-Blast to 12,132 faculty on October 13<sup>th</sup> which alerted faculty to the survey and that faculty should expect to receive a postcard at home.

On the morning of October 13<sup>th</sup>, Votenet mailed the first wave of the postcards. The second and third wave dates for postcards were scheduled for October 20<sup>th</sup> and November 9<sup>th</sup>. As recommended by Dillman (2000), each postcard contained a date to distinguish each mailing. And each postcard, after the first, was distinctively headlined (e.g., the second postcard had a large-type headline: “2<sup>nd</sup> Reminder” with a “thank you” if individuals had participated; and the third postcard also had a large-type headline, “3<sup>rd</sup> and Final Reminder” with a “thank you” if individuals had participated).

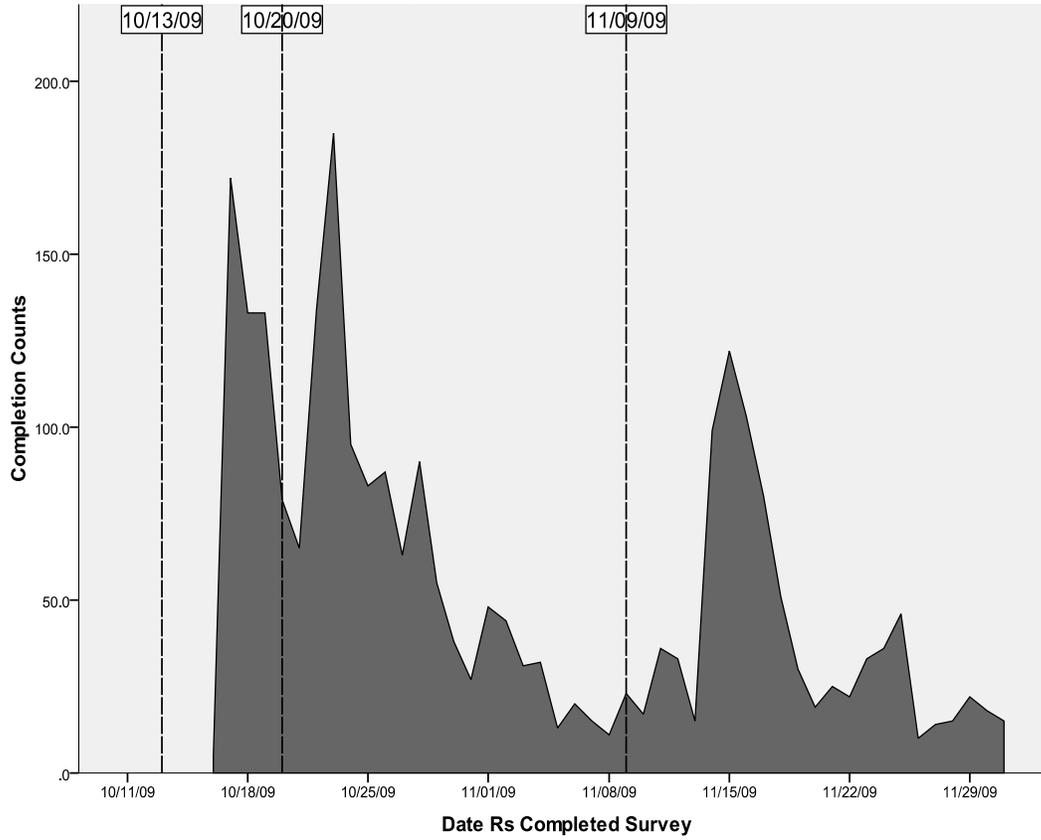
Each wave date was accompanied by a UFS E-Blast to faculty. Faculty governance leaders were emailed on or around October 23, 2009. Leaders re-mailed the text of that appeal to members. The advertised close date for the survey on all materials, up to this point, was November 25<sup>th</sup>, 2009. On November 25<sup>th</sup>, a final E-Blast from the UFS was sent. This email notified faculty that the deadline for submitting a response was extended to December 1<sup>st</sup>. During the period from October 13<sup>th</sup> through December 1<sup>st</sup>, the survey team monitored the responses of faculty and fielded queries regarding log-in problems from individual faculty.

The survey completion process over the course for each survey over the course of the study is shown below (Figure 1 and Figure 2) with postcard mailing dates superimposed.

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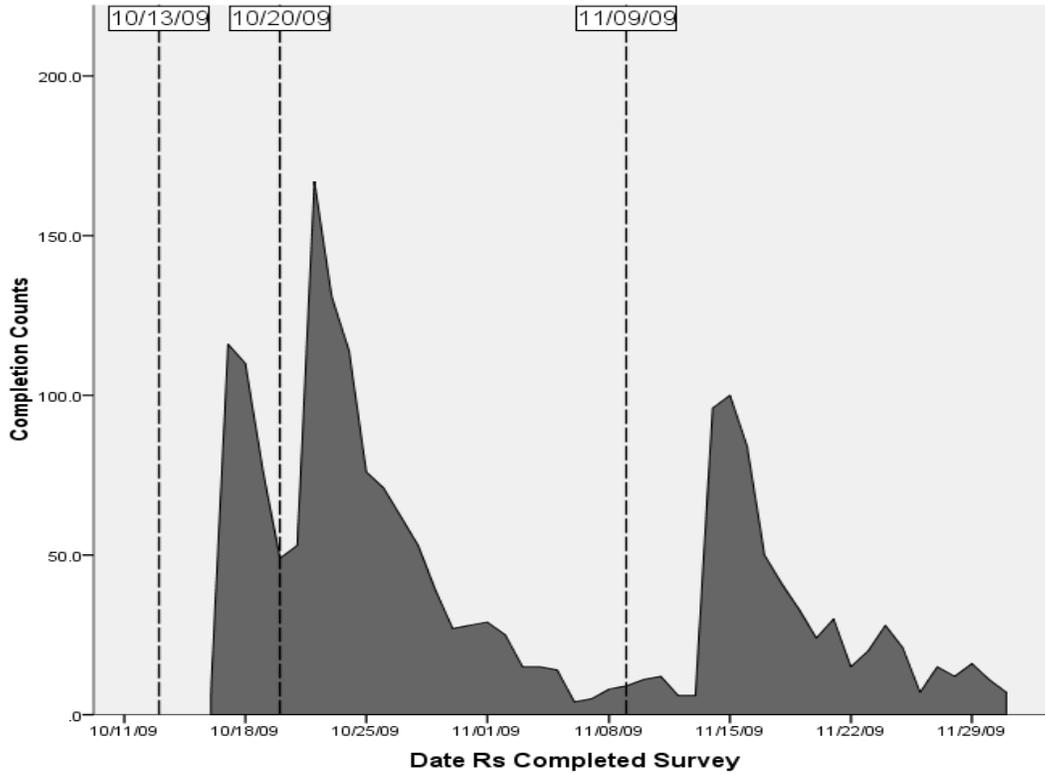
<sup>1</sup> “Ping” is a protocol that sends a message to another computer and waits for acknowledgment and is often used to check if another computer or e-mail address on a network is reachable.

Figure 1. Survey Completion Counts Over Survey Period: Full-Time Faculty



Vertical Dashed Lines Indicate Postcard Mailing Dates

Figure 2. Survey Completion Counts Over Survey Period: Part-Time Faculty



Vertical Dashed Lines Indicate Postcard Mailing Dates

## 6. Response Rates

The first tables in Appendix A (Section 1) and Appendix C (Section 1) display the unadjusted and adjusted response rates for, respectively, full-time and part-time faculty by campus.

Response rates for this survey are difficult to estimate precisely for a number of reasons. The intent of the survey was to ask faculty about their experiences during a previous semester. Employee contact information that is six months out of date would be likely to include inaccurate email and home address information for some faculty members. Such faculty members were effectively not asked to participate in the survey, as they received neither the three postcards sent by Votenet nor necessarily the E-blasts sent to respondents from the central CUNY offices.

Each wave of postcards had unique non-delivery/return to sender rates for full-time faculty (Wave 1 = 248; Wave 2 = 256; and Wave 3 = 243). At the final cut-off date for the survey (December 1, 2009), 2,546 respondents completed the full-time faculty survey, yielding an unadjusted response rate of 37.1% from a pool of 6,862 faculty. When factoring in an average ( $M = 249$ ) of the returned postcards or 3.6% of the full-time total, the final response rate is 38.5% (Appendix A, Section 1). Since it was reasonable to assume that most of these faculty did not live at the address of record, we concluded that they did not receive any postcard invitations in any waves of administration and did not have access, therefore, to their userid or password because these were not provided via the email notifications.

The response rate of 38.5% is not stellar but much higher than many rates attained by the other surveys of faculty (Cummings & Finkelstein, 2009) or even in surveys of CUNY undergraduates by mail (CUNY Office of Institutional Research and Assessment, 2008). The response rate for full-time faculty on the *FES:09*, 38.5%, is greater than the 33% response rate achieved for *FES:05*. The increase in response rate may be due to many factors, one of which is that CUNY faculty have come to appreciate the usefulness of the UFS Faculty Experience Survey.

The first table in Appendix A, Section 1, demonstrates that when considering campuses with full-time faculty in excess of 20 members, response rates range from a low of 29.6% for John Jay College to 46.2% for York College and 48.2% for Queensborough Community College. Most campuses reported rates in the low to high 30s. If the lowest and highest response rates are excluded, response rates range between 30% and 41%. Higher response rates may result from a number of outcomes: members may be more disaffected at these campuses, a campus culture may encourage reporting local conditions, and/or local leadership may be more effective in persuading faculty to participate. We cannot extract the reasons for the differential rates yet the range is narrow enough to permit us to compare campuses (cf. Savage, 2006).

A comparable response rate calculation took place for the part-time faculty survey. Each wave of postcards had unique non-delivery/return to sender rates for part-time respondents (Wave 1 = 283; Wave 2 = 352; and Wave 3 = 351). The first wave of postcards returned deviated significantly from the remaining waves with the percentage returned ranging from 3% to 3.8%. The argument has been made that part-time faculty are more transient than full-time faculty and therefore more difficult to survey. This was not observed. The USPS return rates for part-time faculty postcards are equivalent, or even slightly lower, when compared with the full-time faculty postcard return rate.

At the final cut-off date for the survey (December 1, 2009), the first- through third-wave postcards that were returned totaled 1,948 respondents who completed the part-time faculty survey, yielding an unadjusted response rate of 21% from a pool of 9,282 faculty. Due to the spread in the return rate for part-time faculty, the most conservative response rate was calculated using the Wave 1 return rate ( $N = 283$ ). Although not empirically demonstrated, it was reasonable to assume that most of these part-time faculty did not live at the address of record. Therefore, these faculty did not receive a postcard invitation (followed by the invitation + thank you) in any waves of administration and they were unlikely to have received an email blast notification. The final adjusted response rate for part-time

faculty is 21.6%, which, although not as high as we might like, still represents the largest published survey dataset gathered on the part-time CUNY faculty since the study commonly called the “Marshall study” (Marshall & Savage, 2000).

The first table in Appendix C, Section 1, demonstrates that when considering campuses with part-time faculty in excess of 20 members, response rates range from a low of 14.7% for York College to a high of 26.6% for Baruch College. Just as full-time faculty may have come to realize the utility of the *FES*, and thereby increased their participation, it is hoped that part-time faculty will increase their participation in future versions of the *FES*.

## 7. Description of Respondents

For the full-time faculty survey, inspection of the data regarding a variable that probed rank resulted in the deletion of four cases (3 part-time faculty and 1 CLT) in the full-time faculty pool of 2,542.

For the part-time faculty survey, inspection of the file entailed examining two variables: respondents’ answers to the questions, “2a. During the 2009 Spring term, was your title or position at CUNY full-time or part-time?” with a response format of full-time or part-time, and “2e. Which of the following best describes your employment situation?” Respondents chose from among 4 choices, one of which included, “Work full-time at CUNY.”

Most faculty indicated they worked part-time on both questions but a small number of faculty were inconsistent across both questions (e.g., responding they were part-time at CUNY but who next responded that they “Work full-time at CUNY”). These 86 individuals were excluded. In addition, 39 respondents did not answer one or the other of these two questions regarding work status. At this point, the part-time faculty sample consisted of 1,823 respondents whose responses across items were consistent and who indicated they were appointed and working in CUNY part-time faculty positions on both questions. Next, further inspection revealed an additional 15 faculty who indicated they worked in non-teaching adjunct positions. These respondents were eliminated from this sample because the

purpose of the survey was meant to focus on teaching faculty, not administrative adjunct faculty. The final part-time sample totaled 1,808 Respondents.<sup>2</sup>

## **8. Comparison of Rank and Demographic Characteristics of Respondents for FES:09 vs. Fall, 2008 CUNY Statistics**

How do survey respondents compare to CUNY faculty as a whole? Table 1 (below) compares full-time faculty respondents working during the Spring of 2009 with university-wide data for Fall 2008, captured by rank, gender and race/ethnicity. The full-time faculty respondents closely resemble the university-wide patterns for rank, except for substitute/visiting faculty. Akin to the Spring 2005 survey, women were slightly more likely to participate than men. The data on race are not completely comparable to the university data as respondents were provided with an “other” category. Still the responses are similar to the breakdown for the entire university, with a slight under-reporting by minorities. On the basis of the comparisons in Table 1, rank, racial and ethnic compositions are only mildly discrepant except when considering the low response rates from Visiting and Substitute faculty.

Table 2 (below) compares part-time faculty respondents working during the Spring of 2009 with university-wide data for Fall 2008, captured by rank, gender and race/ethnicity. The survey data is not completely comparable with the university data on rank as the survey provided a category for “Adjunct Instructor” and this is not tabulated separately in the university data. For the purposes of presentation, we combined Instructors with Lecturers in Table 2 (Appendix C provides a separate breakdown of each). The part-time faculty survey respondents are somewhat over-represented in the Adjunct Professor, Adjunct Associate Professor, and Adjunct Lecturer/Instructor categories. Respondents are fairly similar in composition to the university figures when considering the Adjunct Assistant Professor. Like full-time

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<sup>2</sup> One might speculate that the exclusion of 125 Rs who skipped the status question or were inconsistent regarding their true work status would have changed the results reviewed in Appendix 3. To test this hypothesis, 13 satisfaction items were selected for analysis. The analysis compared the final sample of 1,808 with the excluded 125 individuals. Three significant differences (campus office situation; class size; and health care benefits) were observed on the 13 satisfaction items selected for study. No differences were observed on 10 of 13 measures. Of the three statistically significant differences, those who were not included in the final sample were significantly more satisfied than those who remained in the sample. Therefore, the results for satisfaction in the final study are not skewed toward greater satisfaction among the part-time faculty; if anything, the results are unchanged or slightly skewed downward for a small number of items.

**Table 1**

**Faculty Experience Survey, Spring, 2009 CUNY Respondents**  
**Comparison of Number of Responses by Rank, Gender, Race/Ethnicity**  
**with Fall 2008 Affirmative Action Summary Data**  
**Full-Time Faculty Only\***

	CUNY Fall, 2008	%**	Survey Spring, 2009	%***
Professor or Distinguished Professor	1968	29.0	770	30.3
Associate Professor	1583	23.4	656	25.8
Assistant Professor	2064	30.5	738	29.0
Instructor	119	1.8	51	2.0
Distinguished Lecturer	57	0.8	11	.4
Lecturer	547	8.1	208	8.1
Substitute/Visiting Faculty	438	6.5	69	2.7
Other			8	.3
<b>Total</b>	<b>6776</b>	<b>100.0</b>	<b>2510</b>	<b>98.7**</b>

Female	3131	46.2	1252	49.3
Male	3645	53.8	1230	48.4
<b>Total</b>	<b>6776</b>	<b>100.0</b>	<b>2482</b>	<b>97.6</b>

African-American	840	12.4	229	9.5
American Indian/Alaska native	12	0.2	3	0.1
Asian, Hawaiian or Pacific Islander	694	10.2	188	7.8
White	4691	69.2	1783	74.0
Other			207	8.6
<b>Total</b>	<b>6776</b>	<b>100.0</b>	<b>2410</b>	<b>94.8</b>

Hispanic	539	8.0	172	7.4
Non-Hispanic	6237	92.0	2154	84.7
<b>Total</b>	<b>6776</b>	<b>100.0</b>	<b>2342</b>	<b>92.1</b>

\* University-wide data from AFFIRMATIVE ACTION SUMMARY DATA BY COLLEGE, ETHNICITY AND GENDER, FALL 2008: INSTRUCTIONAL AND CLASSIFIED STAFF, University Office of Compliance and Diversity Programs, Office of Faculty and Staff Relations, January, 2009, available online at [http://www.cuny.edu/administration/ohrm/reports-forms/aadsb/aads\\_combined\\_Fall2008.pdf](http://www.cuny.edu/administration/ohrm/reports-forms/aadsb/aads_combined_Fall2008.pdf), retrieved January 4, 2009; excludes Einstein Professor. CUNY data for Fall 2008 and FES data count faculty in one category for race. A separate question asked about ethnicity. Totals for the survey do not add to 100% due to missing data. IRB approval was partially based on Rs freedom to avoid answering questions. (FULLTIMEsp09\_06jan10.sav)

\*\*Percentages may not add to 100% due to rounding.

\*\*\*Percentages do not add to 100% due to missing data and/or rounding.

**Table 2**  
**Faculty Experience Survey, Spring, 2009 CUNY Respondents**  
**Comparison of Number of Responses by Rank, Gender, Race/Ethnicity**  
**with Fall 2008 Affirmative Action Summary Data\***

**Part-Time Faculty Only**

	CUNY Fall, 2008	%**	Survey Spring, 2009	%***
Adjunct Professor	254	2.5	147	8.1
Adjunct Associate Professor	366	3.7	91	5.0
Adjunct Assistant Professor	1777	17.9	333	18.4
Adjunct Lecturer/Instructor	7514	75.8	1199	66.3
Other			30	1.9
<b>Total</b>	<b>9911</b>	<b>100.0</b>	<b>1803</b>	<b>99.7</b>

Female	4774	48.2	912	50.4
Male	5137	51.8	871	48.2
<b>Total</b>	<b>9911</b>	<b>100.0</b>	<b>1783</b>	<b>98.6</b>

African-American	1553	15.7	210	11.6
American Indian/Alaska native	32	0.3	4	0.2
Asian, Hawaiian or Pacific Islander	872	8.8	108	6.0
White	6644	67.1	1283	71.0
Other			138	7.6
<b>Total</b>	<b>9911</b>	<b>100.0</b>	<b>1741</b>	<b>96.3</b>

Hispanic	810	7.1	117	6.5
Non-Hispanic	9101	92.9	1598	88.4
<b>Total</b>	<b>9911</b>	<b>100.0</b>	<b>1715</b>	<b>94.9</b>

\* University-wide data from AFFIRMATIVE ACTION SUMMARY DATA BY COLLEGE, ETHNICITY AND GENDER, FALL 2008: INSTRUCTIONAL AND CLASSIFIED STAFF, University Office of Compliance and Diversity Programs, Office of Faculty and Staff Relations, January, 2009, available online at [http://www.cuny.edu/administration/ohrm/reports-forms/aadsb/aads\\_combined\\_Fall2008.pdf](http://www.cuny.edu/administration/ohrm/reports-forms/aadsb/aads_combined_Fall2008.pdf), retrieved January 4, 2009; excludes Einstein Professor. CUNY data for Fall 2008 and FES data count faculty in one category for race. A separate question asked about ethnicity. Totals for the survey do not add to 100% due to missing data. IRB approval was partially based on Rs freedom to avoid answering questions. (FULLTIMEsp09\_06jan10.sav)

\*\*Percentages may not add to 100% due to rounding.

\*\*\*Percentages do not add to 100% due to missing data.

faculty, women were slightly more likely to respond to the survey than men. Again, the data on race are not completely comparable to the university data as respondents were provided with an “other” category. Still the responses are similar to the breakdown for the entire university, with a slight under-participation by Asian, Hawaiian or Pacific Islander and African-American faculty.

### **9. *Where’s the Data? What You Will Learn in the Appendices***

Both Appendix A and Appendix C contain “Sections” in which the survey items or questions are accompanied by tabulated responses. Both Appendices present data across the entire university: Appendix A is a report of full-time faculty and Appendix C is a report of part-time adjunct faculty. Consider these appendices a “university-wide” barometer on each item for each group of faculty. Appendix A and C also contain figures or graphic displays (final few pages of each) that demonstrate differences or the lack of differences between groups. Please take time to read table titles, figure titles, and table notes to understand how groups are arranged or clustered/nested within other variables.

Appendices B and D provide *rankings* by *campus* for key variables in the study unless the number of respondents was less than 15. In these cases, campus units are not listed in order to preserve confidentiality.

Many readers will be interested in viewing Appendices B and D to observe where their campus “fits” within the framework of the university on various dimensions. Note that when the survey utilized an item or question with choices of 1 to 7, these choices have been “collapsed” into a smaller number of categories to ease interpretation. So, although you might see 7 categories in Appendices A or C on an item that measures satisfaction (Strongly dissatisfied, Somewhat dissatisfied, Dissatisfied, Neither satisfied or dissatisfied, Somewhat Satisfied, Satisfied, or Strongly satisfied), Appendices B and D present the same data but in “collapsed” form: the “Dissatisfieds” are one category, “Neither satisfied or dissatisfied” is preserved in its neutral category, and “Satisfieds” are one category.

Appendix B ranks many items across colleges for full-time faculty, and Appendix D does the same for part-time faculty. Attend to those columns that are **bolded** – these columns are self-explanatory as to why the campuses are arrayed in rank order from top to bottom.

Please take note that Appendix B will provide trend analysis data when possible. For those questions that were repeated from *FES:05*, the observer will note a column on the left-hand side, labeled “Spring 2005.” This column contains the ranking of that campus from the last survey. Such data are not available yet for part-time faculty but, if questions are retained from the *FES:09* survey, such trend data should also be published with the next survey go-round.

A final note about the statistics. The statistics in this report are not pyrotechnic by any means. All of the statistics provided are descriptive in nature. Percentages are most commonly presented throughout. When means are provided, you can also view the percentages for each response category so you can take into account how “skewed” the data is; that is, as means are sensitive to extreme scores, you can view the general pattern of opinions and satisfaction and agreement levels.

We hope that you will agree that it is easy to interpret the data of averages and rankings. Undoubtedly, some would like even more, but time constrains all in the end.

## **10. Closing Comments**

Governance leaders and faculty will surely be interested in these results and, when provided, the comparisons with *FES:05*. The evidence presented here represents the fullest and most complete expression of faculty opinions and attitudes at The City University that we have to date as well as over time.

In reviewing the data, very few readers will fail to note that the differences among campuses in the satisfied columns range from 20 to 70 or even 80 percentage points between campuses. These differences merit our attention and concern. Many campuses exhibit changes from *FES:05* to *FES:09*.

The changes, however, are frequently bi-directional between items: a campus might improve on a number of items but decline on others. A handful of campuses merit special attention because they consistently perform in the bottom 25<sup>th</sup> percentile of satisfaction on a number of issues.

Interested readers are strongly encouraged to take note of change or stasis on their campuses. Rankings should be carefully examined in tandem with satisfaction rates. For instance, a campus may be ranked third from the top. Such a finding should not be considered “well-done” based on its ranking alone if it is also accompanied by a satisfaction rating below 40%. Being ranked 3<sup>rd</sup> with a satisfaction rate of 97% appears excellent but only at first blush because the bottom-ranked campus satisfaction rating is relatively high, for instance, 80%. A similar caution applies to instances in which a campus is ranked very low but the highest ranked campus has a satisfaction rating that is only 15 percentage points higher.

In the current study, faculty voice strong opinions about their campuses. On a substantial number of campuses, faculty are discontented. Full-time faculty are often split on a number of matters and that is predictable given the wide disparities between campuses. Across CUNY, on a few issues, faculty are generally content. The important finding of this study may well be that it replicates the broad findings of the *FES:05* survey of full-time faculty – that is, variability between campuses remained evident in the *FES:09* full-time faculty survey. Variability between campuses is evident in the *FES:09* part-time faculty survey as well.

Considering the accompanying trend data for full-time faculty, however, we see that there are limits to this variability. The same colleges appear to re-mix but within their segregated “tops” and “bottoms” of the University. Thus, while there is some movement at the top, and sometimes campuses rise and fall dramatically on particular issues, there are campuses who demonstrate a consistent pattern of being ranked near the top or the bottom – and there are the fairly consistent mid-rangers as well.

Finally, and similarly to CUNY full-time faculty (Appendix A), part-time faculty expressed considerable satisfaction with many aspects of their jobs and their faculty and staff relationships at CUNY

in the University-Wide report (Appendix C). Commonalities between the two groups are also visible in certain areas, such as discontent with salary, certain resources and the physical plant. Also, variability between campuses is as true for part-time faculty as it is for the full-time faculty. For all of us, the CUNY-wide results may appear anomalous until we more closely examine our campus standings across and between items for both groups of faculty (Appendices B and D).

Although new leaders were not instrumental in the development of the documented campus issues, they were also bequeathed accomplishments from prior leaders. In order to solve problems that faculty have given voice to, a willingness to engage and dialogue with faculty, to advocate for their campuses, to become creative in solving areas of discontent, and also to preserve valued achievements would foster mutual governance.

The City University of New York will be well-served if faculty opinions documented in this report are vigorously addressed.

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