

Faculty Senate Minutes #356

Wednesday, April 8, 2010

3:15 PM

Room 630 T

Present (28): William Allen, Spiros Bakiras, Andrea Balis, Elton Beckett, Adam Berlin, Marvie Brooks, Erica Burleigh, Elise Champeil, Demi Cheng, James DiGiovanna, Janice Dunham, DeeDee Falkenbach, Robert Garot, Jay Gates, Katie Gentile, P. J. Gibson, Jessica Gordon Nembhard, Karen Kaplowitz, Richard Kempter, Tom Litwack, Nivedita Majumdar, Rick Richardson, Richard Schweser, Francis Sheehan, Robert Till, Shonna Trinch, Thalia Vrachopoulos, Joshua Wilson

Absent (20): Luis Barrios, Shuki Cohen, Virginia Diaz, Edgardo Diaz Diaz, Beverly Frazier, Joshua Freilich, Gail Garfield, Maki Haberfeld, Jay Hamilton, Richard Haw, Heather Holtman, Vincent Maiorino, Evan Mandery, Peter Manuel, Tracy Musacchio, Richard Perez, Nicholas Petraco, Raul Romero, Cecile Van de Voorde, Valerie West

Invited Guest: President Jeremy Travis

Agenda

1. Adoption of the agenda
2. Announcements & reports
3. Approval of Minutes #355 of the March 24, 2010, meeting
4. Election of Associate Recording Secretary Virginia Diaz to position of Recording Secretary
5. Discussion of the Provost's Vision Statement and a proposed revision
6. The APA method of documentation: Senator Janice Dunham
7. Proposals for a Community Hour during which no classes would be scheduled
8. Review of the agenda of the April 15 meeting of the College Council
9. Report on Faculty Obligations under E-Discovery Requirements under the Federal Rules of Civil Procedure
10. Invited guest: President Jeremy Travis
11. New business

1. Adoption of the agenda. Approved.

The agenda was accepted with the change in invited guest from the Provost Bowers to President Travis.

2. Announcements & reports [Attachment A]

Attachment A contains the following reports and documents:

- ◆ Chancellor Goldstein's letter about the Performance Management Process (PMP)
- ◆ John Jay's PMP Performance Goals and Targets Year-End Results: 2008-9
- ◆ John Jay's PMP Report: 2008-9 College Data
- ◆ University Faculty Senate Spring 2009 Faculty Experience Survey Results
- ◆ University Faculty Senate Survey Appendix: John Jay College

3. Approval of Minutes #355 of the March 24, 2010, meeting. Approved.

4. Election of Co-Associate Recording Secretary Virginia Diaz to the vacant position of Recording Secretary.

Virginia Diaz was elected by unanimous vote. She and Co-Associate Recording Secretary Andrea Balis were thanked for their invaluable contributions to the work of the Senate.

5. Discussion of the Provost's Vision Statement and a proposed revision [Attachment B1, B2]

On March 25, in response to receiving the proposed revision [Attachment B-2] of the Vision Statement she drafted [Attachment B-1], Provost Bowers wrote:

"Thank you for your suggestions. I will be gathering all suggestions, including those made on the hundreds of survey responses we will have received when the surveys close on Saturday [March 27]. I am interested to see what themes emerge and how I might adjust the vision statement to reflect community consensus." In light of this, the Senate agreed that the focus of the Senate's discussion should be on major themes rather than on specific language. The Senate also decided to postpone this item until a new draft is released.

6. The APA method of documentation: Senator Janice Dunham [Attachment C]

Senator Janice Dunham asked the Senate [Attachment C] to consider the issue that, in her opinion and that of others, it would be easier for students to use one system of documentation, since students need to understand the larger reasons for documentation and with several systems in use students tend to focus unduly on the details that differentiate these styles. President Kaplowitz explained that historically the college used the APA method of documentation since most students were social science majors. This is the current College policy, but this fact hasn't been conveyed to most members of our faculty in many years. If the Senate thinks this policy is the correct one, then faculty need to know it exists; but if the Senate thinks it is time to change this policy, we would have to propose a change to the Undergraduate Curriculum and Academic Standards Committee and then to the College Council. Senator Robert Garot said each discipline should use discipline specific citation methods and, furthermore, no matter what the Senate decides, faculty will do what they want anyway. Library faculty pointed out they have to deal with considerable student confusion which makes them concerned. Another important issue is that we should have a policy that we actually follow. Senator Nivedita Majumdar felt this was an instruction problem and the solution is not to simplify the problem. VP Francis Sheehan suggested that the emphasis in basic classes should not be on the details of citation but on the reasons for them and spoke in support, therefore, of one or two methods of documentation required by all faculty members of all students.

Senator Jay Gates moved that the Senate propose that the current policy be revoked. Senator Adam Berlin seconded the motion. Senator P. J. Gibson amended the proposal to include in the proposal a requirement that all faculty state on their course syllabi the method of documentation required in the course as well as the url of a website with instructions about that method and that it be recommended to faculty that they include in the syllabus information about at least the basics of this form of documentation. Senator Gates accepted Senator Gibson's amendments as did Senator Berlin, who had seconded the motion. The amended motion was approved by a vote of 22-0-3.

7. Proposals for a community period for meetings and events during which no classes would be scheduled [Attachment D]

President Travis appointed a task force two years ago to develop proposals for a community period during which no classes would be held. The task force was chaired by VP Saulnier and included faculty and administrators; the Senate representatives were Karen Kaplowitz and Tom Litwack. The proposals from the task force [Attachment D] have not been disseminated and

her requests for information as to whether these or, perhaps, other proposals will be brought forward for discussion this semester or next year have not been answered. She said that for all she knows, the idea for a community period has been abandoned as unworkable. Given this information, the Senate decided to postpone discussion pending information as to the status of this issue.

8. Review of the agenda of the April 15 meeting of the College Council. Noted.

9. Report on Faculty Obligations under E-Discovery Requirements Under the Federal Rules of Civil Procedure:

Included in the Federal Rules of Civil Procedure are regulations on E-Discovery. There is also a CUNY policy on E-Discovery but this policy has not been disseminated. A copy was obtained by President Kaplowitz as a member of the UFS Executive Committee. The CUNY policy is that if there is a legal case requiring e-discovery, that everything on one's hard drive and on one's flash drives and disks from both one's office computer and personal computer(s) must be turned over to be copied in their entirety by CUNY. Everything that is copied will be put on a CUNY server, and eventually CUNY will decide what search terms to use and what they will turn over to the appropriate law enforcement agency or legal counsel. It was proposed that CUNY change its policy whereby CUNY will decide the search terms at the beginning of the E-Discovery process and copy only the data that such search terms produce. The Senate voted unanimously to refer this issue and this proposal to the University Faculty Senate.

10. Invited guest: President Jeremy Travis

President Travis thanked the faculty members who attended the Justice Awards, a successful event on several levels including fundraising cultivation. The President reported that he has asked CUNY to lease or buy additional space for our College. If we were to continue use North Hall after we move into our new building, the new CUNY community college, which is being created, would have to be located elsewhere. President Travis said we are presenting this as a crisis situation and CUNY is considering the issue of our space needs. On the issue of the budget, President Travis pointed out both that there is no State budget and that since there will be a new Governor a year from now anything that happens is a stopgap measure. There will be a cut, but the amount has not been determined and the situation is complicated. Our budget has been managed very tightly. We have a freeze on non-faculty hiring. Substitute lines have been discontinued and replaced by adjuncts. There will be a freeze on OTPS (Other Than

Personnel Services) funds. There will be a discussion between CUNY and each college on hiring plans and financial plans for the future. We will tell 80th Street that we will have a budget problem next year, especially because we have deep vacancies. A committee is looking into our priorities and needs for the coming year, helping to develop a plan to keep the forward momentum of the College. This is a period of consolidation of gains made. Our biggest need is for hiring to provide critical needs for our students.

Senator Tom Litwack pointed out that one reason our College has had such a sense of community and of high morale is that we have never let go full-time faculty or full-time staff for fiscal reasons. President Kaplowitz said this was true even during the NYC 1975-76 fiscal crisis, when major retrenchment took place throughout CUNY and was also true in 1995, when there was significant retrenchment once again at most CUNY colleges. President Travis said he had not realized this and stated his belief in the importance of such decisions.

The meeting was adjourned at 5:10 PM.

Submitted by,

Virginia Diaz

Recording Secretary

ATTACHMENT A

The Chancellor

February 19, 2010

To: College Presidents and Deans

From: Matthew Goldstein *MG*

Re: 2009-10 Performance Management Process Reports
2010-11 Performance Management Process Procedures

I write to share important information to assist you in preparing for June deadlines for your campus's 2009-10 year-end PMP reports and 2010-11 PMP goals and targets.

This year, the 2009-10 year-end PMP reports should be submitted by June 14, 2010. This includes your year-end performance report, program review reports, and a presidential letter that summarizes noteworthy achievements, ongoing challenges and strategies for meeting them, as well as an indication of how the campus's 2008-09 PMP incentive funds were used. We will make every effort to maintain the PMP incentive fund this year; however, it too may be affected by the vagaries of the current financial climate. Details will be made available at a later date.

Your campus's 2010-11 PMP goals and targets should be submitted by June 28, 2010. The University's 2010-11 goals and targets are attached. Your goals and targets will undoubtedly grow out of more detailed internal college planning documents and will reflect discussions with your college community, particularly those conversations that cross disciplines. Please indicate in your letter the consultation process you initiated with your campus constituents regarding your goals and targets.

I also draw your attention to a few key changes to the 2010-11 goals and targets grid compared to the 2009-10 grid. There is an added emphasis on demonstrating excellence via external sources such as accrediting agencies, as well as using outcomes, enrollment, and financial data to make resource allocation decisions (objective #1). There are also modified targets about improving or maintaining sound financial management and controls (objective #8) and making progress within a declared capital campaign with fund-raising goals (objective #9).

Please ensure that you are included in all written communications between your campus and the central office (as author, c.c., or recipient). Materials should be sent to Dr. Sherri Ondrus, university director of the Performance Management Process at sherri.ondrus@mail.cuny.edu (with a copy to Barbara Cura at barbara.cura@mail.cuny.edu). She will send a memo with submission details to your campus PMP liaison.

I plan to set aside several days starting in late summer to meet with each of you to discuss your 2009-10 PMP results, your 2010-11 PMP goals and targets, and any other relevant matters. As soon as those dates have been selected, Yvette Velazquez in my office will notify you so that you can select a convenient day and time. I look forward to reviewing your many 2009-10 accomplishments with you.

As always, thank you for your diligent attention to this process.

Enclosure

cc: Board of Trustees
Cabinet
PMP Review Team

535 East 80th Street, New York, NY 10075 Tel: 212-794-5311 Fax: 212-794-5671 email: chancellor@cuny.edu

The City University of New York Performance Goals and Targets

2010-2011 Academic Year

Goals	Objectives	2010-2011 University Targets	Representative Indicators
Raise Academic Quality	1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix	1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies 1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community 1.3 Colleges will improve the use of program reviews, analyses of outcomes, enrollment, and financial data to shape academic decisions and resource allocation 1.4 Use of technology to enrich courses and teaching will improve	1.1 Documented results of all accreditation reviews 1.2 Recognition/validation from various external sources 1.3 Evidence of making academic decisions informed by data, including shifting resources to University flagship and college priority programs 1.4 Reports of courses with a significant technology component and self-reports by colleges
	2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity	2.1 Colleges will continuously upgrade the quality of their full-time faculty, as scholars and as teachers 2.2 Increase faculty research/scholarship 2.3 Instruction by full-time faculty will increase incrementally 2.4 Colleges will recruit and retain a diverse faculty and staff	2.1 College self-reports on efforts to build faculty teaching and research quality through hiring, tenure processes, and investments in faculty development for full-time and part-time faculty 2.2 Faculty scholarship and creative work 2.3 % of instructional FTEs delivered by full-time faculty, mean hours taught by full-time new and veteran faculty 2.4 Faculty and staff diversity and affirmative action reports
Improve Student Success	3. Ensure that all students receive a quality general education and effective instruction	3.1 Colleges will provide students with a cohesive and coherent general education 3.2 Colleges will improve basic skills and ESL outcomes 3.3 Colleges will improve student academic performance, particularly in the first 60 credits of study 3.4 Show & pass rates on CUNY proficiency exam will increase 3.5 Colleges will reduce performance gaps among students from underrepresented groups and/or gender 3.6 Colleges will show progress on implementing faculty-driven assessment of student learning	3.1 Documented evidence of a cohesive and coherent general education (as implemented by CUE, general education reform, etc.) 3.2 Basic skills test performance and related data. (Ex. % enrolled in summer immersion with an increase in score at end of summer, pass rates on exit from remediation. Bacc. colleges: % of SEEK and ESL students who pass skills tests in 2 yrs.; % of instructional FTEs in lower division courses delivered by full-time faculty. Assoc. colleges: % of remedial students at 30 credits who pass all basic skills tests) 3.3 % of students passing gateway courses with C or better 3.4 Show & pass rates on CUNY proficiency exam 3.5 1-yr. retention rates by underrepresented group status and gender; for all students, % of credit hours attempted that are earned by underrepresented group status and gender (Fall semester) 3.6 Documented evidence that faculty are assessing student learning, using results to make improvements, and documenting the process
	4. Increase retention and graduation rates and ensure students make timely progress toward degree completion	4.1 Colleges will facilitate students' timely progress toward degree completion 4.2 Retention rates will increase progressively 4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs	4.1 % of freshmen and transfers taking a course the summer after entry; ratio of undergrad FTEs to headcount; % of students with major declared by the 70 th credit; average # credits earned in first 12 months 4.2 1-yr. and 2-yr. retention rates 4.3 6-yr. AA/AS/AAS, BA/BS graduation rates; 4-yr. BA/BS graduation rates; 4-yr. MA/MS graduation rates

	5. Improve post-graduate outcomes	5.1 Professional preparation programs will improve or maintain the quality of successful graduates 5.2 Job and education rates for graduates will increase	5.1 Pass rates and # of students passing licensure/certification exams 5.2 College self-reports and surveys of graduates' job placement rates; % of graduates continuing their education
	6. Improve quality of student and academic support services	6.1 Colleges will improve the quality of student support services and academic support services, including academic advising, and use of technology, to augment student learning	6.1 Student experience survey results and other data and reports on improved quality and satisfaction with student, academic, and technological support services
Enhance Financial And Management Effectiveness	7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses	7.1 Colleges will meet established enrollment targets for degree programs; mean SATs/CAAs of baccalaureate entrants will rise 7.2 Colleges will achieve and maintain high levels of program cooperation with other CUNY colleges 7.3 Colleges will meet 95% of enrollment targets for College Now, achieve successful completion rates, and increase the # of students who participate in more than one college credit course and/or precollege activity	7.1 Enrollment in degree and adult and continuing education programs; SATs/CAAs 7.2 TIPPS course equivalencies, pipeline programs, transfer credit acceptance, e-permit, joint programs, etc. 7.3 # of College Now participants; College Now course completion and pass rates, # participants re-enrolled
	8. Increase revenues and decrease expenses	8.1 Alumni-corporate fundraising will increase or maintain current levels 8.2 Each college will achieve its revenue targets including those for Adult and Continuing Education 8.3 Colleges will improve or maintain sound financial management and controls 8.4 Colleges will implement financial plans with balanced budgets 8.5 Contract/grant awards will rise 8.6 Indirect cost recovery ratios will improve	8.1 Alumni/corporate fundraising (CAE-VSE report) 8.2 Revenue 8.3 % of budget spent on administrative services; timely deposits with university controller, and responsiveness to and resolution of accounting and external/internal audit findings and action plans 8.4 Financial health and evidence of a solid financial plan; end fiscal year with 2% or less of allocated budget as reserve 8.5 Contract/grant awards (RF Report + CUNY projects) including for research 8.6 Indirect cost recovery as ratio of overall grant/contract activity
	9. Improve administrative services	9.1 Colleges will make progress within a declared capital campaign 9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges 9.3 Colleges will improve space utilization 9.4 All colleges will improve Risk Management on campus 9.5 All colleges will make timely progress in on CUNY FIRST implementation 9.6 Each campus should have a functioning campus sustainability council with broad representation from the campus community, and have a recognized, multi-year campus sustainability plan	9.1 Evidence of declared capital campaign with fund-raising goal (through FY15), campaign chairperson, vision/case statement, and detailed plan by FY11 9.2 Surveys of student satisfaction with nonacademic administrative support services 9.3 % of instruction delivered on Fridays, nights, weekends; space prioritized for degree and degree-related programs 9.4 Evidence of improvement including the implementation of the <i>Environmental Management System</i> and its integration with the campus Risk Management Plan 9.5 Evidence of timely progress such as responsiveness to help desk tickets, following the established escalation process, holding monthly campus team meetings, and releasing employees to attend training 9.6 Progress toward a 10-yr plan submitted to sustainability task force

**The City University of New York
John Jay College Performance Goals and Targets Year-End Results
2008-2009 Academic Year**

Goals	Objectives	2008-2009 John Jay College Target	2008-2009 John Jay College Results
1. Raise Academic Quality	Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix	<ul style="list-style-type: none"> The College will continue to use resources from COMPACT & the Investment Plan to strengthen liberal arts programs by developing new majors. The college will have 2 new liberal arts majors (Global History, Gender Studies) approved by the University next year. In addition, Letters of Intent will be submitted for at least 3 additional liberal arts programs (Law & Society, Philosophy & Sociology) with 3 others in initial stages of consideration. The Letter of Intent for a Master's in International Crime & Justice will successfully complete the University review process. The Letter of Intent will then be developed into a full proposal for the next level of consideration by College governance. Resources will be used to expand space for the Science research labs and for Psychology Research. The College will run at least 4 workshops to assist faculty with publication strategies & with connecting research to teaching. We will continue to use financial & other incentives to spur grant-seeking. The report of the President's Advisory Committee on Graduate Studies will be reviewed by faculty, staff & students in FA 08. In FA 08, implementation of key recommendations will begin: (1.) governance and operations, (2.) standards & student outcomes, (3.) articulation & curriculum, and (4.) new directions. (NASPAA= <i>National Association of Schools of Public Affairs & Administration</i>; FEPAC = <i>Forensic Science Education Programs Accreditation Commission</i>) Preparations will be made for accreditation of the Forensic Science (FOS MS) and Criminal Justice master's programs. Resources will be shifted to University flagship and college 	<ul style="list-style-type: none"> The Gender Studies major was approved by CUNY & registered with NYS. The Global History major was approved by the College; if approved at the 6/22/09 CUNY Board of Trustees meeting, it will be registered with NYS SU 09. Letters of Intent for Philosophy and Law & Society have been approved by the College Council and submitted to CUNY for campus feedback. A Letter of Intent for a degree in Sociology is in progress. The Letter of Intent for the MA in International Crime & Justice completed the CUNY review process in FA 08. A full proposal was developed & approved by the College in SP 09. If approved at the 6/22/09 CUNY Board of Trustees meeting, it will be forwarded to NYS for approval & registration. Six Science research labs have been designed and construction has begun on 3; completion is expected 6/09. The remaining 3 labs will be built in FY 09-10. Research space was built for the Psychology Department in 12/08. Although workshops were not held, 7 faculty members received stipends from an anonymous source to pursue large grants. The report was reviewed in FA 08 by the Faculty Senate, a graduate student focus group & the Committee on Graduate Studies. Key recommendations being implemented are: 1) Strengthening program governance by developing program bylaws, defining program director responsibilities & making program budgets transparent; 2) Formalizing advisement in the MPA & FOS programs & requiring declaration of specializations; 3) Accrediting programs through appropriate bodies - NASPAA for the MPA program & FEPAC for the FOS MS program; 4) Reaching new constituencies by delivering a hybrid (soon to be fully online) MPA-IG program. The FOS MS program engaged in a self study in preparation for a 09-10 site visit. Accreditation discussion for the Criminal Justice program has been deferred due to department reorganization. Protocols were established for a comprehensive approach to

	<p>priority programs to support the University's commitment to become a research-intensive Institution.</p> <ul style="list-style-type: none"> • Two external reviews will occur next year for Deviant Behavior & Social Control and the Certificate Program in Dispute Resolution. Two self studies will be prepared for the evaluation of programs in Forensic Psychology & Govt. The College will strengthen its outreach & dissemination of information regarding research & programs by maintaining the caliber of its publications: e.g., <i>John Jay Magazine</i>, @John Jay, Alumni on-line Newsletter, etc. • The website will develop new content, migrate materials to the content management program, and begin to track visits to the website. • Public Relations (PR) will continue to promote faculty scholarship, organize press briefings, 'Book & Author' programs and student forums that foster recognition of the College's expertise and research capabilities. • Reports by outside evaluators will be prepared for the BS in Forensic Science (FOS BS) and the college's basic math curriculum (MATH 100, MATH 103, MAT 104 & MAT 105). • A schedule of self studies of master's programs will be established. At least one self study will be initiated. • The College will utilize a collaborative budget process, which entails program reviews, enrollment projections & financial estimates to plan the College's budget. The process is designed to solicit input from the community in establishing budget priorities & ensuring that resources support priorities & the new direction of the College. • The Outcomes Assessment (OA) Director will assist academic departments in the use of institutional data and academic outcomes to inform program review and improvement of academic offerings • A common reading experience will be developed & distributed on DVD to all incoming freshmen in FA 08. It will require students to access readings, perform activities, and contribute commentary & photographs to a 	<p>research, policy & practice in Centers and Institutes. An operations manual was created to streamline the processes and a template was developed to evaluate Center and Institute effectiveness.</p> <ul style="list-style-type: none"> • External reviews were completed for the BA in Deviant Behavior & Social Control and the Certificate Program in Dispute Resolution. Self studies began in SP 09 for the BA programs in Forensic Psychology & Government. • New brochures were developed to promote the new College majors to entering students. Existing John Jay publications are shared with college constituency and input/feedback solicited in an effort to improve the caliber and outreach of publications. • Redesign of the website continued with more than 75% migration from the old to new site. 60% of the departments were trained on the new content management system. • PR continued to promote faculty scholarship; organized press briefings; sponsored 4 Book & Author programs & 2 student forums. A special student program was developed in conjunction with HBO's series <i>The Wire</i>; about 100 students attended. • The FOS BS self study & site visit occurred. FEPAC granted accreditation contingent on MAT 301, Probability & Statistics, being added to the major course requirements. An outside evaluation of the math curriculum was delayed to allow the Taskforce to conduct an extensive review of syllabi; run faculty workshops; and create CASPER, a database of diagnostic data of students enrolled in math. • The Forensic Science MS program engaged in a self study in preparation for a site visit in 09-10; target completion date is FA 09. • A budget review of each Vice President's area occurred, including: tax levy, IFR, Auxiliary Services Corp, JJC Foundation, Student Activities Assoc, and RF expenditures. Areas for savings or reallocation of resources are being identified. Results of the budget review process will be shared with the Budget & Planning Committee and used to develop FY 2010 Financial Plans. • The OA Director supported OA initiatives of academic departments & programs: 68 invitations were extended to participate in OA activities resulting in 31 meetings with 13 departments, 28 meetings with academic support programs. 9 projects are in progress. • The college debuted a web-based common reading experience: <i>The (Un)Common Learning Experience/The John Jay Subway Series</i>. It was piloted to entering freshmen in the 08 Summer Academy, introduced at Freshman Orientation, and utilized in FA 08 and SP 09.
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	<p>community project hosted on <i>MySpace</i>. The college will pilot the program to approximately 300 entering freshmen in the 08 Summer Academy. About 10% of the incoming freshman will be enrolled in classes in FA 08 utilizing the common reading experience.</p> <ul style="list-style-type: none"> • Five faculty members will be involved in John Jay's iTunesU project and will incorporate podcasting into their classes. • Immersion Skills Math courses have been redesigned to include computer-assisted tutorials to monitor levels of mastery and homework assignments. Twenty-five courses will be offered in Summer 08. • The Center for English Language Support will continue to expand on-line tutorials by developing a CPE preparatory course. • The College will increase the number of master's courses & undergraduate courses making significant use of IT from 89 courses in SP 08 to 100 courses in SP 09. • The Center for the Advancement of Teaching (CAT), established SP 08, will provide support for faculty seeking to incorporate technology into their teaching and/or will help faculty improve their existing use of technology. • A faculty task force is being established in the summer of 08 to develop guidelines for faculty development of online courses. The Curriculum Committee will endorse and adopt the guidelines by the end of the fall semester. The guidelines will be promulgated in the spring semester through a faculty development initiative from CAT. • A Blackboard support position will be added to the Academic Affairs staff to further support efforts to introduce/train faculty in using Blackboard. <p><i>Continuing use of technology to enrich courses & teaching:</i></p> <ul style="list-style-type: none"> • To meet ever growing needs for reliable network resources, 5 instructional lab networks will be upgraded. • A series of classroom technology equipment refits and upgrades are taking place in the next year (projectors, podium equipment, etc....) • Through the college's 4- year replacement cycle, 	<p>During SU 08, 14 writing instructors and 184 students participated in the pilot study. Retention specialists, Keeling and Associates, praised the college for this creative and novel approach to connect students to reading and writing.</p> <ul style="list-style-type: none"> • This was accomplished using Blackboard 6 & resulted in increased faculty demand. The project is discontinued: CUNY system stability issues have resulted in CUNY CIS not implementing software that supports iTunes-U & podcasting in Blackboard 8. • ALEKS (assessment software providing tutorials to monitor levels of course mastery & homework assignments) was introduced & used in the Immersion Skills Math courses in the 08 Summer Academy. 30 instructors & tutors were trained; 286 students used ALEKS to prepare for the Math COMPASS test. • The Center wrote & incorporated student feedback into 15 online tutorials preparing students for CPE Tasks 1 & 2. The tutorials will be programmed for the E-Resource Center website beginning 6/09. • The College increased the number of master's & undergraduate courses making use of IT and/or taught entirely online, from 89 courses in SP 08 to 210 courses in SP 09. • CAT provided 5 Maple 12 math software workshops; 15 faculty participated. CAT provided support to faculty seeking to integrate online technology in their courses. In FA 08, 24 faculty received training in the use of online assessment tools for Math 100. • The Online Teaching Effectiveness Faculty Task Force developed an assessment protocol & instruments for online courses during 08-09. 10 online courses will pilot the protocol & instruments in FA 09. The Task Force will meet at the end of FA 09 to assess the effectiveness of the instruments before bringing them forward to governance. • An additional Blackboard support position was added to the Academic Affairs staff during AY 08-09 to further support efforts to introduce/train faculty in using Blackboard. • Labs in North Hall and Haaren have been upgraded using the latest state-of-art switching hardware. • This initiative will be completed SU 09. It includes the elimination of remote controls & installation of touch control panels in 1/3 of the classrooms. • All college classrooms have been equipped with the latest computer
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		<p>computers in classrooms/teaching areas will be replaced.</p> <ul style="list-style-type: none"> • A Traffic shaping device will be installed to ensure internet traffic is managed giving priority to known academic network usage. • Dept. of Information Technology (DoIT) will empower faculty to address technical issues themselves with a customizable self service knowledge base (Right Answers). • DoIT will install a self service password management tool to empower faculty & staff to reset the password used for common systems without a call to the Helpdesk. • DoIT will offer sessions specific to the use of Web 2.0 Technologies; i.e. Blogs, Wikis, Podcasting, Social Networking. • CAT & DoIT will explore new instructional technologies & decide which to implement (Podcasting, Wiki, Blogs, etc.). • The college will conduct 36 searches for full-time faculty tenure track positions. • The College Council will approve the recently developed faculty Personnel Guidelines, which provide information & guidance on the personnel process & the elements of the personnel file. • CAT will create a series of development workshops for new full time & adjunct faculty & graduate teaching fellows. With support from CUE, CAT will sponsor workshops to certify 20 faculty to teach writing-intensive courses. CAT will work with at least 5 full time faculty to create podcasts that will be accessible through iTunesU. • Faculty self-reports on their research accomplishments in 08-09 will show a 15% increase in productivity 07-08. The Scholarly Excellence Reward Program, from grant revenue which provides reassigned time to 9 faculty, will be continued at that level & the Research Assistance Fund paid for out of indirect cost. Awards will increase to 50 in 09, provided there are 50 qualified applicants. • Office for the Advancement of Research will encourage faculty research & creative works to increase the number of works reported in the annual PMP report by 15%. • Workload guidelines will be developed. 	<p>hardware.</p> <ul style="list-style-type: none"> • Due to persistent network traffic issues, DoIT installed the traffic shaping solution (Packeteer) under the guidance of the Technical Advisory Committee (TAC). • More than 60 JJC specific communications channels and self-service applications have been integrated within the <i>Inside John Jay</i> electronic information center. • To date, 263 faculty and staff have registered and are using the self service password management tool. • ITSS provided ongoing training via "Tech Bites" sessions & various workshops during the year as well as at the JJ Summer Institute. DoIT presented a Web 2.0 session at the CUNY IT conference. • CAT and ITSS continued to collaborate in exploring the next phase of instructional technologies. • The Provost's Office, with department chairs, ran 36 searches for full time faculty tenure track hires. Of the 31 new hires, 28 were our first choice candidates. • In FA 08, the College Council approved the recently developed Faculty Personnel Process Guidelines. The guidelines, available on the intranet, suggest College standards for demonstrating the quality of teaching and research. • 4 workshops to certify faculty teaching writing-intensive courses occurred; 15 faculty participated. By 4/09, 67 faculty were certified to teach writing intensive courses. Workshops to design practical & effective pedagogical strategies to enhance students' reading skills were offered to the History Dept; 15 faculty participated. An online 'Reading History' handbook & faculty blog will be available FA 09. • Faculty reported publishing 23 books in 2008; the total number of publications for AY 08-09 increased 98%, from 204 to 401. This publication number does not include conference presentations. The Scholarly Excellence Reward Program provided 2 courses of reassigned time to 7 faculty; the Research Assistance Fund provided \$750 grants to 40 faculty. Both were paid from RF funds allocated to the Office for the Advancement of Research. • OAR's efforts contributed to the increase in publications as noted above. • To increase full-time faculty coverage, the Provost developed workload guidelines, to be implemented in FA 09, which will allow
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		<ul style="list-style-type: none"> • The % of instructional FTEs taught by FT faculty will increase 1.5 percentage points to 45.2%. • The % of instructional FTEs in undergrad courses taught by FT faculty will increase 1.7 percentage points to 43.5%. • The % of instructional FTEs in graduate courses taught by FT faculty will increase .1 percentage points to 59.3%. • The % of instructional hours taught by FT faculty will increase 1.5 percentage points to 47.3%. • The % of instructional hours in undergrad courses taught by FT faculty will increase 1.7 percentage points to 45.3%. • The % of instructional hours in graduate courses taught by FT faculty will increase .1 percentage points to 70.0%. • Mean teaching hours of veteran FT faculty will increase .1 percentage points to 7.0. • Mean teaching hours of FT faculty eligible for contractual release time will increase .1 percentage points to 7.2. • The College's Affirmative Action Office & Affirmative Action Committee (AAC) will work with departments to reaffirm the value of diversity & establish inclusive excellence. The AAC will carry out its monitoring function by meeting with departments to examine the affirmative action profile of each department & past recruitment experiences; to identify areas that need improvement, discuss best practices, encourage department efforts to broaden searches & to develop more diverse applicant pools. Emphasis will be placed on departments with underutilization of protected classes. 	<p>more careful management of reassigned time and faculty workload.</p> <ul style="list-style-type: none"> • The % of instructional FTEs taught by FT faculty increased 1.1 percentage points to 44.9% from 43.8%. • The % of instructional FTEs in undergraduate courses taught by FT faculty increased 1.3 percentage points to 43.2% from 41.9%. • The % of instructional FTEs in graduate courses taught by FT faculty remained constant (decreased 0.1 points to 59.1% from 59.2%). • The % of instructional hours taught by FT faculty remained constant (decreased 0.1 points to 45.9% from 46.0%). • The % of instructional hours in undergraduate courses by FT faculty remained constant (increased 0.2 points to 44.1% from 43.9%). • The % of instructional hours in graduate courses taught by FT faculty decreased 2.8 points to 58.1% from 60.9%. • Mean teaching hours of veteran FT faculty increased 0.3 percentage points to 7.2 from 6.9. • Mean teaching hours of FT faculty eligible for contractual release time remained constant (decreased 0.1 points to 7.0 from 7.1). • Diversifying the workforce is an ongoing process & priority for the College. The Affirmative Action Office has focused on working with the recruitment & selection committees of departments that are recruiting to fill new faculty lines. As a result, 10 affirmative action units have either eliminated or decreased underutilization rates of protected classes.
2. Improve Student Success	<p>Ensure that all students receive a solid general education and effective instruction, particularly in the first 60 credits of study</p>	<p><i>Campaign for Success indicators:</i></p> <ul style="list-style-type: none"> • The Report of the Honors Program Cttee will be reviewed by faculty, staff & students in FA 08 and will be approved in FA 09. Curriculum development will continue in SP 09. • The CUE initiative sponsors a series of Pre-Law "boot camp" intercession programs designed to build critical analysis skills & educate students about the expectations & rigor of law school. About 80 students participated in 07-08; the target for 08-09 will be a 20% increase. • The General Education (Gen Ed) Task Force Report will be reviewed by all College constituencies (faculty, staff, and 	<ul style="list-style-type: none"> • The proposal for the new Honors Program was approved by the College Council in SP 09. • In 1/09, 92 students participated in the Pre-Law Boot Camp intercession program. Boot Camp I, for freshmen & sophomores, and Boot Camp II, for juniors & seniors, will be held 6/09 with 90 students expected to participate. The anticipated increase is over 200%, well exceeding the target. • The report was issued in FA 08 & college-wide discussion ensued. Adopted by the College in SP 09, the report includes proposed

		<p>students) in FA 08. A new general education curriculum will be developed in SP 09.</p> <ul style="list-style-type: none"> • The Director of the First Year Experience will be hired by the end of the summer 08 and the First Year Experience will be redesigned. Enrollment in LCs will increase from 8 LCs & 185 students in 07 to 12 LCs & 336 students in 08. • The College will continue to work to increase the % of students passing gateway courses with C or better by 1 percentage point from the FA 07 measure of 69%. • The Office of Outcomes Assessment (OA) will support the Math 2012 Taskforce in the development of assessment tools to track student performance in <u>gateway mathematics courses</u>. • The Office of Outcomes Assessment (OA) will support the Math 2012 Taskforce in the development of assessment tools to track student performance in <u>remedial mathematics courses</u>. • The % of freshmen & transfer students taking course(s) the summer after entry will increase by 1 percentage pt. • The ratio of undergraduate FTEs to headcount has remained constant for the past four years at .80. The expectation is to maintain this distribution. • The average number of credits earned by BA full-time first-time freshmen in the first 12 months will increase from the FA 06 measure of 23.5 credits to 24.5 credits. • The % of lower division seats taught by FT faculty will increase by two percentage points from 07-08. • Students declare a tentative major at the time of application; 100% of students will have declared a major by the 70th credit. In 08-09, the college will require students to re-declare their major at 45 credits. • The percentage of non-ESL SEEK students (first-time full-time freshmen in BA programs) who passed the skills tests within 1 year will increase by 5 points to 71.3%. • The percentage of ESL and SEEK students who pass all basic skills tests within 2 years will increase by 1% to 61%. • The pass rates on exit from remediation for Associate FT first time freshmen will increase in reading by 5 percentage points to 63.2%; for mathematics by 3 	<p>principles & learning outcomes designed to serve as the foundation for Gen Ed revision. Curriculum development began in SP 09.</p> <ul style="list-style-type: none"> • The Director was hired. Design of the First Year Experience is underway with expansion of the <i>(Un)Common Learning Experience/The John Jay Subway Series</i> and First Year Seminar. In FA 08, 13 LCs were offered and 317 students enrolled. • The % of students passing <i>Freshman Composition</i> courses increased 4.7 percentage points from 77.5% to 82.2%; the % passing <i>Math</i> courses increased 1.5 percentage points from 60.1% to 61.6%. • OA assisted the taskforce in the design & analysis of student performance in <u>gateway math</u> courses. CASPER, a database capturing diagnostic data of students enrolled in math courses, was developed as well as an assessment plan to guide curricular & academic support initiatives. Pilot data are being collected. • OA assisted the taskforce in the design & analysis of student performance in <u>remedial math</u> courses. The use of a common performance data tool (Web Assign) to assess academic progress in remedial courses was adopted. Pilot data are being collected. • The % of students taking courses the summer after entry remained constant at 16.7% (increase 0.1 points from 16.6%). • The ratio of undergraduate FTEs to headcount has remained constant at .81. • The average number of credits earned in the first 12 months remained constant at 23.4 credits (decrease 0.1 point from 23.5). • The % of lower division seats taught by FT faculty increased 0.8 percentage points to 40.1% from 39.3%. • 100% have declared a major by the 70th credit. College policy requiring students to re-declare a major at 45 credits went into effect FA 08. • The percentage of non-ESL SEEK students who passed increased 9.2 percentage points, from 66.3% in FA 06 to 75.5% in FA 07. • The percentage of ESL students who passed all basic skills tests within 2 years remained constant at 60.0 %. • The pass rates on exit from remediation are: <ul style="list-style-type: none"> o Reading: increased 9.4 percentage points from 58.2% to 67.6%. o Math: decreased 1.1 percentage points from 42.2 % to 41.1%.
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	<p>percentage points to 45.2% and for writing by 1 percentage point to 66.7%.</p> <ul style="list-style-type: none">• CPE show & pass rates will increase by 1 percentage point to 91%. Plans to use the CPE website & on-line tutoring more effectively will be implemented in 08-09.	<ul style="list-style-type: none">◦ Writing: remained constant (decrease of 0.1 points from 65.7% to 65.6%).• The CPE show rate remained constant (decrease of 0.2 points from 84.5% to 84.3%). The CPE pass rate increased 3.1 percentage points from 90.0% to 93.1%.
Increase retention and graduation rates	<ul style="list-style-type: none">• The College will initiate a college-wide retention effort and will identify a high level administrator to be responsible for retention initiatives.• One and two year retention rates will increase by 2%.• The Office of Outcomes Assessment will assist units in the College with development of assessment protocols to establish the effectiveness of First-Year Experience Initiatives in improving student retention• Six-year AA/AS/AAS graduation rates will increase by 1%.• Six-year BA/BS graduation rates will increase by 1%.• Four-year MA/MS graduation rates will increase by 1%.• Four-year BA/BS graduation rates will increase by 1%.• Development of a comprehensive peer leadership & ambassador program will be a collaborative, cross campus initiative with areas like Enrollment Management	<ul style="list-style-type: none">• Keeling & Associates have been retained to assist with College retention efforts; a report has been shared with the College community & an initial retreat occurred in 6/09. A strategic plan for retention has been developed.• One-year retention rates for <i>FT first-time freshmen</i> in BA/BS programs decreased 1.8 percentage points from 74.1% to 72.3%.• One-year retention rates for <i>FT first-time freshmen</i> in AS programs increased 0.1 percentage points from 63.0% to 63.1%.• One-year retention rates for <i>FT transfers</i> in BA/BS programs decreased 0.4 percentage points from 74.5% to 74.1%.• Two-year retention rates for <i>FT first-time freshmen</i> in BA/BS programs increased 2.4 percentage points from 56.3% to 58.7%.• Two-year retention rates for <i>FT transfers</i> into BA/BS programs increased from 0.4 percentage points 66.9% to 67.3%.• OA met with the Directors of the First-year Experience, Learning Communities & Summer Academies. Analysis of outcomes data of student participants in these initiatives is ongoing to establish relationships between participation & retention. Learning objectives for each initiative have been established.• Six-year AS graduation rates for <i>FT first-time freshmen</i> decreased 1.7 percentage points from 26.0% to 24.3%.• Six-year BA/BS graduation rates for <i>FT first-time freshmen</i> increased 0.6 percentage points from 42.1% to 42.7%.• Six-year BA/BS graduation rates for <i>FT transfers</i> decreased 1.3 percentage points from 58.6% to 57.3%.• Four-year MA/MS graduation rates increased 10.9 percentage points from 54.6% to 65.5%.• Four-year BA/BS graduation rates for <i>FT first-time freshmen</i> decreased 1.9 percentage points from 23.1% to 21.2%.• Four-year BA/BS graduation rates for <i>FT transfers</i> decreased 1 percentage point from 49.8% to 48.8%.• An Ambassador Program was created this year & partial funding identified. A cohort of 25 students will be trained during SU 09 to begin working in FA 09. An assessment component, based on

		<p>& Alumni Relations. Approximately 30 students will receive training in social, personal & academic skill development as well as participate in volunteer programming. Through assessment, we will determine if the program has an impact on retention rate.</p> <ul style="list-style-type: none"> • Develop the current Athletic Program to increase capacity of our intramural programs. This will be the cornerstone of connecting the student population to an integral part of campus life; thereby, increasing engagement. Data will be collected (# of programs & attendees), organized in a database & analyzed for future efforts. • Reorganize student life agenda with a focus on increasing the number of student leadership programs, workshops, and opportunities to further develop skills and prepare students for post graduate opportunities. The current student life agenda will be enhanced by dedicating 5 programs to student leadership and committing to 5 collaborative efforts with faculty in AY 08-09. • Enhancement of Career Services with a special emphasis on increasing the number of interactions & collaborations between student & alumni. Develop an Office of Community Service which will increase the volunteer efforts & opportunities available to students. • Increase contacts with veteran students and the number of programmatic efforts focused on serving this special population. Contact information will be collected and organized in a database for reference and to establish benchmarks for this new initiative. • As part of our consideration for risk management, increase the visibility & presence of work of the Advisory Committee on Students in Crisis; roll out campus wide plan. 	<p>program goals and community expectations, is included to assess the effectiveness of the program.</p> <ul style="list-style-type: none"> • The Athletics Department experienced a year of transition under the leadership of an interim director. Reassessment of department goals occurred and resulted in modifications due to organizational changes & budgetary constraints. During SP 09, a community survey was administered to determine the needs and plans for AY 09-10. • <i>Collaborative Efforts</i> included: 'Lunch Series' and Art exhibit sponsored/coordinated by the Art & Music Dept; official Student Activities Facebook account developed by the Student Activities Office and the Technology Club; co-sponsorship of 'John Jay's Got Talent' and 'Culturefest'; collaboration on 'Women & Islam' film series. <i>Leadership Opportunities</i>: Student leaders attended an 'Emerging Leaders' conference in New Orleans in FA 08; participated in an off-campus leadership development day; successfully lobbied in getting a proposition on the ballot to raise the student activity fee. 2 students placed in the CUNY Leadership Academy; 5 students ran for student president (unprecedented in student election history). A Student Government transition dinner occurred in SP 09. • Career Services collaborations included: contributions to the JJC Alumni Newsletter; participation in Alumni 'Connect/Reconnect' programs and reunions. 300 additional alumni registered on JJ Careers online bringing the total to 2700. A Director of Community Service will be in place 7/09. • The Veterans Club was reestablished & has engaged the student population in various activities, e.g., lectures, discussion groups, information sessions. The club also participates in the CUNY Veterans Steering Committee. A mostly online resource library has been established to support veteran needs. • Crisis Roll Out will take place in FA 09 & will involve dissemination of documents created by the Committee, a Town Meeting, Committee visits to various campus constituents & a message to the community from President Travis. • Continuing Education met its targets by offering GED, GRE & LSAT courses and by expanding its paralegal program to include larger classes and an online option.
Improve post-graduate outcomes	John Jay College	<ul style="list-style-type: none"> • Continuing Education will continue to provide students with the foundation to improve performance on licensure & certification exams by offering GED courses, GRE & LSAT courses & paralegal training courses. 	

	<ul style="list-style-type: none">• OIR will continue to administer surveys to JJC alumni.• Strategic Planning will collaborate with the Graduate Admissions Office and the Pre-Law Institute to collect data regarding scores on standardized tests: GRE & LSAT.	<ul style="list-style-type: none">• OIR administered surveys to the classes of 2006 & 2008.• The Graduate Admissions Office and Pre-Law Institute continued to collect test score data.
Improve quality of student academic support services	<ul style="list-style-type: none">• The Director of Academic Advisement will join the college 6/08. In FA 08, the Academic Advising Center will be complete & 4 academic advisors will be hired. A system of academic advisement will be developed in 08-09 & the Academic Advisement Center will gradually consolidate the advisement activities of the college.• The Director of Honors & Awards will be appointed in FA 08 & will implement the College plan for nurturing high achieving students to apply for prestigious national fellowships & for admission to prestigious graduate programs.• The College will design and administer a survey of student usage and satisfaction with academic support services.• The College will integrate Degree Works advisement in academic advisement sessions.• The effectiveness of Graduate Career Advisement will be increased through collaboration with Career Services.• DoIT with Enrollment Management will provide a web application allowing students to re-declare their major.• To streamline student support DoIT will provide the ONESTOP center with tools to respond to common technology requests related to CUNY central systems.• If funded, DoIT will standardize the ONESTOP and DoIT services desks with common call queuing software.• DoIT will improve communication between students and adjunct faculty by providing voicemail for adjuncts who do not have designated office space.• Through our 4-year replacement cycle, computers in general usage labs will be replaced: 128 computers (100%) in the Student Computing Lab Center & 70 computers (51%) of the Library open access computers.• Registration Integration will be implemented by the Fall Semester. Students will be able to browse and order	<ul style="list-style-type: none">• Director of Academic Advisement was hired 6/08 & 3 academic advisors were hired FA 08. The Directors of Academic Advisement & Counseling have jointly developed an academic advisement transition plan which shifts the advising function from the Counseling Department to the Academic Advisement Center.• The Director of Honors & Awards was appointed SP 09.• OIR piloted an online undergraduate student experience survey in Winter 08. A report has been issued & OIR has presented the findings. An online graduate student experience survey was piloted in SP 09.• All new freshmen & transfer students are provided orientation with Degree Works. OIR's Winter 08 online student experience survey assessed students' use of Degree Works.• Graduate Career Advisement will be realigned and integrated into Career Development Services for greater efficiency.• The web application was completed and deployed 5/09 at the same time as JSTOP (http://jstop.jjay.cuny.edu).• DoIT provided tools such as Active Directory interface, phone hunt groups, and laptops. Project was completed FA 08.• Equipment is being received. Work is scheduled to start 6/09 with a target completion in SU 09.• The College received a \$25,000 Microsoft grant & will identify 100 adjuncts in SU 09 to pilot the system FA 09. John Jay is seeking additional funding to roll this out to the entire adjunct population.• Replacement of computers in general usage labs is on target for completion during SU 09.• Registration Integration was implemented. The system provides detailed information regarding assigned books, allowing students to easily order books online. DoIT received positive feedback from students.

		<p>required textbooks online. When implemented, JJC will be the first CUNY campus to offer this service to students.</p> <ul style="list-style-type: none"> Through the Tech Fee several projects will be completed including replacement/upgrade of computers & peripherals in smart classrooms, cyber lounges & labs. In FY 08-09, 129 computers will be replaced in academic labs & 106 computers (100%) in smart classrooms. 	<ul style="list-style-type: none"> The scheduled upgrades and replacements have been completed. 5 cyber lounges (a total of 81 computers) were upgraded in Westport, North Hall and Haaren. Replacement DVD/VHS combo players, amplifiers & projectors have been replaced as needed in classrooms.
3. Enhance Financial & Management Effectiveness	Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses	<ul style="list-style-type: none"> OCPS will increase enrollment by 2.5%, and concentrate on building comprehensive programs that result in greater contact hours. SAT scores will increase by 3% and CAA scores will increase by 2%. The Office of Outcomes Assessment (OA) will support Enrollment Management (EM) in the development of plans & assessment methods to meet enrollment targets. 8 educational partnerships (2+2 joint degrees) in Forensic Science & Criminal Justice with 5 CUNY community colleges will be approved in SU 08; we will begin to recruit & admit students in FA 08. 3 additional joint degrees in these disciplines will be approved in FA 08. Joint degree proposals in Business/Forensic Financial Analysis will be developed in FA 08, with approval by the end of 08-09. The mix of students at the College will continue to qualify the College as a Hispanic Serving Institution (HSI) and a Minority Serving Institution (MSI). College Now (CN) will maintain 15 existing partnerships & set an enrollment goal of 600 students. Students will participate in college courses, CN preparatory experiences & workshops. CN will work to improve the readiness of high school students by meeting 95% of the enrollment 	<ul style="list-style-type: none"> OCPS worked with the CUNY Dispute Resolution Consortium to develop & offer non-credit programs and certificates. OCPS worked with Public Management to implement a new non-credit certificate for public managers in 2010. For AY 08-09, total OCPS enrollment was 47,768 up from 10,118 the previous year; contact hours were 646,284 up from 215,479. The increase is a result of College-sponsored concerts in the Lynch Theater. SAT scores increased by 12 points, from 931 to 943. CAA remained constant at 81. OA initiated conversation with EM to begin developing assessment plans. OIR was brought in to work closely with the division in its development of enrollment projections & targets. Three new educational partnerships will be approved by SU 09 in Criminal Justice, Forensic Science, & Forensic Financial Analysis. Students will be admitted in FA 09. The 8 partnership programs in operation have enrolled more than 500 students to date. Six guest talks by JJC "faculty ambassadors" will occur by SU 09. A Central Office-supported marketing effort will be launched in SU 09. JJC continues to qualify. The undergraduate student population is 42% Hispanic & 25% African American/Black. The college received U.S. Dept of Ed Title V collaborative grants with QCC & BMCC as an HSI to increase the number of & success rates of Hispanic students in the STEM areas. As an MSI, the college received 2 Dept of Homeland Security grants for student & new faculty research projects and an NSF grant which provides scholarships to undergraduate, minority students in math & science. CN maintained 15 existing partnerships. The 07-08 program enrolled 586 students in college-credit & high school-credit courses, and various pre-college workshops. CN exceeded its target in 08-09 with an estimated 789 students enrolled and achieved a 82% successful completion rate (% of students earning an A, B or C in CN

		target & by achieving 75% successful completion rate by implementing the CN strategic plan.	high school and college credit courses).
Increase revenues and decrease expenses	<ul style="list-style-type: none">• The College will conduct 6 Connect & Reconnect events in the 5 boroughs & Washington D.C., bring alumni together & present speakers. We will track event attendees to determine the effect on annual campaign results. The annual campaign consists of 3 targeted mailings & 2 soft mailings (in each issue of the JJ Magazine). We will continue to build the number of \$1000 members in our Scholars Program as well as our outreach in the planned giving program.• The College will continue to reach out to corporations which might participate in our partnership program, requesting support for scholarships.• The College plans to meet its productivity savings by reducing costs for credit card payments and leveraging use of non-tax levy funds.• Absent any additional CUNY allocation for Administrative Services, the College will hold constant the current % of its tax levy budget spent on administrative services.• The College will continue to develop its balanced financial plan before the fiscal year begins & continue monitoring expenditures to ensure adherence to the plan.• Contract /grant awards in the Office of the Advancement of Research for 08-09 will rise at a rate 8-10% higher than 07-08.• Indirect cost recovery as a percentage of overall grant/contract activity will rise from 15.75 % to 16.75%.• (OCPS) Adult & Continuing Education revenues have grown consistently over the past 4 years & should continue to increase at projected rate of 2.5% annually.• The College will establish an Investment Committee for the John Jay College Foundation and an investment policy.• The College will recruit an additional two members to the foundation board.	<ul style="list-style-type: none">• The College held 11 Connect & Reconnect events with alumni in the NY metro area and Washington, DC. The College tracked event attendance to determine the effect on annual campaign results. The annual campaign consisted of 5 mailings (2 soft included in the JJ Magazine & 3 targeted mailings). The College established a Scholars Circle for \$1,000+ donors; 11 donors joined the Circle & 1 special event was held. The planned giving program was expanded by doing 2 mailings to alumni that resulted in 41 inquiries.• The College developed strategies to attract corporate & foundation support for strategic initiatives, such as Supporting Student Success; Building a Strong Faculty; Reimagining our Academic Programs; Expanding our Campus.• The College met its productivity savings by reducing costs for credit card payments and leveraging use of non-tax levy funds.• The College has reduced the current % of its tax levy budget that is spent on administrative services from 25.3% to 24.4%.• The College developed its balanced financial plan at the beginning of the fiscal year & monitors expenditures quarterly to ensure adherence to the plan.• This information will be provided after July 1. The College will be using RF figures after years of using internal data which are often inconsistent with RF. The RF data for 08-09 and 07-08 will be compared to ascertain the change in award levels.• Using RF rather than college figures from now on, indirect recovery on a percentage of direct costs from all external funds decreased to 10.1 from 10.7.• FY 08 revenues are not yet available. To date, revenues are \$750,000 (pending confirmation) and additional deposits are anticipated. Total tuition receipts for FY 07 were \$875, 008.• An Investment Committee was established 5/09. The investment policy will be established early in 09-10. A change in leadership in Marketing & Development in the 1st quarter of 2009 slowed down certain board-related activities.• The College did not recruit any new board members. A change in leadership in Marketing & Development in the 1st quarter of 2009	
Improve administrative services			

	<ul style="list-style-type: none"> Facilities Management Dept will provide more focused services to the public spaces, resulting in the student survey result of 75% or higher being satisfied with the non-academic campus facilities. DoIT, with Enrollment Management, will develop a web application allowing students to download forms to verify their student status for tax & employment purposes. DoIT will install a self service password management tool to empower students to reset the password used for common systems without a call to the Helpdesk. DoIT will simplify access to some campus systems (e.g., Student Intranet, Email, etc.) by consolidating systems to a standardized username & password. The Security Department will concentrate on increasing the student enrollment to CUNY Alert and student involvement in the Security/Workplace Violence Committee. The % of instruction delivered on Fridays, nights, weekends will increase by 1 percentage point. The College will establish a Risk Management Council; regular meetings will begin in FY 09 and will address issues identified on campus as well as those identified by the CUNY Risk Management Council (CRMC). The JJ FIRST campus team will continue to meet on a regular basis, and ensure participation and involvement of all parties in all required activities to make FIRST a complete success. The College will develop a Sustainability Council comprised of faculty, staff and students. The council will develop a Sustainability Plan which will have the goal of reducing the College's carbon footprint 30% over ten years. The Sustainability Plan will be forwarded to CUNY for review and shall be monitored for progress quarterly. 	<p>slowed down certain activities.</p> <ul style="list-style-type: none"> The Winter 08 online student experience survey administered by OIR showed that over 75% of surveyed students are satisfied with the cleanliness & availability of restrooms; over 60% are satisfied with the overall condition or buildings & grounds. Software development work on the application was completed. The final product was launched 5/09. Installation of the self service password management tool for students is complete. Active directory has been completed for students. DoIT will standardize the ONESTOP and DoIT service desks with common call queuing software. Work is scheduled to begin 6/09; target completion date is SU 09. CUNY Alert recruitment is ongoing during registration, orientation, at major events, etc. The Workplace Violence Policy is posted on the JJ Security Website & incorporated in the booklet distributed to students during Orientation. Four students were appointed to the Security & Violence Prevention Committee. The % of instruction delivered on Fridays, nights, weekends decreased 1.6 percentage points from 38.9% to 37.3%. The Risk Management Council has been established. The Council has begun to address issues identified on campus as well as those identified by the CRMC. The JJ FIRST team meets biweekly to review implementation status & issues. College-wide communication occurs through regular "Fridays at First" updates, Town Hall meetings & periodic bulletins. As implementation proceeds, a checklist of readiness items is completed & transmitted to CUNY. HR, Payroll, Affirmative Action, and Enrollment Management staff attend trainings, testing sessions and meetings. Facilities Dept. has established a Sustainability Council comprised of students, faculty and staff. The college has been successful in planning changes in all areas of the CUNY protocol & fully expects to have a Sustainability Plan in place by year's end. A Sustainability Plan will be in place by year's end and forwarded to CUNY.
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THE SPRING 2009 FACULTY EXPERIENCE SURVEY FES:09

ATTACHMENT A

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



The University Faculty Senate of The City University of New York

Manfred Philipp, PhD

Chairperson

William Phipps

UFS Executive Director

Stasia Pasela

Administrative Assistant

Vernice Blanchard

Secretary

The University Faculty Senate is the faculty governance body in academic matters of university-wide concern at The City University of New York. The Chair is an ex-officio CUNY Trustee and members of the Executive Committee serve as voting members of CUNY Board of Trustees Committees. The Chair of the University Faculty Senate also presides at meetings of the CUNY Council of Faculty Governance Leaders. The 136 elected Senators represent 12,000 full- and part-time faculty, and provide a representative, collective faculty voice from each of the 20 campuses. Senators are charged with responsibility in issues of curriculum, degree requirements, and institutional mission at the University level. Senators serve on various university-wide committees, including those dealing with academic governance of the CUNYBA, the School of Professional Studies, the Research Foundation, and the CUNY Academy. The University Faculty Senate and its Committees work with the Senates on the CUNY campuses and the CUNY Discipline Councils. The University Faculty Senate also informs the University Community of new documents and proposals up for consideration before the Board of Trustees, and helps provide for appropriate consultation on the issues.

The University Faculty Senate of The City University of New York

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Foreward

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) or Prof. Manfred Philipp (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. These included Prof. Dean Savage, Queens College, and Prof. Manfred Kuechler, Hunter College, who played critical roles over a prolonged re-development period. Prof. Savage generously provided the *FES:05* archival materials and data for inclusion at various points in this report and assisted in the final preparation of both surveys. Prof. Stanley Wine of Baruch College suggested ideas for survey questions. Prof. Lorraine Kuziw, Medgar Evers College, made valuable corrections to the final report.

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.

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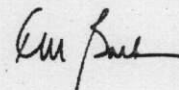


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1. Introduction: Overview and Background

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.¹ 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 13th which alerted faculty to the survey and that faculty should expect to receive a postcard at home.

On the morning of October 13th, Votenet mailed the first wave of the postcards. The second and third wave dates for postcards were scheduled for October 20th and November 9th. 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: “2nd Reminder” with a “thank you” if individuals had participated; and the third postcard also had a large-type headline, “3rd 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 25th, 2009. On November 25th, a final E-Blast from the UFS was sent. This email notified faculty that the deadline for submitting a response was extended to December 1st. During the period from October 13th through December 1st, 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.

¹ “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

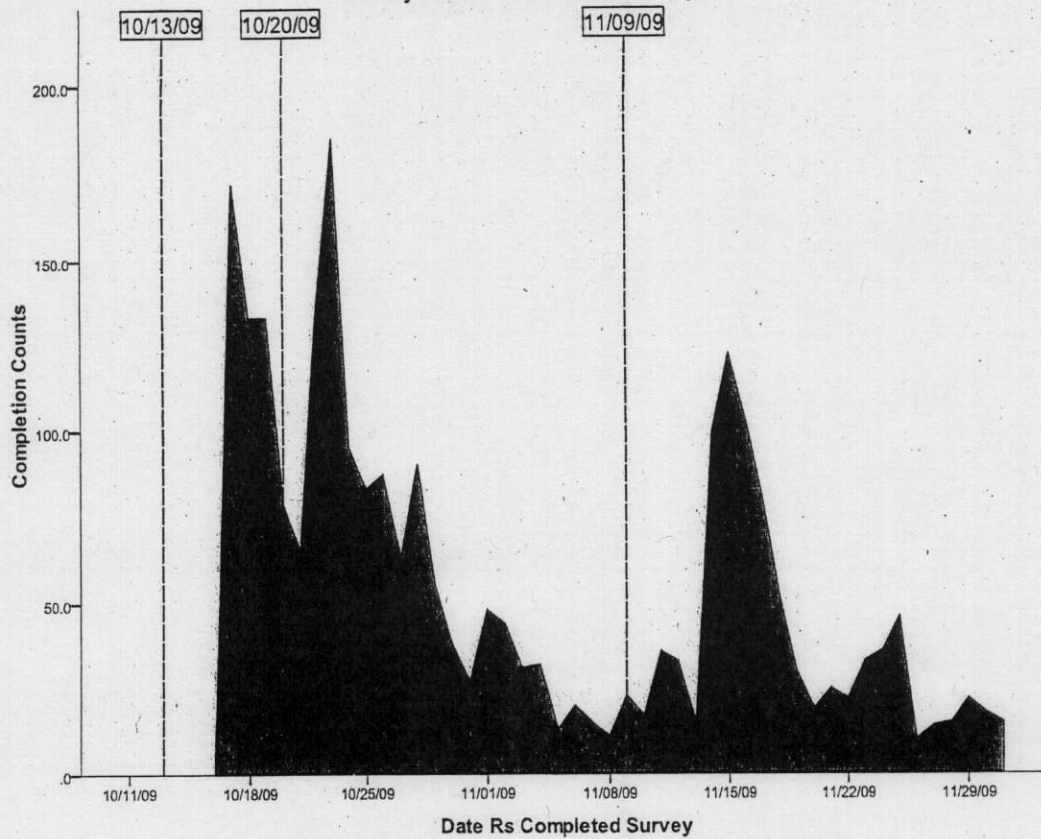
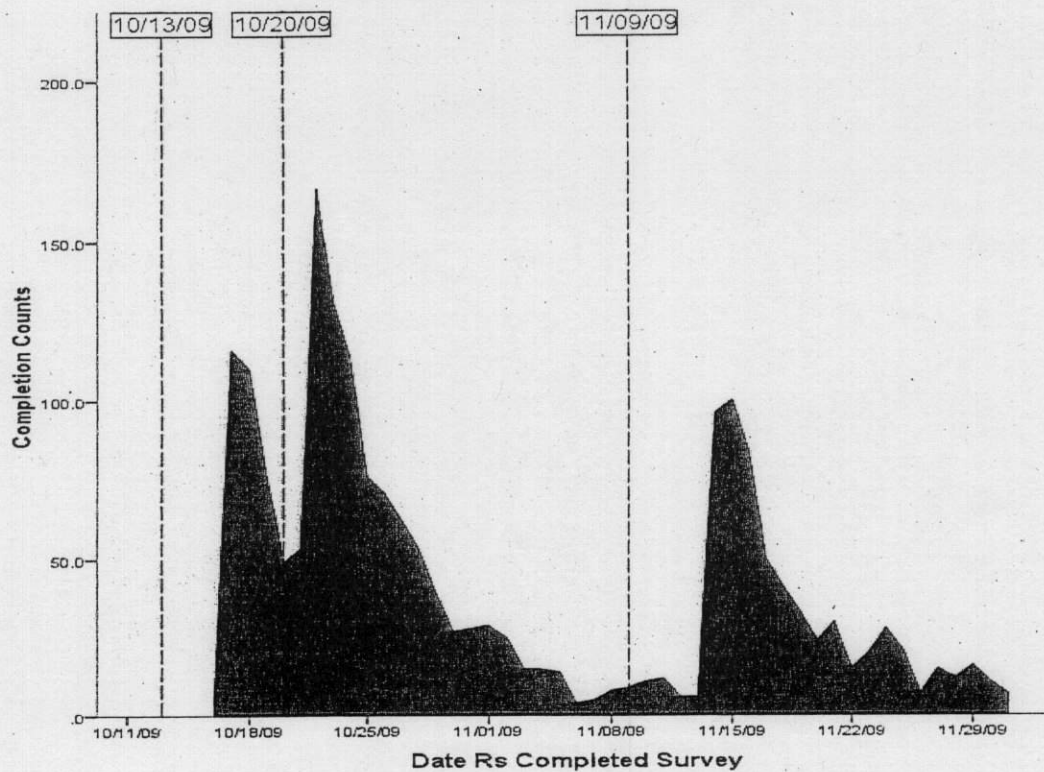


Figure 2. Survey Completion Counts Over Survey Period: Part-Time Faculty



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.²

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

² 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
Total	6776	100.0	2510	98.7**
Female	3131	46.2	1252	49.3
Male	3645	53.8	1230	48.4
Total	6776	100.0	2482	97.6
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
Total	6776	100.0	2410	94.8
Hispanic	539	8.0	172	7.4
Non-Hispanic	6237	92.0	2154	84.7
Total	6776	100.0	2342	92.1

* 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, 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
Total	9911	100.0	1803	99.7
Female	4774	48.2	912	50.4
Male	5137	51.8	871	48.2
Total	9911	100.0	1783	98.6
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
Total	9911	100.0	1741	96.3
Hispanic	810	7.1	117	6.5
Non-Hispanic	9101	92.9	1598	88.4
Total	9911	100.0	1715	94.9

* 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, 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 25th 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 3rd 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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APPENDIX A

University-Wide Full-Time Faculty
Survey Item Results

The University Faculty Senate of
The City University of New York

SPRING 2009

APPENDIX A

SURVEY ITEMS AND RESULTS

CUNY-Wide: Full-Time Faculty

Section 1. Your Campus and Department

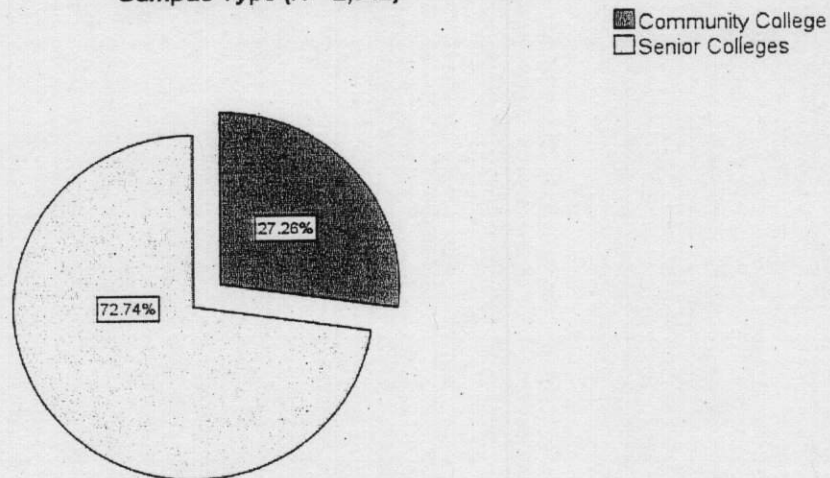
(In reporting results, totals may not add up exactly due to rounding.)

1. Which is your college, the one where you spent most of your time during the Spring of 2009?

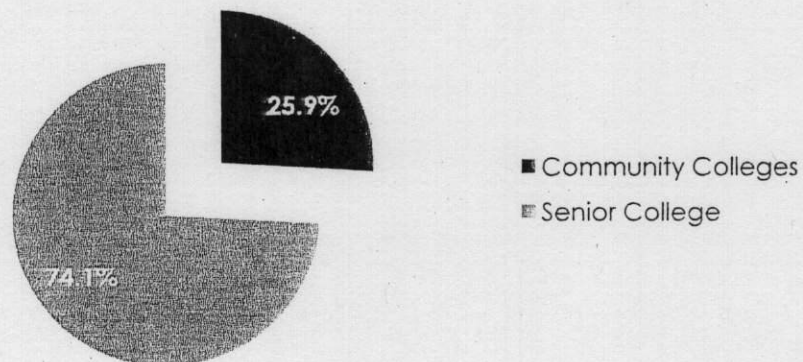
	CUNY N	Survey N*	Return Rate %	% of All Rs
Baruch	512	195	38.1%	7.7
BMCC	410	152	37.1%	6.0
Bronx CC	274	111	40.5%	4.4
Brooklyn	533	208	39.0%	8.2
City	572	201	35.1%	7.9
CSI	351	119	33.9%	4.7
CUNY Law	43	16	37.2%	.6
Graduate Center	156	58	37.2%	2.3
Hostos CC	172	53	30.8%	2.1
Hunter	680	274	40.3%	10.8
John Jay	422	125	29.6%	4.9
KBCC	311	105	33.8%	4.1
LAGCC	300	124	41.3%	4.9
Lehman	369	114	30.9%	4.5
Medgar Evers	192	61	31.8%	2.4
NYC Tech	402	142	35.3%	5.6
Queens	624	236	37.8%	9.3
QBCC	309	149	48.2%	5.9
School of Journalism	20	5	25%	.2
School of Professional Studies	2	2	100%	.1
York	208	96	46.2%	3.8
Totals	6862	2546	37.1%	
Partial Complete/Non-Consents	173			
IRB Refusals				
Average Postcard Returned: All Waves	249			
Adjusted Total	6613	38.5%		

* The final full-time faculty sample was reduced to 2,542 respondents. Four respondents were identified as non-faculty.

**CUNY University-Wide Full-Time Faculty Respondents by
Campus Type (N = 2,542)**



**CUNY Full-time Sample by Campus Type
(N = 6,862)**



Section 2. Facilities, Programs and Resources

In terms of your own use or access, how would you rate each of the following facilities, programs, or resources at your college during the Spring of 2009?

	Poor %	Fair %	Good %	Excellent %	Resource not available %	Don't Know %	Does not apply to me %	Total N
2a. Office space	18.7	23.9	34.6	22.4	.3	.1		2535
2b. Office computers including available software & Internet connections	10.4	23.2	45.4	20.5	.3	.2		2530
2c. Tech support for computer-related activities	12.7	27.8	40.0	18.6	.3	.6		2532
2d. Library holdings: printed books and journals	18.8	30.8	33.5	9.8	.3	6.8		2528
2e. Library holdings: electronic resources	7.3	23.8	44.2	16.7	.3	7.8		2516
2f. Computer labs and "smart" classrooms	15.9	32.8	33.3	9.3	1.0	7.6		2524
2g. Access to your office/lab after hours & on weekends	6.2	11.8	39.7	34.8	.6	7.1		2519
2h. Off-campus access to your campus email	5.6	11.9	39.1	41.3	.5	1.7		2522
2i. Physical plant conditions (including escalators, elevators, classrooms, common areas)	34.8	35.1	24.9	4.6	.5	.1		2531
2j. Bathrooms	32.3	35.3	26.9	4.8	.4	.2		2524
2k. Laboratory/research space & supplies	14.2	18.3	15.8	2.8	2.9	8.4	37.7	2507
2l. Basic research equipment	11.8	19.0	16.6	3.1	7.6	8.4	38.3	2491

Section 3. Services, Functions and Grant Support

In terms of your own experience, how would you rate each of the following at your college during the Spring of 2009?

	Poor %	Fair %	Good %	Excellent %	Resource not available %	Don't Know %	Total N
3a. Telephone service (including voice mail)	6.4	17.2	50.6	24.2	.5	1.1	2535
3b. Mail service (access to mail, promptness of delivery)	6.8	22.0	52.4	17.7	.0	1.0	2534
3c. Photocopying	16.1	25.8	40.5	16.8	.3	.5	2533
3d. Security	6.7	23.5	49.8	18.4		1.6	2530
3e. Bookstore	12.9	28.7	37.2	5.7	2.5	13.0	2524
3f. Cafeteria/Food services	27.3	34.9	24.4	4.0	1.3	8.2	2531
3g. Enforcement of health and safety regulations	13.4	25.8	34.4	5.9	.3	20.2	2515
3h. Faculty development activities	12.5	29.4	40.0	11.3	.6	6.2	2504
3i. Availability of small internal grants	11.1	27.0	40.7	12.6	.6	8.1	2523
3j. Help with grant applications at your college	12.2	22.6	33.8	14.7	1.0	15.6	2530
3k. Administration of outside grants by CUNY	10.3	19.4	19.1	5.6	1.7	43.8	2521

Section 4. Elements of Job Satisfaction

How satisfied are you with each of the following?	Very dissatisfied (1)	Dissatisfied (2)	Mildly dissatisfied (3)	Neither satisfied nor dissatisfied (4)	Mildly satisfied (5)	Satisfied (6)	Very satisfied (7)	Don't Know	Total		
	%	%	%	%	%	%	%	%	M*	SD	N
4a. Your authority to make decisions about content & methods in your instruction	1.8	1.4	2.6	2.1	7.6	34.9	48.7	1.0	6.1	1.2	2522
4b. Your authority to set standards and grading policies	1.5	2.0	2.5	3.5	7.6	34.7	45.8	2.4	6.1	1.3	2519
4c. Class size	7.5	9.5	10.3	5.7	17.2	33.6	14.1	2.1	4.8	1.9	2522
4d. Family leave	2.1	3.4	3.4	7.8	5.8	18.0	7.7	51.8	5.0	1.7	2500
4e. Your workload	14.4	15.7	13.8	7.2	13.3	26.7	8.3	.4	4.0	2.0	2521
4f. Your salary	11.3	16.1	15.6	8.1	21.1	23.1	4.7	.1	4.0	1.8	2520
4g. Availability of travel funds to attend professional meetings	19.6	19.5	13.5	8.4	15.3	12.1	3.2	8.4	3.3	1.9	2523
4h. Health care benefits	5.8	10.2	13.1	8.9	22.0	28.5	7.9	3.5	4.5	1.7	2520
4i. Institutional recognition of technology-based instructional activities (e.g., in terms of tenure and promotion)	5.4	6.2	6.4	13.3	11.1	15.7	3.7	38.3	4.3	1.7	2510
4j. Availability of sabbaticals	4.5	6.1	6.1	11.4	10.2	24.7	7.8	29.1	4.7	1.7	2520
4k. Availability of reassigned time for research	12.0	12.4	11.3	10.0	14.5	19.1	5.7	15.0	4.0	1.9	2524

Section 5. Satisfaction with College Culture

How satisfied are you with each of the following aspects of your college's culture?	Very dissatisfied (1)	Dissatisfied (2)	Mildly dissatisfied (3)	Neither satisfied nor dissatisfied (4)	Mildly satisfied (5)	Satisfied (6)	Very satisfied (7)	Not Important to me	Haven't thought about it	Total		
	%	%	%	%	%	%	%	%	%	M*	SD	N
5a. Faculty influence on college policies	12.3	12.8	12.0	11.9	19.3	20.9	3.4	.5	7.0	4.0	1.8	2522
5b. Faculty influence on the direction and development of curriculum	5.6	6.6	8.0	9.6	19.1	36.4	10.9	.2	3.5	4.9	1.7	2522
5c. Faculty influence on hiring new faculty	6.3	6.5	6.7	10.1	16.9	35.2	12.9	.3	5.0	4.9	1.7	2521
5d. Faculty influence on hiring top level administrators	17.8	14.5	10.8	15.9	10.4	11.3	2.2	.9	16.2	3.4	1.8	2516
5e. Support by administration for faculty decisions on academic integrity (cheating, plagiarism, and grades)	5.6	4.8	5.0	15.5	12.2	31.9	10.6	.4	13.9	4.9	1.7	2517
5f. Level of respect shown to faculty by college President	11.7	6.2	5.5	9.9	10.5	28.9	21.0	.4	5.9	4.8	2.0	2505
5g. Level of respect shown to faculty by college Provost/Chief Academic Officer	11.7	7.5	5.8	9.6	10.4	27.5	19.4	.6	7.5	4.7	2.1	2515
5h. Administrative support for intellectual life of ideas	12.6	9.7	9.7	12.6	16.3	23.8	9.9	.6	4.8	4.3	1.9	2491
5j. Transparency of budget allocations (lines and other funds) within the college	9.3	6.7	6.4	14.6	14.1	26.7	13.5	.6	8.2	4.7	1.9	2510
	19.2	11.3	11.0	13.8	11.4	12.1	3.5	1.2	16.5	3.5	1.9	2512

* The means (*M*) and standard deviations (*SD*) are derived from respondents who chose one of the responses, valued as 1 through 7. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but their responses are not utilized in deriving means and standard deviations.

Section 6. Attitudes Toward CUNY-Wide Initiatives

What do you think about some existing and possible major CUNY-wide initiatives and policy changes?

	Opposed	Ambivalent	Support in principle but have reservations about implementation	Support in principle & as implemented	Don't Know/Haven't thought about it	Total
	%	%	%	%	%	N
6a. Raising of admission standards	7.5	13.7	36.9	35.8	6.1	2515
6b. CUNY Proficiency Exam (CPE)	8.4	15.8	25.1	25.9	24.8	2513
6c. Centralization of Blackboard	24.2	19.3	20.7	17.3	18.5	2507
6d. CUNY-wide McCauley Honors College	6.5	15.8	17.4	25.2	35.2	2506
6e. Centralized on-line bachelor's degree	33.7	19.0	12.5	7.9	26.8	2499
6f. Proposed equivalency of courses across all colleges	18.6	14.2	32.5	17.7	17.0	2509
6g. Possible further integration of the colleges into a single CUNY university	36.0	16.9	18.3	8.1	20.7	2519
6h. Possible creation of an additional community college	20.1	19.5	22.6	15.1	22.7	2519

Section 7. Opinions About New CUNY Initiatives: In Principle and Implementation at Your College

How do you feel about new initiatives with respect to teaching - first, in principle, and secondly, how each has been implemented at your college?

	Strongly Opposed (1)	Opposed (2)	Somewhat opposed (3)	Neutral (4)	Somewhat in favor (5)	In favor (6)	Strongly in favor (7)	Not applicable/Don't Know	Total		
	%	%	%	%	%	%	%	%	M*	SD	N
IN PRINCIPLE											
7a. Revision of core curriculum	0.9	2.7	3.7	16.4	15.7	28.5	18.8	13.3	5.4	1.4	2517
7b. Writing across the curriculum	1.2	2.0	2.9	9.8	12.2	34.6	30.0	7.4	5.7	1.3	2517
7c. Use of technology for teaching and learning	0.4	1.1	2.1	8.1	12.8	37.2	35.4	2.9	5.9	1.1	2520
7d. Offer courses partially online ("blended learning")	3.6	7.8	9.6	16.0	17.1	25.0	15.7	5.1	4.8	1.7	2521
7e. Offer courses fully online	14.1	18.5	13.5	14.7	13.0	11.9	9.6	4.7	3.7	1.9	2519
IMPLEMENTATION AT YOUR COLLEGE											
7f. Revision of core curriculum	3.5	5.8	8.3	14.3	16.9	24.4	5.7	21.1	4.7	1.6	2513
7g. Writing across the curriculum	3.1	5.8	7.9	11.3	19.0	27.9	10.3	14.7	4.9	1.6	2506
7h. Use of technology for teaching and learning	3.0	5.3	9.6	9.8	24.3	30.9	10.0	7.1	4.9	1.5	2510
7i. Offer courses partially online ("blended learning")	3.4	4.8	6.6	15.9	13.6	16.4	4.8	34.4	4.5	1.6	2507
7j. Offer courses fully online	7.0	8.4	6.3	15.7	9.2	8.9	2.9	41.6	3.9	1.7	2497

* The means (M) and standard deviations (SD) are derived from respondents who chose one of the responses, valued as 1 through 7. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but their responses are not utilized in deriving means and standard deviations.

Section 8. Department or Program Decision-Making

How much do you agree to disagree with the following statements about the decision-making process within your primary department or program?	Strongly disagree (1)	Disagree (2)	Mildly disagree (3)	Neither agree or disagree (4)	Mildly agree (5)	Agree (6)	Strongly agree (7)	Total		
	%	%	%	%	%	%	%	M	SD	N
8a. I feel like a full and equal participant in the problem-solving and decision-making process	9.6	10.2	7.8	5.2	16.0	24.9	26.2	4.9	2.0	2526
8b. I have a voice in how resources are allocated	12.1	18.1	9.8	10.3	15.5	19.2	14.9	4.2	2.0	2522
8c. Meetings allow for all participants to share their views	6.3	6.0	6.3	6.2	13.0	31.1	31.1	5.3	1.8	2518
8d. Committee assignments are shared fairly to allow participation of all full-time faculty	8.7	9.2	9.2	8.7	14.3	28.4	21.5	4.8	1.9	2519
8e. My department or program or campus is working to help me improve the quality of my teaching	6.9	9.7	6.2	17.5	15.5	26.6	17.6	4.8	1.8	2513

Section 9. Recruiting for Diversity and Climate for Women Faculty and Faculty of Color

With respect to CUNY's recruitment of and institutional environment for women faculty and faculty of color, how much would you agree or disagree with the following statements about your primary department or program?	Strongly disagree (1)	Disagree (2)	Mildly disagree (3)	Neither agree or disagree (4)	Mildly agree (5)	Agree (6)	Strongly agree (7)	Don't Know/Not Applicable	Have not recruited	Total		
	%	%	%	%	%	%	%	%	%	M*	SD	N
9a. My department actively recruits women faculty	2.3	3.9	1.9	11.2	6.9	28.2	36.9	7.8	1.0	5.7	1.5	2524
9b. My department actively recruits faculty of color	4.1	5.0	3.7	11.3	9.2	26.4	30.9	8.0	1.3	5.4	1.7	2522
9c. My department takes steps to enhance the climate for women faculty	5.2	5.3	3.1	18.1	8.5	23.7	26.3	9.9		5.2	1.8	2523
9d. My department takes steps to enhance the climate for faculty of color	5.0	5.0	3.5	18.4	8.1	22.7	23.0	14.4		5.1	1.8	2521

Section 10. Satisfaction with your CUNY Career and its Progression

How satisfied are you, in general, with:	Very dissatisfied (1)	Dissatisfied (2)	Mildly dissatisfied (3)	Neither satisfied nor dissatisfied (4)	Mildly satisfied (5)	Satisfied (6)	Very satisfied (7)	Total		
	%	%	%	%	%	%	%	M	SD	N
10a. Your position at CUNY?	3.4	4.9	6.2	4.2	18.2	42.7	20.5	5.4	1.5	2534
10b. The way your career has progressed at CUNY?	5.0	5.8	7.1	4.6	17.8	38.9	20.8	5.2	1.7	2530

* The means (M) and standard deviations (SD) are derived from respondents who chose one of the responses, valued as 1 through 7. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Have not recruited," etc.) are presented but their responses are not utilized in deriving means and standard deviations.

Section 11. Section Workload

During the Spring 2009 semester, how many sections did you teach at CUNY? (Do not count summer and winter courses.)	None, full reassigned time (0)	One Section (1)	Two sections (2)	Three sections (3)	Four Sections (4)	Five sections (5)	Six sections (6)	Seven sections (7)	None/On Leave	Total		
	%	%	%	%	%	%	%	%	%	M*	SD	N
	4.2	13.8	27.3	27.4	14.3	4.8	1.5	.9	5.7	2.6	1.3	2468

Section 12. Student Workload

Altogether, approximately how many students were enrolled in all the sections you taught during the Spring 2009 semester? (Excludes Rs who indicated "None, full reassigned time" or "None/On Leave" in #11.)	1-24	25-49	50-74	75-99	100-124	125-149	150+	Total
	%	%	%	%	%	%	%	N
	16.5	27.5	20.0	16.1	10.3	5.4	4.2	2222

Section 13. Office Hours

During the Spring 2009 semester, how many regular office hours did you hold? (Excludes Rs who indicated "None, full reassigned time" or "None/On Leave" in #11.)	No office hours (0)	One hour per week (1)	Two hours per week (2)	Three hours per week (3)	Four hours or more per week (4)	Office hours by appointment	Total
	%	%	%	%	%	%	N
	.6	3.1	25.6	38.1	27.0	5.7	2219

Section 14. Hours Outside of Class

On average, how many hours per week did you spend on CUNY class-related activities outside of class (class preparation, grading, email to students)? (Excludes Rs who indicated "None, full reassigned time" or "None/On Leave" in #11.)	M	Mdn*	Mo	SD	N
	18.6	15.0	20.0	11.8	2115

* The median (*Mdn*) is the point at which 50% of the sample fall above and below; the mode (*Mo*) is the most common response.

Section 15. Academic Rank

During the Spring 2009 term, was your primary academic rank, title, or position at CUNY:	N	%
Professor / Distinguished Professor	770	30.7
Associate Professor	656	26.1
Assistant Professor	738	29.4
Instructor	51	2.0
Lecturer	207	8.2
Distinguished Lecturer	11	.4
Full time Substitute / Visiting faculty	69	2.7
College Lab Tech (CLT)	0	.0
HEO Series	0	.0
Part-time faculty	0	.0
Non-teaching adjunct faculty	0	.0
Other	8	.3
Total	2510	100.0

Section 16. Longevity of Service

How long have you been a full-time faculty member at CUNY?	N	%
1 to 5 years	835	33.3
6 to 10 years	542	21.6
11 to 20 years	443	17.6
21 to 30 years	326	13
More than 30 years	364	14.5
Total	2510	100.0

Sections 17 - 20: Demographic Characteristics

Section 17. Sex

Are you female or male?	N	%
Female	1252	50.4
Male	1230	49.6
Total	2482	100.0

Section 18. Age Group

What is your age?	N	%
Under 35	138	5.6
35 - 45	606	24.6
46 - 55	582	23.6
56 - 65	757	30.7
Over 65	384	15.6
Total	2467	100.0

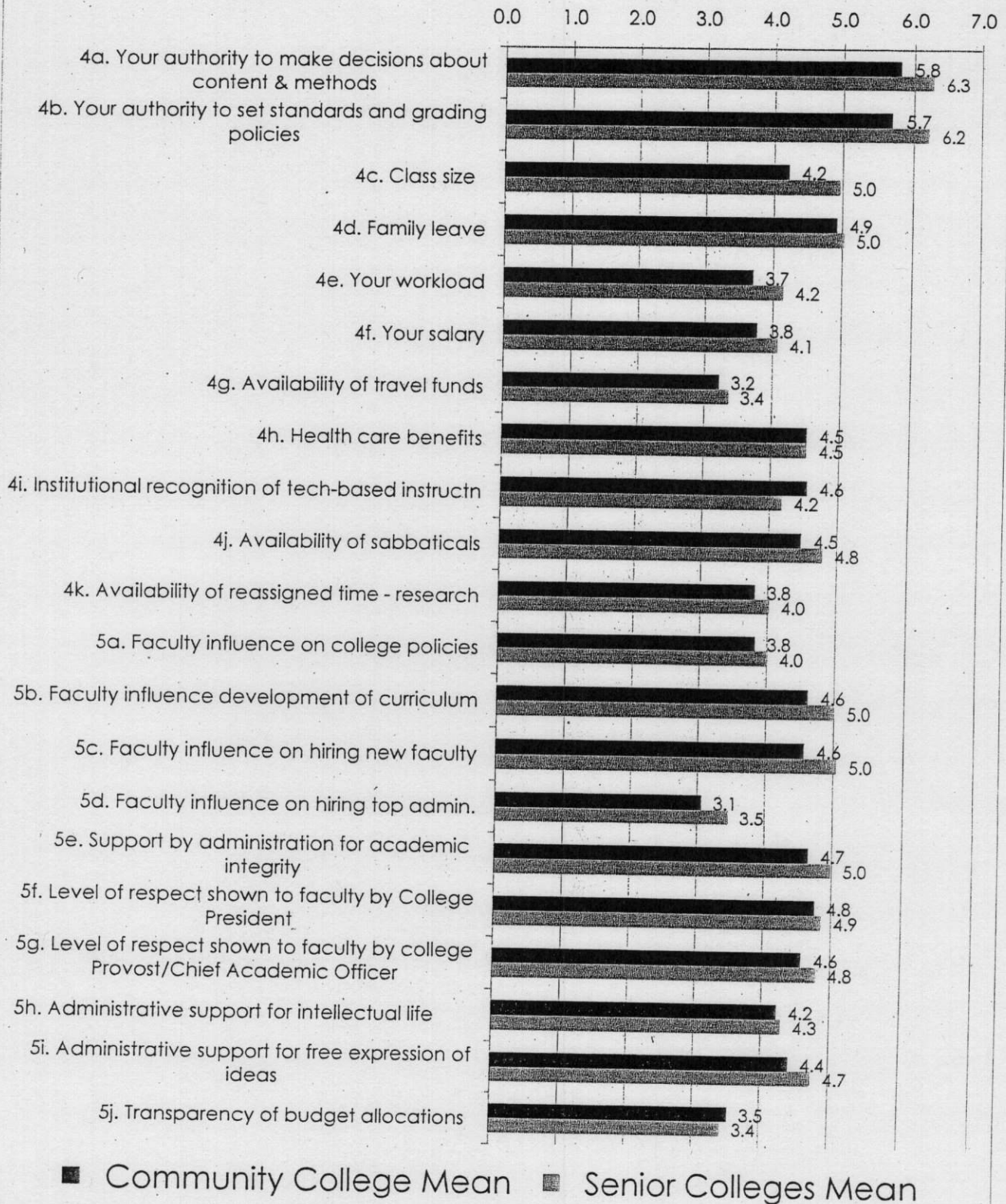
Section 19. Ethnicity

Are you Hispanic or Latino?	N	%
Not Hispanic or Latino	2154	92.0
Hispanic or Latino	188	8.0
Total	2342	100.0

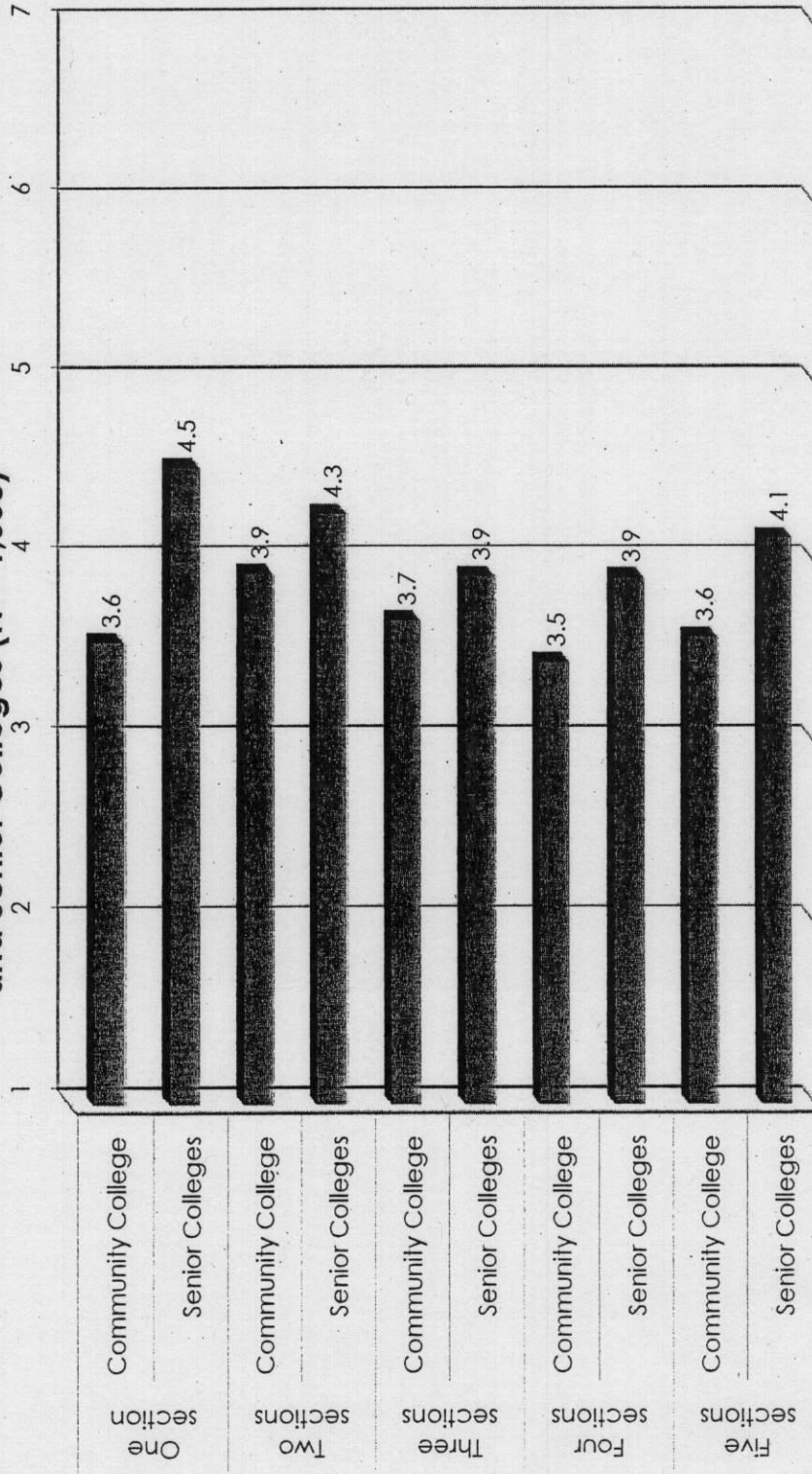
Section 20. Race

What is your race?	N	%
Asian	186	7.7
Black/African descent	229	9.5
Hawaiian or Pacific Islander	2	0.1
Native American or Alaskan Native	3	0.1
White	1783	74
Other	207	8.6
Total	2410	100.0

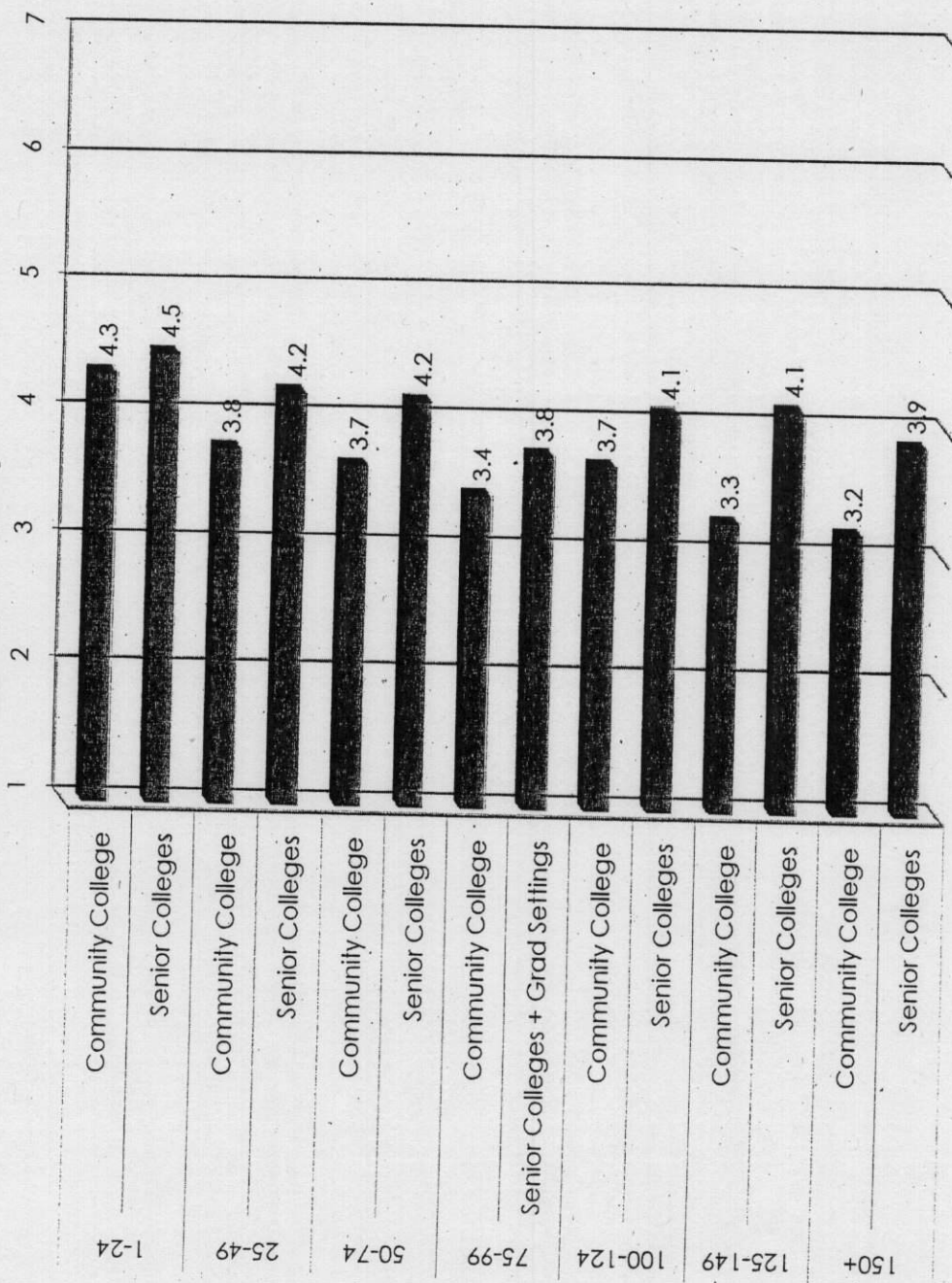
Satisfaction by Campus Type: All Settings



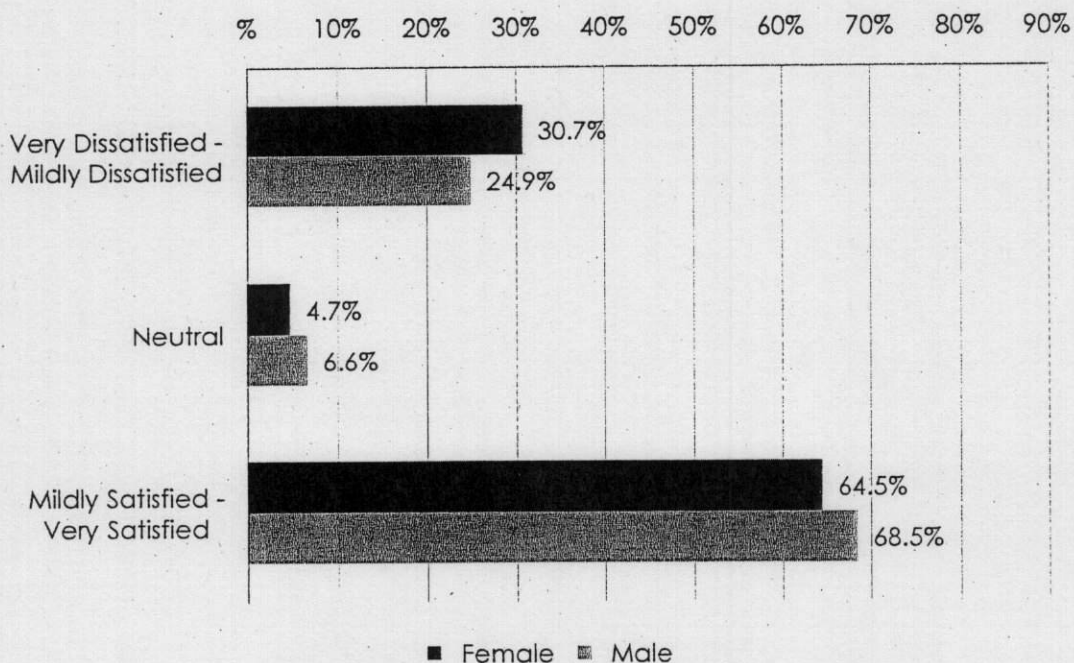
Full-Time Faculty Average Satisfaction with Workload by Number of Sections Taught and Settings: Community Colleges (N = 589) and Senior Colleges (N = 1,558)



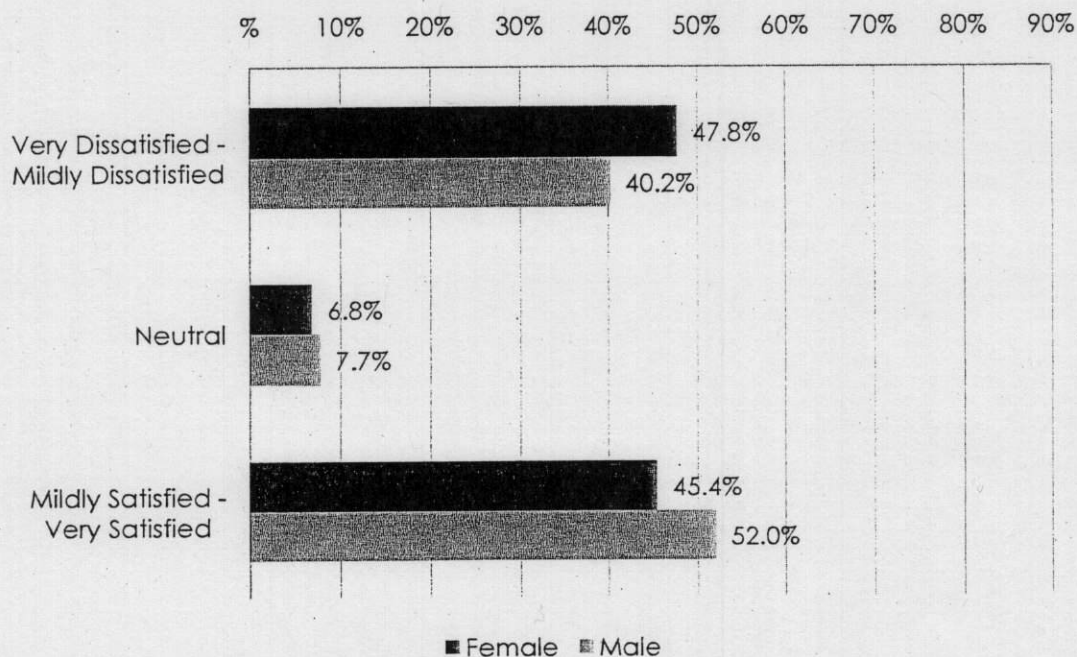
**Full-Time Faculty Average Satisfaction with Workload by Students Taught
and Settings: Community Colleges (N = 631) and
Senior Colleges (N = 1,629)**



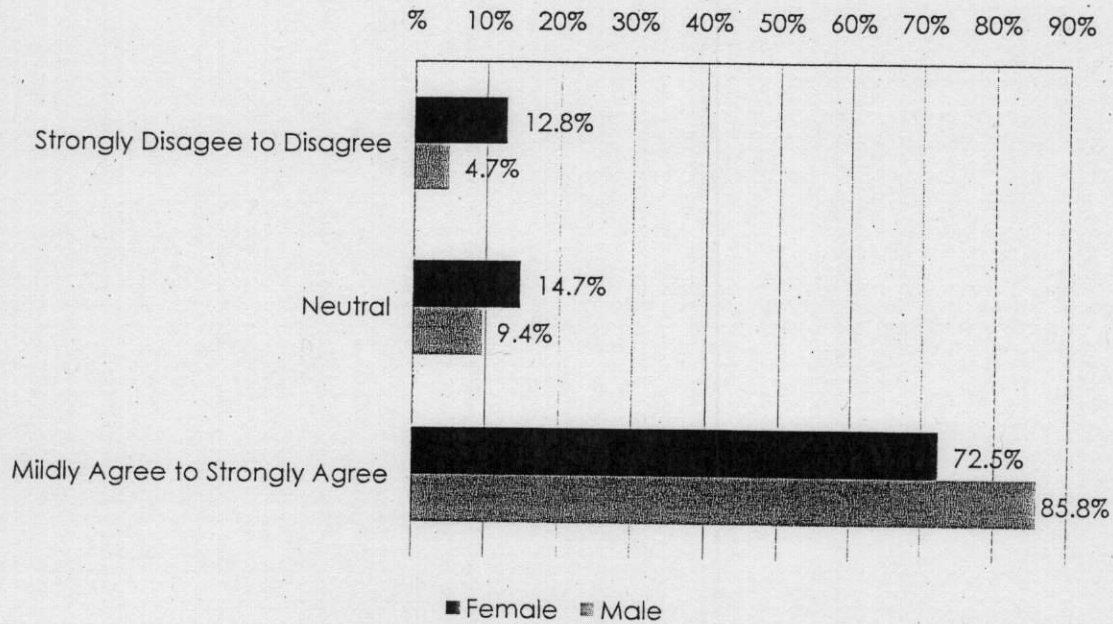
4C. Satisfaction with Class Size by Gender of Full-Time Faculty (N = 2,415)



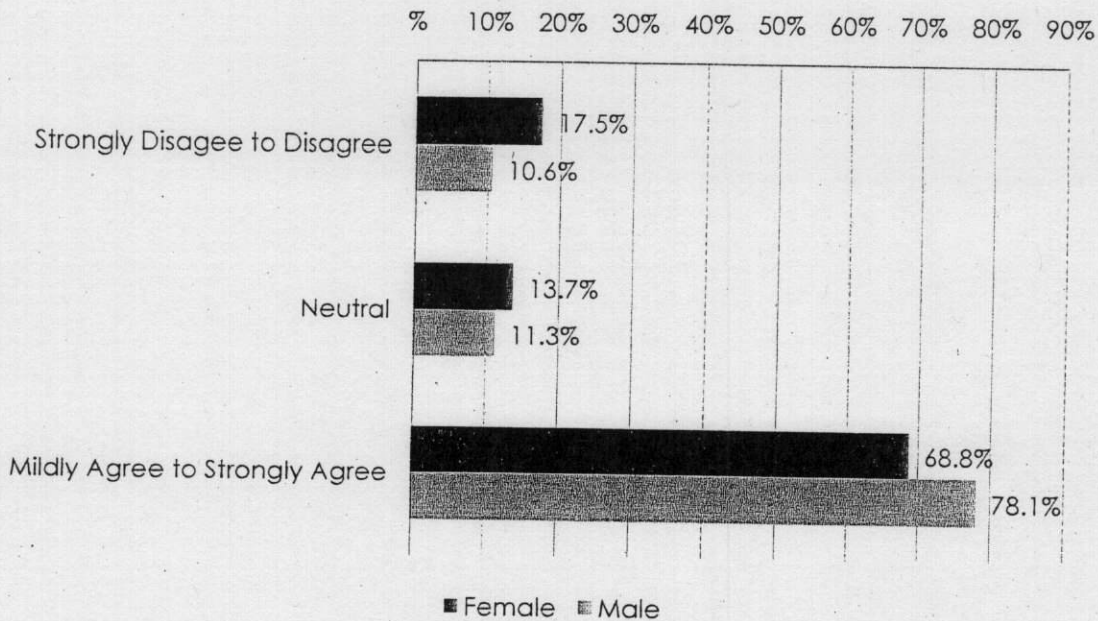
4E. Satisfaction with Workload by Gender of Full-Time Faculty (N = 2,547)



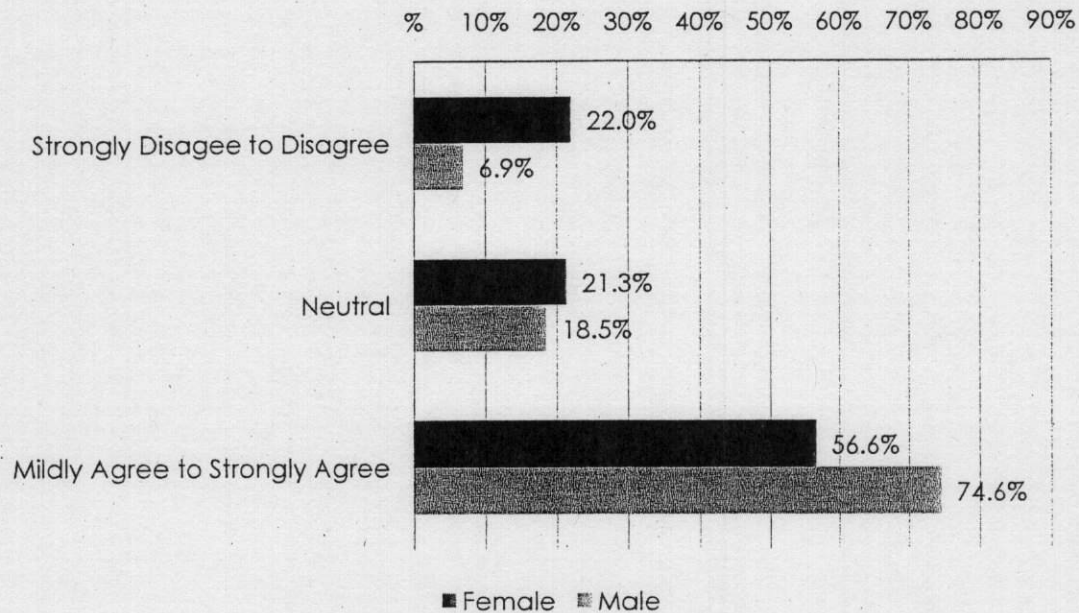
9A. Agreement Concerning Departments Actively Recruiting Women Faculty by Gender of Full-Time Faculty (N = 2,255)



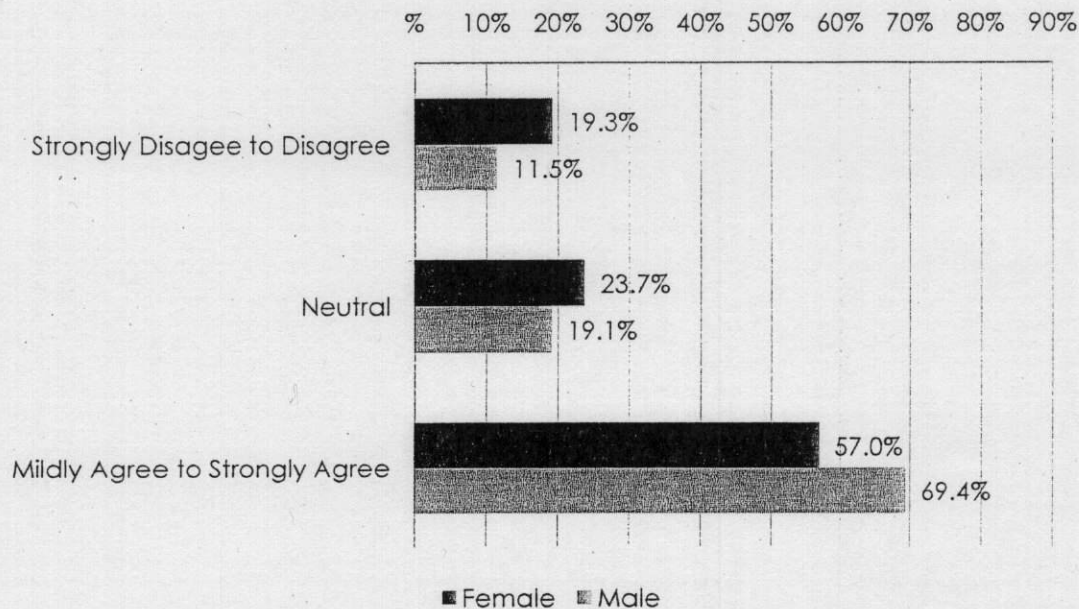
9B. Agreement Concerning Department Actively Recruiting Faculty of Color by Gender of Full-Time Faculty (N = 2,236)



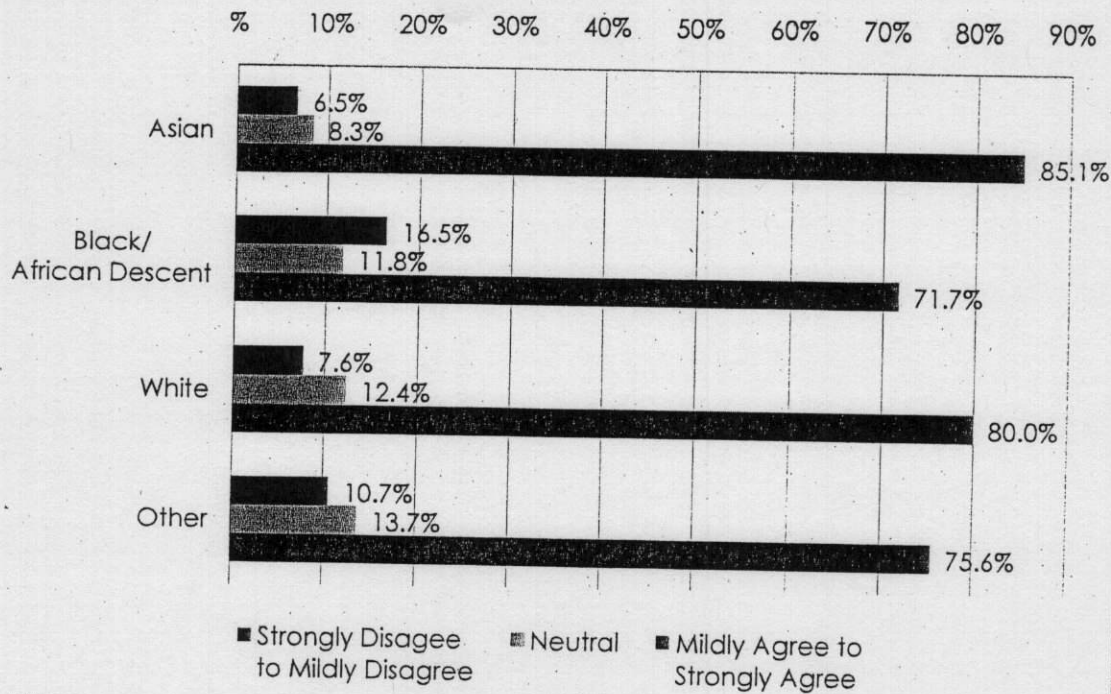
9C. Agreement Concerning Department Taking Steps to Enhance Climate for Women Faculty by Gender of Full-Time Faculty (N = 2,221)



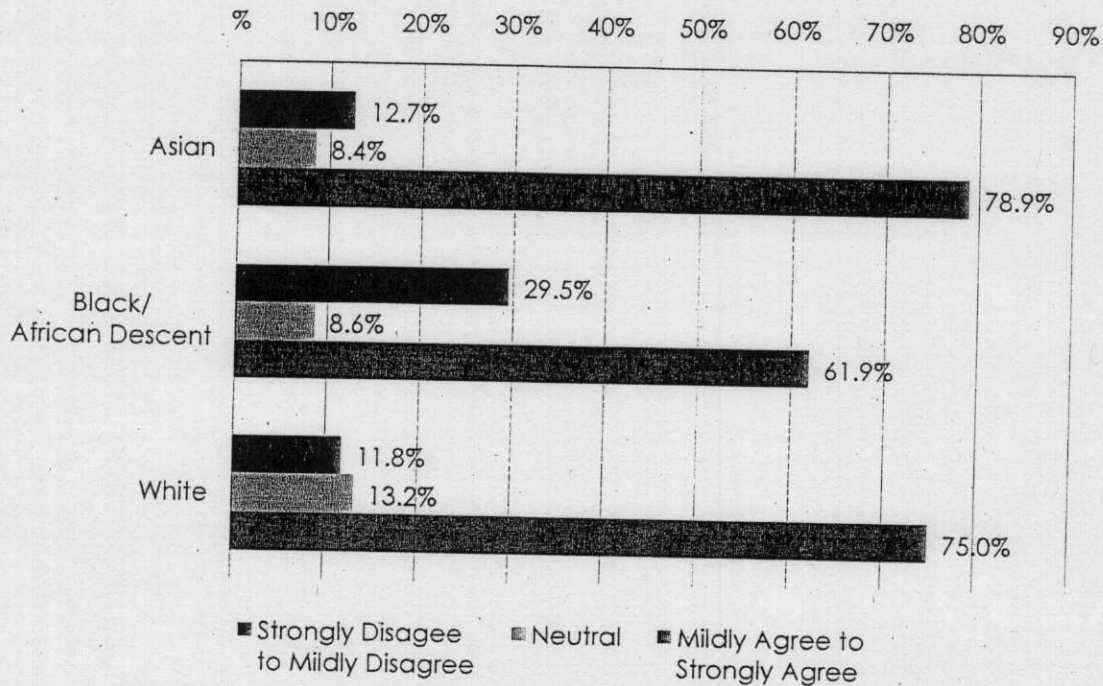
9D. Agreement Concerning Department Taking Steps to Enhance Climate for Faculty of Color by Gender of Full-Time Faculty (N = 2,221)



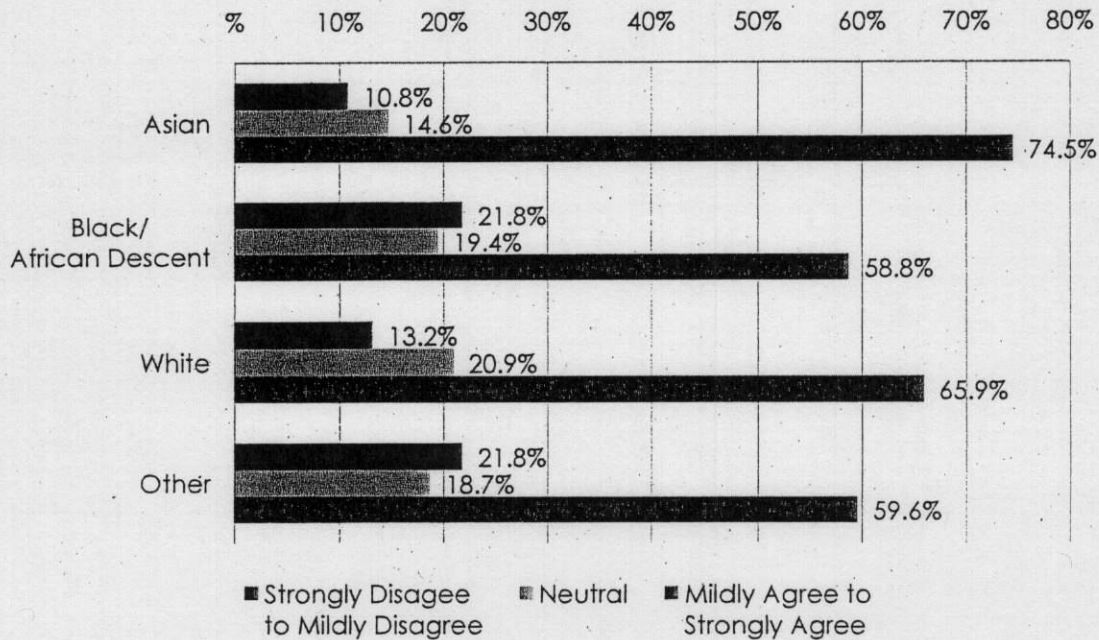
9A. Agreement Concerning Departments Actively Recruiting Women Faculty by Race of Full-Time Faculty (N = 2,188)



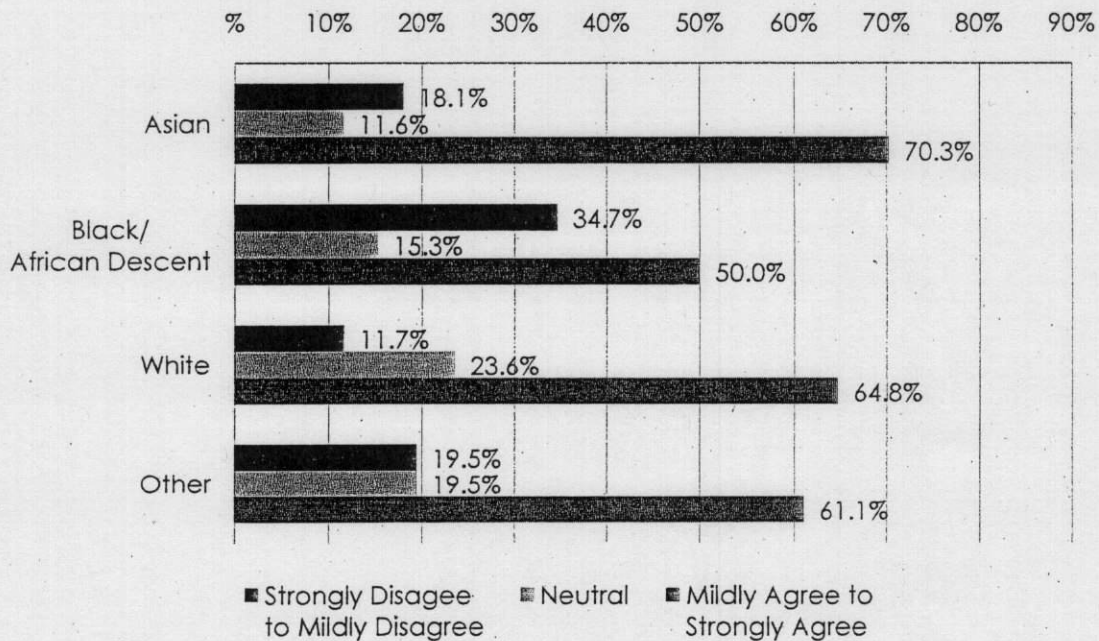
9B. Agreement Concerning Department Actively Recruiting Faculty of Color by Race of Full-Time Faculty (N = 2,172)



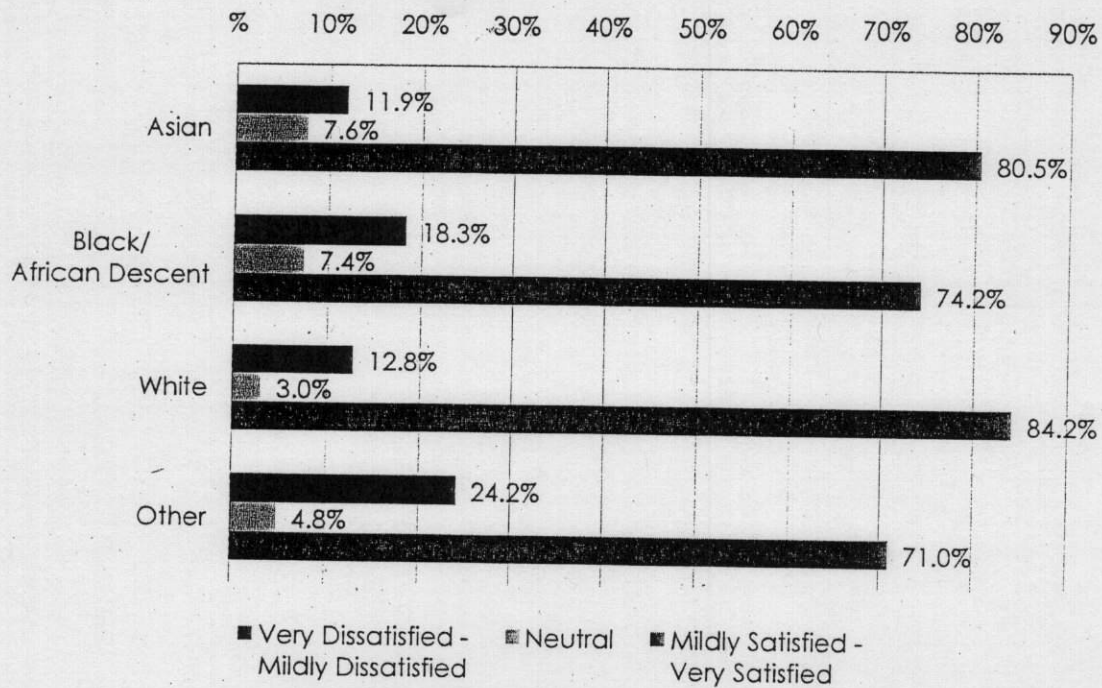
9C. Agreement Concerning Department Taking Steps to Enhance Climate for Women Faculty by Race of Full-Time Faculty (N = 2,151)



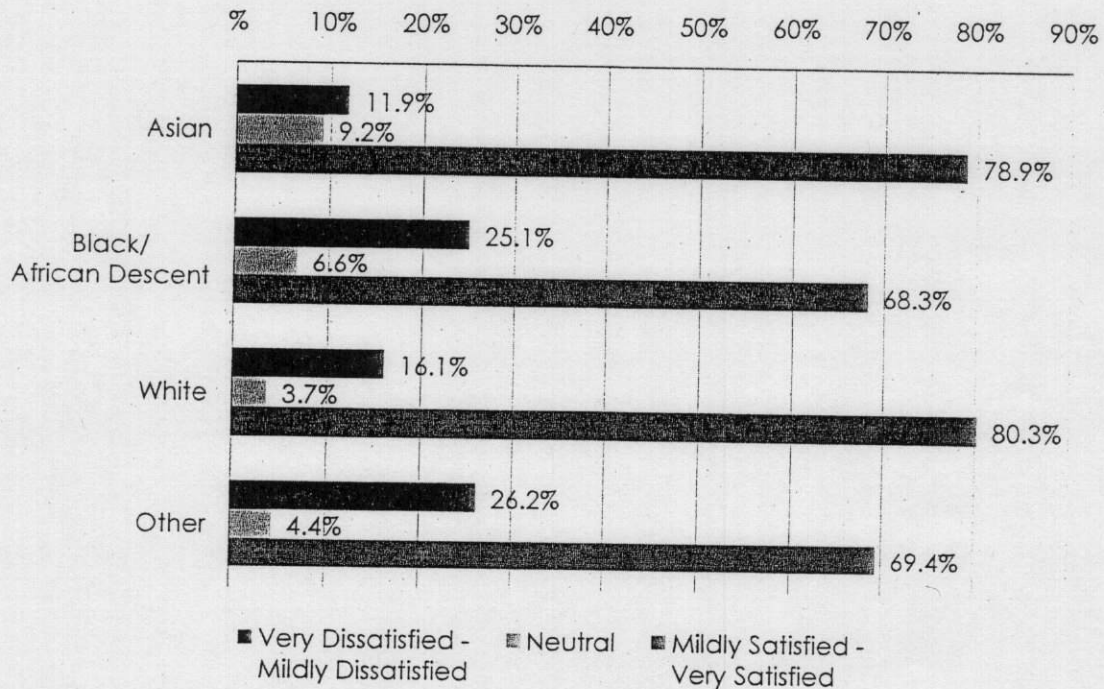
9D. Agreement Concerning Department Taking Steps to Enhance Climate for Faculty of Color by Race of Full-Time Faculty (N = 2,049)



10A. Satisfaction with Position at CUNY by Race of Full-Time Faculty (N = 2401)



10B. Satisfaction with Career Progression at CUNY by Race of Full-Time Faculty (N = 2,397)



APPENDIX B

FULL-TIME FACULTY
Survey Items Rank-Ordered by Campus
and
Selected Comparison Data from *FES:05*

The University Faculty Senate of
The City University of New York

SPRING 2009

Table 1 - Rating of Office Space

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

2
0
0
5

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College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
1 Baruch	15%	29	85%	166	0%	0	0%	0	195
9 Hostos CC	26%	13	74%	37	0%	0	0%	0	50
6 LAGCC	27%	34	72%	89	1%	1	0%	0	124
5 KBCC	29%	30	71%	75	0%	0	0%	0	105
12 CUNY Law	31%	5	69%	11	0%	0	0%	0	16
3 Queens	32%	74	68%	159	0%	0	0%	1	234
4 Grad Center	33%	19	67%	39	0%	0	0%	0	58
8 York	39%	37	61%	59	0%	0	0%	0	96
2 CSI	37%	44	61%	72	1%	1	1%	1	118
10 Hunter	40%	109	59%	161	1%	2	0%	0	272
15 City	41%	82	59%	118	0%	1	0%	0	201
11 John Jay	45%	56	55%	68	0%	0	0%	0	124
7 Lehman	47%	54	53%	60	0%	0	0%	0	114
14 Bronx CC	48%	50	52%	58	0%	0	0%	0	111
16 Brooklyn	50%	103	50%	102	0%	1	0%	0	206
13 QBCC	62%	92	38%	57	0%	0	0%	0	149
18 BMCC	66%	100	34%	51	1%	1	0%	0	152
17 Medgar Evers	67%	41	33%	20	0%	0	0%	0	61
19 NYC Tech	73%	104	26%	37	0%	0	0%	0	142
Totals	43%	1079	57%	1439	0%	7	0%	3	2528

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

**Table 2 - Rating of Office Computers including
Available Software and Internet Conections**

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

2
0
0
5

Rank	College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
		%	N	%	N	%	N	%	N	N
19	Grad Center	17%	10	83%	48	0%	0	0%	0	58
3	KBCC	17%	18	82%	86	1%	1	0%	0	105
17	Lehman	18%	21	81%	92	1%	1	0%	0	114
7	Hostos CC	21%	11	79%	41	0%	0	0%	0	52
2	Baruch	22%	43	77%	151	0%	0	1%	1	195
15	Brooklyn	29%	61	71%	146	0%	0	0%	0	207
10	CSI	29%	34	70%	83	0%	0	1%	1	118
12	Hunter	30%	82	70%	188	0%	0	0%	0	270
9	Queens	32%	76	66%	154	1%	2	1%	2	234
8	John Jay	37%	46	63%	78	0%	0	0%	0	124
11	CUNY Law	38%	6	63%	10	0%	0	0%	0	16
13	City	37%	75	62%	125	0%	1	0%	0	201
5	QBCC	39%	58	61%	90	0%	0	0%	0	148
18	York	41%	38	59%	55	0%	0	0%	0	93
16	NYC Tech	39%	55	59%	83	1%	2	1%	1	141
4	BMCC	42%	64	57%	87	1%	1	0%	0	152
1	LAGCC	49%	61	51%	63	0%	0	0%	0	124
6	Bronx CC	53%	59	47%	52	0%	0	0%	0	111
14	Medgar Evers	55%	33	45%	27	0%	0	0%	0	60
Totals		34%	851	66%	1659	0%	8	0%	5	2523

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 3 - Tech Support for Computer-Related Activities

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

2
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College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
3 QBCC	24%	36	75%	112	0%	0	1%	1	149
8 CUNY Law	25%	4	75%	12	0%	0	0%	0	16
4 KBCC	28%	29	72%	76	0%	0	0%	0	105
19 Grad Center	29%	17	71%	41	0%	0	0%	0	58
2 Baruch	32%	63	67%	130	0%	0	1%	1	194
15 Lehman	34%	39	66%	75	0%	0	0%	0	114
1 LAGCC	35%	43	65%	80	0%	0	0%	0	123
9 Brooklyn	35%	72	65%	133	0%	0	0%	1	206
6 CSI	35%	41	64%	75	1%	1	0%	0	117
5 Hostos CC	35%	18	63%	33	2%	1	0%	0	52
10 Hunter	36%	98	63%	171	1%	2	0%	1	272
17 John Jay	40%	49	60%	74	0%	0	1%	1	124
13 NYC Tech	45%	64	52%	74	0%	0	2%	3	141
14 Queens	47%	111	51%	119	0%	0	2%	4	234
11 City	48%	97	50%	100	1%	3	0%	1	201
17 York	54%	52	46%	44	0%	0	0%	0	96
16 Medgar Evers	56%	34	44%	27	0%	0	0%	0	61
7 BMCC	59%	89	40%	61	0%	0	1%	1	151
12 Bronx CC	63%	70	34%	38	1%	1	2%	2	111
Totals	41%	1026	58%	1475	0%	8	1%	16	2525

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 4 - Library Holdings: Printed Books and Journals

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Hostos CC	29%	15	62%	32	0%	0	10%	5	52
Baruch	29%	57	61%	119	0%	0	9%	18	194
KBCC	31%	33	57%	60	1%	1	10%	11	105
CUNY Law	44%	7	56%	9	0%	0	0%	0	16
Brooklyn	41%	85	53%	110	0%	0	6%	12	207
LAGCC	44%	54	52%	64	0%	0	5%	6	124
John Jay	48%	59	47%	58	1%	1	5%	6	124
NYC Tech	46%	64	47%	65	1%	2	6%	8	139
Lehman	51%	58	46%	52	0%	0	4%	4	114
Queens	50%	117	43%	100	0%	0	7%	17	234
Hunter	58%	158	39%	106	0%	0	3%	7	271
BMCC	52%	79	38%	58	0%	0	10%	15	152
Medgar Evers	59%	34	38%	22	2%	1	2%	1	58
QBCC	50%	74	38%	56	0%	0	12%	18	148
CSI	63%	74	33%	39	0%	0	4%	5	118
City	59%	118	33%	66	0%	1	8%	16	201
York	65%	62	30%	29	0%	0	5%	5	96
Bronx CC	56%	62	27%	30	1%	1	15%	17	110
Grad Center	74%	43	24%	14	0%	0	2%	1	58
Totals	50%	1253	43%	1089	0%	7	7%	172	2521

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 5 - Library Holdings: Electronic Resources

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
CUNY Law	6%	1	94%	15	0%	0	0%	0	16
Hostos CC	15%	8	73%	38	0%	0	12%	6	52
LAGCC	24%	29	71%	87	0%	0	5%	6	122
Baruch	21%	40	70%	136	0%	0	9%	17	193
John Jay	25%	31	70%	86	0%	0	5%	6	123
Brooklyn	26%	53	68%	140	0%	0	6%	12	205
Grad Center	29%	17	67%	39	0%	0	3%	2	58
KBCC	20%	21	65%	68	1%	1	14%	15	105
Lehman	34%	39	64%	73	0%	0	2%	2	114
Hunter	35%	94	60%	161	0%	1	4%	11	267
QBCC	28%	41	60%	89	0%	0	13%	19	149
NYC Tech	30%	41	57%	78	1%	2	11%	15	136
CSI	39%	46	56%	66	0%	0	4%	5	117
Queens	36%	83	55%	129	0%	1	9%	20	233
York	43%	41	54%	52	0%	0	3%	3	96
Bronx CC	34%	38	53%	59	1%	1	12%	13	111
City	41%	82	52%	105	0%	0	7%	14	201
BMCC	33%	50	51%	76	0%	0	16%	24	150
Medgar Evers	44%	27	46%	28	2%	1	8%	5	61
Totals	31%	782	61%	1525	0%	7	8%	195	2509

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 6 - Computer Labs and "Smart" Classrooms

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

2
0
0
5

Rank	College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
		%	N	%	N	%	N	%	N	N
5	Baruch	22%	42	72%	138	0%	0	6%	12	192
16	CUNY Law	38%	6	63%	10	0%	0	0%	0	16
3	KBCC	35%	37	59%	62	1%	1	5%	5	105
2	QBCC	41%	61	56%	84	1%	1	2%	3	149
1	LAGCC	46%	57	52%	65	1%	1	1%	1	124
4	CSI	38%	44	52%	60	0%	0	10%	12	116
15	John Jay	37%	46	52%	64	0%	0	11%	14	124
11	Lehman	47%	53	48%	54	1%	1	4%	5	113
8	Brooklyn	50%	102	44%	90	0%	0	6%	13	205
19	Grad Center	32%	18	39%	22	0%	0	30%	17	57
7	Hostos CC	48%	25	38%	20	4%	2	10%	5	52
9	BMCC	55%	83	38%	58	1%	2	5%	8	151
13	Queens	51%	118	34%	80	1%	3	13%	31	232
10	NYC Tech	57%	80	34%	48	2%	3	6%	9	140
12	Hunter	58%	159	34%	93	0%	1	7%	19	272
18	Medgar Evers	66%	40	33%	20	0%	0	2%	1	61
17	City	59%	118	28%	57	1%	3	11%	23	201
6	Bronx CC	61%	68	24%	27	4%	4	11%	12	111
14	York	77%	74	18%	17	4%	4	1%	1	96
Totals		49%	1231	42%	1069	1%	26	8%	191	2517

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

**Table 7 - Access to Your Office/Lab After Hours and
After Hours and On Weekends**

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

Rank	College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
		%	N	%	N	%	N	%	N	N
6	CUNY Law	6%	1	94%	15	0%	0	0%	0	16
2	Hunter	7%	20	87%	235	0%	1	5%	14	270
3	CSI	8%	9	85%	100	0%	0	7%	8	117
1	Baruch	11%	22	83%	160	0%	0	5%	10	192
10	KBCC	10%	11	83%	87	0%	0	7%	7	105
8	Brooklyn	8%	17	81%	166	0%	0	11%	22	205
4	John Jay	19%	23	81%	100	0%	0	1%	1	124
5	QBCC	16%	24	74%	110	1%	1	9%	14	149
11	City	21%	43	73%	147	0%	0	5%	11	201
12	LAGCC	18%	22	73%	90	1%	1	9%	11	124
17	York	24%	23	72%	69	0%	0	4%	4	96
13	Lehman	28%	32	68%	77	2%	2	2%	2	113
9	Queens	22%	52	67%	156	0%	0	10%	24	232
19	Medgar Evers	23%	14	67%	40	0%	0	10%	6	60
14	Grad Center	23%	13	65%	37	2%	1	11%	6	57
15	Hostos CC	24%	12	65%	33	0%	0	12%	6	51
16	NYC Tech	26%	36	64%	89	1%	2	9%	12	139
7	BMCC	29%	44	64%	96	1%	1	6%	9	150
18	Bronx CC	31%	34	55%	61	5%	5	10%	11	111
Totals		18%	452	74%	1868	1%	14	7%	178	2512

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 8 - Off-Campus Access to Your Campus Email

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Lehman	4%	4	96%	109	0%	0	1%	1	114
Hunter	3%	9	95%	259	0%	1	1%	3	272
John Jay	8%	10	91%	113	0%	0	1%	1	124
Baruch	8%	16	91%	176	0%	0	1%	2	194
Grad Center	11%	6	86%	48	2%	1	2%	1	56
Bronx CC	12%	13	86%	95	1%	1	2%	2	111
York	13%	12	85%	81	1%	1	1%	1	95
CSI	13%	15	83%	97	0%	0	4%	5	117
QBCC	19%	28	81%	120	0%	0	0%	0	148
Brooklyn	17%	34	81%	166	0%	0	3%	6	206
CUNY Law	20%	3	80%	12	0%	0	0%	0	15
LAGCC	20%	24	80%	98	1%	1	0%	0	123
Hostos CC	19%	10	79%	41	2%	1	0%	0	52
City	21%	42	77%	155	1%	2	1%	2	201
NYC Tech	22%	30	77%	107	1%	1	1%	1	139
KBCC	28%	29	68%	71	1%	1	4%	4	105
Queens	32%	75	64%	148	0%	1	4%	9	233
Medgar Evers	37%	22	61%	36	2%	1	0%	0	59
BMCC	38%	58	58%	87	1%	1	3%	5	151
Totals	17%	440	80%	2019	1%	13	2%	43	2515

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 9 - Physical Plant Conditions
(including escalators, elevators, classrooms, common areas)

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

Rank	College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
		%	N	%	N	%	N	%	N	N
2	1 Grad Center	14%	8	86%	50	0%	0	0%	0	58
0	3 KBCC	49%	51	51%	54	0%	0	0%	0	105
0	5 Queens	53%	125	46%	108	0%	0	0%	1	234
5	11 LAGCC	56%	70	44%	54	0%	0	0%	0	124
R	7 Hostos CC	59%	30	41%	21	0%	0	0%	0	51
a	13 York	61%	58	39%	37	0%	0	0%	0	95
n	4 QBCC	62%	93	38%	56	0%	0	0%	0	149
k	6 CSI	67%	78	33%	39	0%	0	0%	0	117
	2 Baruch	67%	130	32%	63	1%	1	0%	0	194
	17 John Jay	72%	89	28%	35	0%	0	0%	0	124
	14 Lehman	75%	86	23%	26	2%	2	0%	0	114
	16 Brooklyn	77%	160	23%	47	0%	0	0%	0	207
	9 BMCC	79%	120	20%	31	1%	1	0%	0	152
	8 Medgar Evers	77%	46	20%	12	3%	2	0%	0	60
	10 CUNY Law	81%	13	19%	3	0%	0	0%	0	16
	15 Hunter	81%	220	18%	49	1%	2	0%	0	271
	18 NYC Tech	82%	115	16%	23	1%	2	1%	1	141
	19 City	87%	175	13%	26	0%	0	0%	0	201
	13 Bronx CC	91%	101	6%	7	3%	3	0%	0	111
	Totals	70%	1768	29%	741	1%	13	0%	2	2524

Note: There were two separate questions in the 2005 survey which asked about the physical plant and classrooms. The rank-ordering provided in the Table is for 2005 question concerning physical plants. Rank-ordering was different for classrooms in 2005, and was ordered as: Baruch, Grad Center, Queens, KBCC, QBCC, Lehman, CSI, Brooklyn, York, LAGCC, Hunter, BMCC, Hostos CC, NYC Tech, City, John Jay, Bronx CC, CUNY Law, and Medgar Evers.

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 10 - Bathrooms

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

2
0
0
5

Rank	College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
		%	N	%	N	%	N	%	N	N
1	Grad Center	12%	7	88%	51	0%	0	0%	0	58
2	Baruch	43%	83	57%	110	0%	0	0%	0	193
4	KBCC	51%	53	49%	51	0%	0	0%	0	104
3	Queens	52%	121	47%	110	0%	1	0%	1	233
9	BMCC	58%	87	42%	63	1%	1	0%	0	151
8	QBCC	62%	92	38%	56	0%	0	0%	0	148
16	John Jay	63%	78	37%	46	0%	0	0%	0	124
18	LAGCC	69%	85	31%	39	0%	0	0%	0	124
19	CUNY Law	69%	11	31%	5	0%	0	0%	0	16
17	Hostos CC	71%	37	29%	15	0%	0	0%	0	52
7	Brooklyn	75%	155	25%	51	0%	1	0%	0	207
10	Hunter	77%	209	23%	61	0%	1	0%	0	271
15	City	79%	157	22%	43	0%	0	0%	0	200
6	Lehman	79%	90	19%	22	2%	2	0%	0	114
11	Medgar Evers	80%	49	18%	11	2%	1	0%	0	61
5	CSI	82%	96	17%	20	0%	0	1%	1	117
13	NYC Tech	81%	113	16%	22	1%	1	2%	3	139
12	York	85%	82	15%	14	0%	0	0%	0	96
14	Bronx CC	92%	100	6%	6	2%	2	1%	1	109
	Totals	68%	1705	32%	796	0%	10	0%	6	2517

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 11 - Laboratory/Research Space & Supplies

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

2
0
0
5

Rank	College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Does Not Apply to me		Totals
		%	N	%	N	%	N	%	N	%	N	N
4	KBCC	24%	25	28%	29	3%	3	7%	7	38%	40	104
9	QBCC	34%	49	25%	37	3%	4	9%	13	29%	43	146
1	Baruch	19%	36	25%	48	2%	3	7%	14	48%	93	194
6	CSI	34%	39	24%	28	3%	4	6%	7	32%	37	115
5	Lehman	33%	37	22%	25	2%	2	6%	7	37%	41	112
10	Queens	30%	69	22%	51	2%	5	7%	16	39%	91	232
3	LAGCC	26%	32	22%	27	5%	6	9%	11	38%	47	123
8	City	32%	63	21%	41	3%	5	5%	10	40%	80	199
13	Grad Center	24%	13	20%	11	0%	0	7%	4	49%	27	55
2	Brooklyn	30%	62	20%	40	2%	5	9%	18	39%	79	204
17	Hostos CC	40%	21	17%	9	0%	0	8%	4	35%	18	52
7	York	40%	38	17%	16	3%	3	12%	11	28%	27	95
11	Hunter	35%	95	16%	44	1%	4	9%	23	38%	103	269
18	NYC Tech	42%	59	14%	19	6%	8	9%	13	29%	41	140
19	John Jay	34%	41	12%	14	2%	2	11%	13	42%	51	121
12	BMCC	37%	56	11%	16	7%	10	13%	20	33%	50	152
15	Medgar Evers	51%	31	5%	3	7%	4	5%	3	33%	20	61
14	Bronx CC	41%	45	5%	5	5%	5	12%	13	39%	43	111
16	CUNY Law	20%	3	0%	0	0%	0	27%	4	53%	8	15
Totals		33%	814	19%	463	3%	73	8%	211	38%	939	2500

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 12 - Basic Research Equipment

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

2
0
0
5

R a n k	College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Does Not Apply to me		Totals
		%	N	%	N	%	N	%	N	%	N	N
10	CSI	30%	34	29%	33	4%	5	7%	8	30%	35	115
1	Baruch	17%	33	27%	52	1%	1	8%	15	48%	92	193
5	KBCC	24%	25	26%	27	4%	4	8%	8	38%	39	103
8	QBCC	32%	47	25%	36	5%	8	8%	12	29%	43	146
3	Lehman	29%	33	22%	25	2%	2	6%	7	40%	45	112
9	Queens	31%	71	22%	51	2%	4	6%	14	39%	91	231
17	Grad Center	18%	10	22%	12	0%	0	5%	3	55%	30	55
6	Hunter	32%	85	21%	57	1%	3	7%	19	39%	103	267
13	York	37%	35	21%	20	0%	0	14%	13	28%	26	94
12	City	30%	59	21%	41	3%	6	8%	15	39%	77	198
4	Brooklyn	34%	69	19%	39	2%	4	8%	16	37%	75	203
11	LAGCC	26%	32	18%	22	2%	2	11%	13	43%	53	122
14	Hostos CC	37%	19	17%	9	4%	2	6%	3	37%	19	52
18	NYC Tech	38%	52	16%	22	6%	8	10%	14	30%	42	138
15	John Jay	33%	39	16%	19	1%	1	12%	14	39%	47	120
19	Medgar Evers	48%	29	10%	6	7%	4	3%	2	32%	19	60
16	BMCC	35%	52	8%	12	7%	10	12%	18	38%	57	149
2	CUNY Law	13%	2	7%	1	0%	0	27%	4	53%	8	15
7	Bronx CC	38%	42	5%	6	5%	6	9%	10	42%	47	111
Totals		31%	768	20%	490	3%	70	8%	208	38%	948	2484

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 13 - Telephone Services

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

Rank	College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
		%	N	%	N	%	N	%	N	N
3	Baruch	8%	15	92%	179	.0%	0	.0%	0	194
16	Grad Center	14%	8	86%	50	.0%	0	.0%	0	58
13	Hostos CC	15%	8	85%	44	.0%	0	.0%	0	52
8	City	15%	31	84%	168	1.0%	2	.0%	0	201
7	Queens	18%	42	80%	189	.4%	1	1.3%	3	235
2	CSI	20%	24	80%	94	.0%	0	.0%	0	118
4	KBCC	19%	20	79%	83	.0%	0	1.9%	2	105
9	Lehman	23%	26	77%	88	.0%	0	.0%	0	114
5	York	23%	22	77%	74	.0%	0	.0%	0	96
18	QBCC	20%	30	76%	113	.0%	0	4.0%	6	149
12	John Jay	26%	32	74%	92	.0%	0	.0%	0	124
6	BMCC	26%	40	74%	112	.0%	0	.0%	0	152
15	CUNY Law	27%	4	73%	11	.0%	0	.0%	0	15
10	Medgar Evers	26%	16	72%	44	1.6%	1	.0%	0	61
19	Brooklyn	24%	49	71%	148	1.0%	2	3.9%	8	207
1	LAGCC	28%	35	71%	88	.0%	0	.8%	1	124
17	Hunter	33%	89	64%	174	2.2%	6	1.1%	3	272
14	NYC Tech	41%	57	57%	80	.0%	0	2.1%	3	140
11	Bronx CC	44%	49	55%	61	.0%	0	.9%	1	111
Totals		24%	597	75%	1892	.5%	12	1.1%	27	2528

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 14 - Mail Service
(access to mail, promptness of delivery)

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

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0
0
5

R a n k	College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
		%	N	%	N	%	N	%	N	N
1	CUNY Law	6%	1	94%	15			.0%	0	16
2	John Jay	22%	27	78%	97			.0%	0	124
10	CSI	21%	25	78%	92			.8%	1	118
4	KBCC	21%	22	77%	81			1.9%	2	105
5	LAGCC	22%	27	77%	95			1.6%	2	124
3	QBCC	23%	34	77%	114			.7%	1	149
9	Grad Center	24%	14	76%	44			.0%	0	58
6	Baruch	26%	50	74%	145			.0%	0	195
19	York	27%	26	72%	69			1.0%	1	96
16	Lehman	30%	34	70%	80			.0%	0	114
18	Queens	29%	68	70%	164			.9%	2	234
15	Hunter	31%	84	68%	184			1.5%	4	272
7	Hostos CC	33%	17	67%	35			.0%	0	52
8	BMCC	29%	44	67%	102			3.9%	6	152
14	Brooklyn	32%	65	67%	138			1.5%	3	206
17	City	35%	70	65%	130			.5%	1	201
11	NYC Tech	36%	50	64%	89			.7%	1	140
12	Bronx CC	39%	43	59%	66			1.8%	2	111
13	Medgar Evers	47%	28	53%	32			.0%	0	60
	Totals	29%	729	70%	1772			1.0%	26	2527

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 15 - Photocopying

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

Rank	College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
		%	N	%	N	%	N	%	N	N
15	Grad Center	19%	11	79%	45	1.8%	1	.0%	0	57
1	CUNY Law	25%	4	75%	12	.0%	0	.0%	0	16
2	KBCC	27%	28	73%	77	.0%	0	.0%	0	105
8	CSI	31%	36	69%	82	.0%	0	.0%	0	118
14	York	31%	30	69%	66	.0%	0	.0%	0	96
13	Queens	34%	79	65%	152	.4%	1	.9%	2	234
18	Hunter	39%	105	60%	164	.4%	1	.7%	2	272
10	Brooklyn	39%	80	60%	123	1.0%	2	.5%	1	206
7	Baruch	39%	76	59%	116	1.0%	2	.5%	1	195
9	Hostos CC	41%	21	59%	30	.0%	0	.0%	0	51
5	John Jay	42%	52	58%	72	.0%	0	.0%	0	124
3	QBCC	42%	63	56%	84	.0%	0	1.3%	2	149
12	City	44%	88	56%	113	.0%	0	.0%	0	201
6	LAGCC	48%	60	51%	63	.8%	1	.0%	0	124
17	Lehman	48%	55	50%	57	.0%	0	1.8%	2	114
4	Bronx CC	55%	61	45%	50	.0%	0	.0%	0	111
16	NYC Tech	56%	78	43%	60	.0%	0	1.4%	2	140
11	BMCC	59%	89	41%	63	.0%	0	.0%	0	152
19	Medgar Evers	74%	45	26%	16	.0%	0	.0%	0	61
Totals		42%	1061	57%	1445	.3%	8	.5%	12	2526

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 16 - Security

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

2
0
0
5

Rank	College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
		%	N	%	N	%	N	%	N	N
3	Grad Center	9%	5	91%	53			.0%	0	58
2	KBCC	11%	11	88%	91			1.0%	1	103
6	Hostos CC	12%	6	87%	45			1.9%	1	52
5	Baruch	15%	30	84%	164			.5%	1	195
4	QBCC	20%	30	78%	116			2.0%	3	149
1	CUNY Law	25%	4	75%	12			.0%	0	16
9	CSI	25%	30	73%	86			1.7%	2	118
12	LAGCC	27%	34	72%	89			.8%	1	124
11	Brooklyn	29%	59	70%	144			1.5%	3	206
8	York	31%	30	69%	66			.0%	0	96
18	John Jay	31%	39	66%	82			2.4%	3	124
14	NYC Tech	34%	47	66%	92			.7%	1	140
16	Hunter	32%	86	65%	178			2.9%	8	272
17	Queens	32%	75	64%	150			3.8%	9	234
13	Lehman	39%	44	61%	70			.0%	0	114
15	BMCC	41%	61	59%	89			.0%	0	150
10	Medgar Evers	42%	25	58%	35			.0%	0	60
19	City	48%	97	50%	101			1.5%	3	201
7	Bronx CC	47%	52	50%	55			3.6%	4	111
Totals		30%	765	68%	1718			1.6%	40	2523

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 17 - Bookstore

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

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College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
18 CUNY Law	13%	2	69%	11	18.8%	3	.0%	0	16
1 Baruch	26%	51	60%	117	1.0%	2	12.8%	25	195
11 NYC Tech	38%	53	56%	79	.7%	1	5.0%	7	140
7 John Jay	42%	52	50%	62	.0%	0	8.1%	10	124
3 Brooklyn	40%	83	49%	101	.0%	0	11.1%	23	207
4 QBCC	36%	54	49%	72	.7%	1	14.2%	21	148
2 York	42%	40	48%	46	.0%	0	10.4%	10	96
6 Lehman	47%	54	46%	53	.0%	0	6.1%	7	114
13 BMCC	49%	74	44%	67	.0%	0	7.2%	11	152
15 City	44%	87	43%	86	3.0%	6	10.5%	21	200
5 Hostos CC	42%	22	42%	22	1.9%	1	13.5%	7	52
8 Queens	38%	89	42%	99	.0%	0	19.7%	46	234
17 KBCC	53%	55	41%	43	.0%	0	5.8%	6	104
9 Medgar Evers	50%	30	37%	22	.0%	0	13.3%	8	60
12 LAGCC	41%	50	37%	45	.0%	0	22.8%	28	123
14 Hunter	45%	121	34%	93	2.2%	6	18.5%	50	270
16 CSI	55%	64	33%	39	.0%	0	12.0%	14	117
10 Bronx CC	60%	65	19%	21	.9%	1	20.2%	22	109
19 Grad Center	7%	4	5%	3	67.9%	38	19.6%	11	56
Totals	42%	1050	43%	1081	2.3%	59	13.0%	327	2517

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 18 - Cafeteria/Food Services

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

2
0
0
5

Rank	College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
		%	N	%	N	%	N	%	N	N
1	Grad Center	25%	14	75%	43	.0%	0	.0%	0	57
2	City	49%	99	45%	91	2.5%	5	3.0%	6	201
6	KBCC	55%	58	41%	43	.0%	0	3.8%	4	105
7	Baruch	42%	82	36%	71	1.5%	3	20.0%	39	195
8	John Jay	52%	64	33%	41	.0%	0	15.3%	19	124
4	QBCC	60%	89	30%	45	.0%	0	9.5%	14	148
12	Queens	63%	149	29%	69	.0%	0	7.2%	17	235
13	CSI	61%	72	29%	34	.0%	0	10.2%	12	118
10	Brooklyn	64%	131	29%	59	.0%	0	7.8%	16	206
15	Lehman	73%	82	26%	29	.0%	0	1.8%	2	113
3	BMCC	69%	105	26%	39	.0%	0	5.3%	8	152
9	Hostos CC	65%	34	25%	13	1.9%	1	7.7%	4	52
17	LAGCC	66%	82	21%	26	.8%	1	12.1%	15	124
11	York	78%	74	20%	19	.0%	0	2.1%	2	95
5	NYC Tech	73%	102	19%	27	2.2%	3	5.0%	7	139
18	Hunter	69%	189	18%	50	3.3%	9	8.8%	24	272
14	Medgar Evers	77%	47	13%	8	1.6%	1	8.2%	5	61
16	Bronx CC	77%	86	7%	8	2.7%	3	12.6%	14	111
19	CUNY Law	81%	13	0%	0	18.8%	3	.0%	0	16
Totals		62%	1572	28%	715	1.1%	29	8.2%	208	2524

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 19 - Enforcement of Health and Safety Regulations

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

2
0
0
5

Rank	College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
		%	N	%	N	%	N	%	N	N
3	Grad Center	14%	8	63%	35	.0%	0	23.2%	13	56
17	Hostos CC	35%	17	59%	29	.0%	0	6.1%	3	49
2	KBCC	30%	32	58%	61	.0%	0	11.4%	12	105
1	QBCC	34%	50	50%	73	.7%	1	15.6%	23	147
9	LAGCC	32%	40	49%	61	1.6%	2	16.9%	21	124
8	Lehman	32%	36	49%	56	.9%	1	18.4%	21	114
16	York	46%	44	46%	44	1.0%	1	7.3%	7	96
13	CSI	34%	39	44%	51	.0%	0	22.4%	26	116
4	Baruch	25%	49	42%	82	.0%	0	32.1%	62	193
12	Queens	32%	75	41%	95	.4%	1	26.0%	60	231
15	NYC Tech	46%	64	39%	54	.0%	0	14.5%	20	138
5	Brooklyn	39%	80	38%	77	.0%	0	23.4%	48	205
11	BMCC	45%	69	37%	56	.0%	0	17.8%	27	152
18	John Jay	50%	62	36%	45	.0%	0	13.7%	17	124
10	Hunter	40%	108	32%	88	.0%	0	27.7%	75	271
7	CUNY Law	38%	6	31%	5	.0%	0	31.3%	5	16
19	City	48%	96	30%	60	.5%	1	21.9%	44	201
14	Medgar Evers	56%	33	27%	16	.0%	0	16.9%	10	59
6	Bronx CC	71%	79	17%	19	.0%	0	11.7%	13	111
Totals		39%	987	40%	1007	.3%	7	20.2%	507	2508

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 20 - Faculty Development Activities

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

2
0
0
5

Rank	College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
		%	N	%	N	%	N	%	N	N
3	LAGCC	26%	32	74%	89	.0%	0	.0%	0	121
2	KBCC	21%	22	73%	75	1.0%	1	4.9%	5	103
15	York	28%	27	72%	68	.0%	0	.0%	0	95
5	QBCC	30%	44	69%	101	.0%	0	.7%	1	146
8	Hostos CC	33%	17	62%	32	.0%	0	5.8%	3	52
6	NYC Tech	42%	58	57%	78	.0%	0	.7%	1	137
16	CUNY Law	44%	7	56%	9	.0%	0	.0%	0	16
14	Brooklyn	39%	80	56%	116	.5%	1	4.8%	10	207
11	Baruch	37%	72	53%	102	.0%	0	9.8%	19	193
7	BMCC	47%	71	51%	76	.0%	0	2.0%	3	150
17	Grad Center	23%	13	48%	27	1.8%	1	26.8%	15	56
1	Bronx CC	50%	55	48%	53	.0%	0	2.7%	3	111
18	John Jay	47%	58	47%	58	.8%	1	5.6%	7	124
4	Lehman	48%	54	45%	51	1.8%	2	5.3%	6	113
9	Hunter	50%	134	42%	113	1.1%	3	7.1%	19	269
13	Queens	47%	108	41%	93	.0%	0	12.2%	28	229
19	City	50%	100	40%	79	1.5%	3	8.5%	17	199
12	CSI	51%	59	34%	40	2.6%	3	12.1%	14	116
10	Medgar Evers	64%	39	31%	19	.0%	0	4.9%	3	61
Totals		42%	1050	51%	1279	.6%	15	6.2%	154	2498

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 21 - Availability of Small Internal Grants

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
CSI	28%	33	68%	80	.0%	0	4.2%	5	118
KBCC	22%	23	64%	67	1.0%	1	12.5%	13	104
York	31%	30	64%	61	.0%	0	5.2%	5	96
LAGCC	28%	35	63%	78	.8%	1	7.3%	9	123
CUNY Law	31%	5	63%	10	.0%	0	6.3%	1	16
Lehman	31%	35	61%	69	1.8%	2	7.0%	8	114
Hostos CC	31%	16	60%	31	.0%	0	9.6%	5	52
QBCC	33%	48	60%	87	.0%	0	7.5%	11	146
John Jay	31%	39	59%	73	.8%	1	8.9%	11	124
NYC Tech	37%	51	54%	75	2.2%	3	7.2%	10	139
Baruch	36%	70	53%	103	.5%	1	10.3%	20	194
Grad Center	40%	23	51%	29	1.8%	1	7.0%	4	57
Brooklyn	45%	92	50%	103	.5%	1	4.4%	9	205
Hunter	45%	122	50%	135	.4%	1	4.4%	12	270
Queens	40%	93	49%	115	.0%	0	10.7%	25	233
City	43%	87	46%	93	.0%	0	10.4%	21	201
BMCC	44%	67	46%	70	.7%	1	9.2%	14	152
Bronx CC	48%	53	38%	42	.0%	0	14.4%	16	111
Medgar Evers	61%	37	30%	18	1.6%	1	8.2%	5	61
Totals	38%	959	53%	1339	.6%	14	8.1%	204	2516

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 22 - Help with Grant Applications

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
CUNY Law	25%	4	69%	11	.0%	0	6.3%	1	16
QBCC	21%	32	66%	99	.7%	1	11.4%	17	149
John Jay	23%	29	64%	79	.0%	0	12.9%	16	124
NYC Tech	30%	42	58%	81	.7%	1	11.4%	16	140
Hostos CC	29%	15	58%	30	.0%	0	13.5%	7	52
Lehman	27%	31	57%	65	3.5%	4	12.3%	14	114
Baruch	25%	49	55%	108	1.5%	3	17.9%	35	195
KBCC	23%	24	55%	58	1.9%	2	20.0%	21	105
CSI	40%	47	52%	61	.0%	0	8.5%	10	118
BMCC	36%	55	50%	76	.7%	1	13.2%	20	152
Hunter	38%	102	49%	132	1.8%	5	11.8%	32	271
Brooklyn	37%	77	49%	100	.0%	0	14.1%	29	206
LAGCC	32%	40	48%	59	1.6%	2	18.5%	23	124
Medgar Evers	43%	26	47%	28	1.7%	1	8.3%	5	60
York	47%	45	41%	39	.0%	0	12.5%	12	96
City	42%	84	36%	73	1.5%	3	20.4%	41	201
Bronx CC	44%	48	34%	37	.0%	0	22.7%	25	110
Queens	44%	102	33%	78	.4%	1	22.3%	52	233
Grad Center	51%	29	23%	13	1.8%	1	24.6%	14	57
Totals	35%	881	49%	1227	1.0%	25	15.5%	390	2523

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

Table 23 - Administration of Outside Grants by CUNY

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
QBCC	21%	31	37%	55	.7%	1	41.6%	62	149
KBCC	22%	23	33%	34	1.0%	1	44.2%	46	104
Lehman	28%	32	32%	36	2.7%	3	37.2%	42	113
Hunter	32%	87	31%	83	1.1%	3	35.9%	97	270
John Jay	26%	32	28%	35	.8%	1	45.2%	56	124
NYC Tech	29%	41	27%	38	3.6%	5	40.0%	56	140
LAGCC	21%	26	27%	33	3.2%	4	49.2%	61	124
Grad Center	30%	17	26%	15	3.5%	2	40.4%	23	57
Baruch	20%	39	24%	46	3.1%	6	52.8%	102	193
Hostos CC	33%	17	23%	12	5.8%	3	38.5%	20	52
Medgar Evers	39%	24	23%	14	3.3%	2	34.4%	21	61
Brooklyn	28%	58	23%	47	.5%	1	48.3%	99	205
City	37%	74	22%	44	1.5%	3	39.5%	79	200
York	34%	32	21%	20	1.1%	1	44.2%	42	95
Queens	30%	71	20%	46	1.3%	3	48.5%	113	233
CUNY Law	38%	6	19%	3	.0%	0	43.8%	7	16
CSI	36%	42	19%	22	.0%	0	45.8%	54	118
BMCC	35%	53	17%	26	3.3%	5	44.7%	68	152
Bronx CC	40%	43	14%	15	.0%	0	46.3%	50	108
Totals	30%	748	25%	624	1.8%	44	43.7%	1098	2514

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the total number of respondents for each campus. The grand total (all campuses) is indicated in the lower right hand corner. Average percentages may not total to 100% due to rounding.

**Table 24 - Satisfaction with Authority to Make Decisions
About Content and Methods in Your Instruction**

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

Rank	College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know		M	SD	Totals N
		%	N	%	N	%	N	%	N			
8	Grad Center	2%	1	.0%	0	98%	57	0%	0	6.8	.6	58
4	CSI	2%	2	.8%	1	97%	114	1%	1	6.4	.9	118
2	Queens	2%	5	.4%	1	97%	227	1%	2	6.5	.9	235
1	Brooklyn	3%	6	1.0%	2	96%	196	0%	1	6.4	.9	205
3	John Jay	2%	3	2.4%	3	94%	117	1%	1	6.4	1.0	124
5	Hunter	4%	12	.7%	2	94%	256	1%	2	6.3	1.1	272
6	Lehman	4%	5	.9%	1	94%	105	1%	1	6.4	1.0	112
14	CUNY Law	7%	1	.0%	0	93%	14	0%	0	6.0	1.6	15
10	KBCC	4%	4	2.9%	3	92%	97	1%	1	6.2	1.2	105
7	Baruch	5%	9	2.1%	4	92%	177	1%	2	6.2	1.2	192
13	City	6%	13	2.5%	5	90%	181	1%	2	6.1	1.3	201
15	QBCC	5%	7	2.7%	4	90%	133	3%	4	6.1	1.2	148
16	Hostos CC	6%	3	3.8%	2	88%	46	2%	1	5.8	1.2	52
11	NYC Tech	8%	11	2.1%	3	88%	123	2%	3	5.9	1.4	140
17	LAGCC	10%	12	2.4%	3	88%	108	0%	0	5.9	1.4	123
12	York	9%	9	2.1%	2	88%	84	1%	1	6.0	1.4	96
9	BMCC	15%	22	3.4%	5	82%	122	0%	0	5.4	1.7	149
18	Bronx CC	13%	14	4.5%	5	81%	89	2%	2	5.5	1.5	110
19	Medgar Evers	10%	6	8.3%	5	80%	48	2%	1	5.6	1.6	60
Totals		6%	145	2.0%	51	91%	2294	1%	25	6.1	1.2	2515

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 25 - Satisfaction with Authority to to Set Standards
and Grading Policies**

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know				Totals N
	%	N	%	N	%	N	%	N	M	SD	
Grad Center	2%	1	.0%	0	98%	56	0%	0	6.7	.7	57
Brooklyn	2%	4	1.5%	3	95%	196	1%	3	6.4	.9	206
CSI	3%	3	.8%	1	95%	112	2%	2	6.4	.9	118
Queens	2%	5	2.1%	5	94%	222	1%	3	6.5	1.0	235
CUNY Law	7%	1	.0%	0	93%	14	0%	0	6.1	1.5	15
Hunter	4%	10	3.0%	8	92%	249	1%	4	6.2	1.0	271
Lehman	5%	6	.9%	1	91%	103	3%	3	6.3	1.2	113
Baruch	5%	10	2.6%	5	91%	175	2%	3	6.3	1.3	193
KBCC	4%	4	2.9%	3	90%	95	3%	3	6.2	1.1	105
John Jay	3%	4	2.4%	3	90%	111	4%	5	6.3	1.0	123
City	7%	14	5.0%	10	87%	174	1%	3	5.9	1.4	201
QBCC	5%	7	4.8%	7	86%	127	4%	6	6.0	1.2	147
NYC Tech	9%	12	2.9%	4	84%	118	4%	6	5.8	1.4	140
York	5%	5	6.3%	6	84%	80	4%	4	6.0	1.3	95
LAGCC	13%	16	3.2%	4	83%	103	1%	1	5.7	1.4	124
Bronx CC	10%	11	9.1%	10	77%	85	4%	4	5.5	1.4	110
Medgar Evers	15%	9	5.1%	3	76%	45	3%	2	5.4	1.8	59
Hostos CC	10%	5	7.7%	4	75%	39	8%	4	5.7	1.5	52
BMCC	18%	27	6.1%	9	73%	108	3%	4	5.3	1.8	148
Totals	6%	154	3.4%	86	88%	2212	2%	60	6.1	1.3	2512

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 26 - Satisfaction with Class Size

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

Rank	College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know		M	SD	Totals N
		%	N	%	N	%	N	%	N			
1	Grad Center	0%	0	.0%	0	98%	56	2%	1	6.5	.6	57
2	CUNY Law	7%	1	.0%	0	93%	14	0%	0	5.7	1.4	15
3	Lehman	12%	14	2.6%	3	82%	94	3%	3	5.6	1.4	114
5	Queens	20%	46	5.1%	12	74%	174	1%	3	5.2	1.7	235
8	KBCC	20%	21	4.8%	5	73%	77	2%	2	5.1	1.7	105
7	Brooklyn	24%	50	4.9%	10	70%	145	0%	1	4.9	1.7	206
10	Hunter	24%	64	4.4%	12	70%	190	2%	6	5.0	1.6	272
4	City	22%	44	7.5%	15	70%	140	1%	2	5.0	1.7	201
9	QBCC	24%	35	4.7%	7	70%	103	2%	3	5.0	1.8	148
11	Baruch	22%	42	7.3%	14	68%	130	3%	6	5.1	1.7	192
6	York	24%	23	8.4%	8	64%	61	3%	3	4.8	1.8	95
17	John Jay	26%	32	7.3%	9	63%	77	4%	5	4.6	1.8	123
12	CSI	31%	36	6.8%	8	62%	73	1%	1	4.6	1.9	118
18	LAGCC	37%	46	4.8%	6	58%	72	0%	0	4.3	2.0	124
15	Medgar Evers	38%	23	5.0%	3	55%	33	2%	1	4.2	2.0	60
13	NYC Tech	37%	52	7.9%	11	51%	71	4%	5	4.2	2.1	139
14	Bronx CC	48%	53	6.4%	7	43%	47	3%	3	3.7	1.8	110
16	Hostos CC	48%	25	7.7%	4	38%	20	6%	3	3.8	2.1	52
19	BMCC	56%	83	6.0%	9	36%	53	3%	4	3.4	1.9	149
	Totals	27%	690	5.7%	143	65%	1630	2%	52	4.8	1.9	2515

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 27 - Satisfaction with Family Leave

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know				Totals
	%	N	%	N	%	N	%	N	M	SD	N
Grad Center	1.8%	1	1.8%	1	23.2%	13	73.2%	41	5.8	1.3	56
Hostos CC	3.8%	2	3.8%	2	30.8%	16	61.5%	32	5.3	1.4	52
John Jay	9.8%	12	9.8%	12	22.1%	27	58.2%	71	4.7	1.8	122
Baruch	10.5%	20	4.7%	9	28.3%	54	56.5%	108	5.0	1.8	191
City	9.5%	19	9.5%	19	25.6%	51	55.3%	110	4.8	1.8	199
Brooklyn	10.8%	22	5.9%	12	29.6%	60	53.7%	109	4.9	1.7	203
Queens	8.2%	19	6.0%	14	32.3%	75	53.4%	124	5.3	1.5	232
CSI	10.2%	12	5.9%	7	32.2%	38	51.7%	61	5.1	1.8	118
Lehman	3.6%	4	4.5%	5	40.5%	45	51.4%	57	5.8	1.3	111
York	5.3%	5	8.5%	8	35.1%	33	51.1%	48	5.4	1.5	94
QBCC	6.2%	9	5.5%	8	37.9%	55	50.3%	73	5.1	1.7	145
Hunter	8.1%	22	9.6%	26	32.6%	88	49.6%	134	4.9	1.6	270
LAGCC	8.9%	11	8.9%	11	32.5%	40	49.6%	61	4.9	1.6	123
Medgar Evers	10.0%	6	10.0%	6	31.7%	19	48.3%	29	4.8	1.7	60
Bronx CC	12.7%	14	6.4%	7	33.6%	37	47.3%	52	4.8	1.7	110
KBCC	6.7%	7	5.8%	6	41.3%	43	46.2%	48	5.5	1.4	104
NYC Tech	6.4%	9	15.7%	22	33.6%	47	44.3%	62	5.1	1.5	140
BMCC	19.0%	28	10.9%	16	25.9%	38	44.2%	65	4.2	1.9	147
CUNY Law	18.8%	3	12.5%	2	31.3%	5	37.5%	6	4.5	2.0	16
Totals	9.0%	225	7.7%	193	31.4%	784	51.8%	1291	5.0	1.7	2493

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 28 - Satisfaction with Workload

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

2
0
0
5

Rank	College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know		M	SD	Totals N
		%	N	%	N	%	N	%	N			
1	Grad Center	18%	10	4%	2	79%	45	0%	0	5.8	1.6	57
3	CUNY Law	31%	5	6%	1	63%	10	0%	0	4.7	1.8	16
4	Queens	34%	79	7%	17	59%	137	0%	1	4.5	1.9	234
6	Baruch	36%	69	6%	12	58%	111	0%	0	4.4	2.0	192
11	CSI	33%	39	9%	11	57%	67	0%	0	4.5	1.9	117
8	KBCC	37%	39	6%	6	57%	60	0%	0	4.5	2.0	105
2	Medgar Evers	37%	22	8%	5	55%	33	0%	0	4.4	1.9	60
7	Hunter	40%	110	7%	18	52%	142	1%	2	4.2	1.9	272
16	City	40%	80	8%	16	52%	103	1%	1	4.1	2.0	200
9	Hostos CC	41%	21	10%	5	49%	25	0%	0	4.2	2.0	51
12	Lehman	43%	49	10%	11	46%	53	1%	1	4.0	2.0	114
13	York	38%	36	15%	14	46%	44	1%	1	4.2	1.9	95
20	QBCC	52%	77	4%	6	43%	64	1%	1	3.8	2.0	148
18	NYC Tech	51%	72	5%	7	42%	59	1%	2	3.6	2.1	140
19	John Jay	52%	64	8%	10	40%	49	1%	1	3.7	1.9	124
17	LAGCC	54%	67	7%	9	39%	48	0%	0	3.5	2.1	124
5	Bronx CC	49%	53	13%	14	38%	41	1%	1	3.6	1.8	109
15	Brooklyn	60%	125	4%	8	36%	74	0%	0	3.3	2.0	207
14	BMCC	61%	91	7%	10	32%	48	0%	0	3.2	1.9	149
Totals		44%	1108	7%	182	48%	1213	0%	11	4.0	2.0	2514

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 29 - Satisfaction with Salary

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know				Totals
	%	N	%	N	%	N	%	N	M	SD	N
Grad Center	29%	17	3%	2	67%	39	0%	0	4.2	1.9	58
Lehman	34%	38	6%	7	60%	68	0%	0	3.7	1.9	113
John Jay	33%	41	9%	11	58%	71	0%	0	3.4	1.8	123
Baruch	39%	75	9%	17	52%	101	0%	0	3.9	1.8	193
Hunter	42%	113	7%	18	51%	137	0%	0	4.1	1.9	268
Hostos CC	45%	23	4%	2	51%	26	0%	0	4.0	1.8	51
KBCC	42%	44	8%	8	50%	52	0%	0	4.1	1.4	104
York	41%	39	9%	9	50%	48	0%	0	4.9	1.9	96
City	40%	80	10%	21	50%	100	0%	0	4.0	1.8	201
CSI	44%	52	7%	8	49%	58	0%	0	4.0	1.9	118
NYC Tech	42%	59	8%	11	49%	69	1%	2	4.5	1.8	141
LAGCC	45%	56	6%	8	48%	60	0%	0	4.2	1.8	124
Brooklyn	46%	94	8%	16	47%	96	0%	0	3.8	1.9	206
Queens	47%	108	7%	16	46%	107	0%	1	4.4	1.6	232
BMCC	46%	70	9%	13	45%	68	0%	0	3.6	1.9	151
CUNY Law	31%	5	25%	4	44%	7	0%	0	4.0	1.8	16
QBCC	53%	79	7%	10	40%	60	0%	0	3.8	1.8	149
Medgar Evers	50%	30	13%	8	37%	22	0%	0	3.6	1.8	60
Bronx CC	52%	57	13%	14	35%	38	0%	0	4.1	1.7	109
Totals	43%	1080	8%	203	49%	1227	0%	3	4.0	1.8	2513

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 30 - Availability of Travel Funds to
Attend Professional Meetings**

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know				Totals
	%	N	%	N	%	N	%	N	M	SD	N
John Jay	31%	39	9%	11	51%	63	9%	11	4.3	1.8	124
Hunter	46%	124	8%	23	42%	114	4%	10	3.7	1.8	271
QBCC	43%	64	9%	13	41%	61	7%	10	3.9	1.9	148
Grad Center	53%	30	7%	4	39%	22	2%	1	3.7	1.9	57
York	39%	37	8%	8	38%	36	16%	15	3.9	1.8	96
KBCC	42%	44	8%	8	36%	38	14%	15	3.9	1.9	105
CSI	50%	58	6%	7	35%	41	9%	11	3.5	1.9	117
Hostos CC	46%	24	10%	5	35%	18	10%	5	3.5	1.8	52
NYC Tech	43%	61	11%	16	33%	47	12%	17	3.7	1.8	141
Baruch	52%	100	8%	16	33%	63	7%	14	3.3	1.8	193
CUNY Law	56%	9	6%	1	31%	5	6%	1	3.7	1.9	16
Lehman	54%	61	7%	8	29%	33	10%	11	3.3	1.8	113
LAGCC	52%	65	10%	12	28%	35	10%	12	3.3	1.8	124
Queens	58%	135	7%	17	24%	56	10%	24	3.0	1.9	232
City	60%	120	10%	21	22%	44	8%	16	3.0	1.8	201
BMCC	70%	106	3%	5	19%	29	7%	11	2.5	1.8	151
Bronx CC	66%	73	7%	8	17%	19	9%	10	2.6	1.5	110
Brooklyn	63%	129	12%	24	17%	35	9%	18	2.8	1.6	206
Medgar Evers	78%	47	8%	5	13%	8	0%	0	2.3	1.6	60
Total	53%	1326	8%	212	30%	767	8%	212	3.3	1.9	2517

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 31 - Satisfaction with Health Care Benefits

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know				Totals
	%	N	%	N	%	N	%	N	M	SD	N
Lehman	19%	22	7%	8	72%	81	2%	2	5.0	1.6	113
KBCC	27%	28	4%	4	66%	69	3%	3	4.8	1.7	104
QBCC	22%	33	10%	14	65%	95	3%	5	4.8	1.6	147
NYC Tech	24%	34	12%	17	62%	88	1%	2	4.7	1.7	141
Medgar Evers	28%	17	10%	6	62%	37	0%	0	4.6	1.6	60
John Jay	28%	34	9%	11	61%	75	2%	3	4.6	1.7	123
Grad Center	29%	16	5%	3	61%	34	5%	3	4.5	1.7	56
Hunter	28%	76	9%	25	60%	162	3%	7	4.6	1.7	270
Hostos CC	23%	12	10%	5	60%	31	8%	4	4.7	1.8	52
Queens	32%	74	7%	17	59%	137	3%	6	4.5	1.8	234
York	29%	28	9%	9	58%	56	3%	3	4.5	1.7	96
Baruch	28%	54	7%	14	58%	111	7%	13	4.6	1.7	192
Brooklyn	31%	64	9%	18	56%	116	4%	9	4.5	1.7	207
BMCC	30%	45	11%	16	56%	84	4%	6	4.4	1.8	151
CSI	33%	39	8%	9	53%	63	6%	7	4.4	1.8	118
LAGCC	34%	42	10%	12	52%	64	4%	5	4.3	1.7	123
Bronx CC	35%	38	11%	12	51%	56	3%	3	4.2	1.7	109
City	36%	72	11%	22	50%	101	3%	6	4.2	1.9	201
CUNY Law	44%	7	13%	2	44%	7	0%	0	3.9	1.6	16
Total	29%	735	9%	224	58%	1467	3%	87	4.5	1.7	2513

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 32 - Satisfaction with Institutional Recognition of
Technology-Based Instructional Activities**

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

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College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know				Totals
	%	N	%	N	%	N	%	N	M*	SD	N
2 Hostos CC	17%	9	8%	4	52%	27	23%	12	4.8	1.8	52
1 LAGCC	15%	19	13%	16	48%	59	24%	30	4.9	1.6	124
5 QBCC	18%	27	7%	10	47%	69	28%	42	4.7	1.8	148
11 Lehman	15%	17	13%	15	41%	46	31%	35	4.6	1.5	113
9 KBCC	18%	19	8%	8	38%	40	36%	37	4.6	1.7	104
7 Bronx CC	20%	22	11%	12	36%	40	33%	36	4.3	1.8	110
6 NYC Tech	27%	37	14%	19	34%	47	25%	35	4.1	1.9	138
16 Medgar Evers	23%	14	22%	13	32%	19	23%	14	4.1	1.6	60
18 York	17%	16	23%	22	30%	29	30%	29	4.2	1.4	96
4 BMCC	22%	32	18%	27	30%	44	30%	44	4.1	1.7	147
8 CSI	16%	19	14%	16	30%	35	41%	48	4.2	1.8	118
12 Hunter	17%	47	15%	41	29%	77	39%	105	4.3	1.6	270
3 Baruch	17%	32	12%	23	28%	54	43%	83	4.3	1.7	192
19 Grad Center	5%	3	9%	5	27%	15	59%	33	4.6	1.6	56
15 John Jay	14%	17	11%	14	25%	31	50%	62	4.4	1.5	124
13 Brooklyn	14%	28	15%	31	25%	50	47%	95	4.3	1.6	204
14 Queens	14%	33	12%	29	22%	51	52%	120	4.2	1.6	233
10 CUNY Law	25%	4	19%	3	19%	3	38%	6	3.5	1.9	16
17 City	28%	56	13%	25	13%	25	46%	92	3.3	1.8	198
Total	18%	451	13%	333	30%	761	38%	958	4.3	1.7	2503

Note: The 2005 question concerned satisfaction with institutional support for implementing technology-based instructional activities, a slight change in wording from the 2009 question.

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 33 - Satisfaction with Availability of Sabbaticals

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

Rank	College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know		M	SD	Totals N
		%	N	%	N	%	N	%	N			
1	Grad Center	10%	6	12%	7	69%	40	9%	5	5.4	1.5	58
12	CSI	14%	16	5%	6	56%	66	25%	30	5.2	1.6	118
6	Hunter	16%	44	10%	28	55%	149	19%	51	4.9	1.6	272
7	Queens	12%	27	10%	24	53%	124	25%	58	5.2	1.6	233
9	Brooklyn	18%	37	12%	24	50%	102	20%	42	4.7	1.6	205
11	Bronx CC	14%	15	8%	9	45%	50	33%	36	4.9	1.7	110
10	City	22%	44	15%	30	45%	89	19%	37	4.7	1.8	200
18	CUNY Law	19%	3	25%	4	44%	7	13%	2	4.4	2.1	16
14	Lehman	20%	23	9%	10	42%	47	29%	33	4.6	1.9	113
4	KBCC	9%	9	10%	10	40%	42	41%	43	5.1	1.7	104
16	NYC Tech	15%	21	11%	15	39%	55	35%	50	4.5	1.7	141
2	John Jay	10%	13	12%	15	38%	47	40%	49	5.0	1.6	124
17	LAGCC	19%	24	7%	9	38%	47	35%	44	4.6	1.9	124
15	QBCC	14%	20	13%	19	35%	52	38%	56	4.7	1.6	147
8	Baruch	18%	34	15%	29	35%	68	32%	62	4.5	1.8	193
3	York	23%	22	12%	11	32%	30	34%	32	4.2	1.8	95
5	Medgar Evers	27%	16	17%	10	29%	17	27%	16	4.1	1.6	59
13	Hostos CC	19%	10	8%	4	23%	12	50%	26	3.9	1.9	52
19	BMCC	26%	38	16%	24	20%	30	38%	57	3.7	1.8	149
	Total	17%	422	11%	288	43%	1074	29%	729	4.7	1.7	2513

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 34 - Satisfaction with Availability of
Reassigned Time for Research**

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

Rank	College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know				Totals
		%	N	%	N	%	N	%	N	M	SD	N
1	Grad Center	18%	10	7%	4	54%	31	21%	12	5.0	1.7	57
3	Baruch	26%	50	14%	26	50%	95	10%	20	4.4	1.8	191
7	CSI	32%	38	8%	10	47%	55	13%	15	4.1	2.0	118
9	Queens	27%	63	9%	22	45%	105	18%	43	4.3	1.9	233
5	Lehman	30%	34	12%	14	45%	51	13%	15	4.2	1.9	114
10	Hunter	38%	104	8%	22	43%	117	10%	28	4.1	1.9	271
2	KBCC	30%	31	7%	7	42%	44	22%	23	4.3	1.9	105
8	QBCC	34%	50	9%	14	41%	60	16%	24	4.0	1.8	148
13	City	34%	68	13%	27	39%	78	14%	28	4.0	2.0	201
19	Medgar Evers	42%	25	10%	6	38%	23	10%	6	3.6	1.9	60
6	Hostos CC	31%	16	15%	8	37%	19	17%	9	4.2	1.9	52
18	John Jay	37%	46	10%	12	35%	43	19%	23	4.0	1.8	124
17	BMCC	47%	71	8%	12	33%	50	13%	19	3.5	2.0	152
11	York	43%	41	10%	10	32%	31	15%	14	3.6	2.0	96
15	Brooklyn	48%	97	9%	18	32%	65	12%	24	3.7	1.8	204
4	Bronx CC	39%	43	13%	14	32%	35	16%	18	3.6	1.8	110
12	CUNY Law	44%	7	6%	1	31%	5	19%	3	3.5	2.1	16
16	LAGCC	39%	48	11%	14	31%	38	19%	24	3.7	2.0	124
14	NYC Tech	43%	61	8%	11	30%	42	19%	27	3.5	1.9	141
Total		36%	903	10%	252	39%	987	15%	375	4.0	1.9	2517

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 35 - Faculty Influence on College Policies

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Not Important to Me		Haven't Thought About It		M	SD	Totals N
	%	N	%	N	%	N	%	N	%	N			
CUNY Law	13%	2	19%	3	69%	11	0%	0	0%	0	4.8	1.7	16
Grad Center	22%	13	3%	2	67%	39	2%	1	5%	3	4.9	1.6	58
QBCC	26%	39	10%	15	59%	88	0%	0	4%	6	4.5	1.8	148
John Jay	23%	28	15%	19	58%	72	0%	0	4%	5	4.7	1.6	124
Queens	23%	54	10%	24	57%	133	1%	2	9%	20	4.5	1.7	233
Hostos CC	35%	18	8%	4	54%	28	0%	0	4%	2	4.4	1.8	52
Baruch	25%	48	11%	22	49%	95	1%	2	14%	27	4.4	1.7	194
NYC Tech	35%	49	11%	15	46%	65	1%	2	6%	9	4.0	1.9	140
KBCC	29%	30	16%	17	45%	47	1%	1	10%	10	4.2	1.7	105
Brooklyn	32%	66	14%	30	44%	91	0%	1	9%	19	4.2	1.6	207
Lehman	32%	36	17%	19	44%	50	0%	0	8%	9	4.1	1.7	114
CSI	42%	50	9%	11	42%	50	1%	1	5%	6	3.9	1.9	118
Hunter	42%	112	13%	35	37%	99	0%	1	8%	21	3.8	1.8	268
Bronx CC	50%	54	9%	10	36%	39	0%	0	5%	5	3.4	1.8	108
Medgar Evers	53%	31	10%	6	36%	21	0%	0	2%	1	3.3	1.9	59
LAGCC	48%	59	15%	18	35%	44	0%	0	2%	3	3.5	1.8	124
BMCC	56%	85	9%	13	32%	48	0%	0	4%	6	3.2	1.8	152
York	57%	54	8%	8	32%	30	0%	0	3%	3	3.4	1.7	95
City	54%	108	14%	27	22%	43	1%	2	10%	20	3.0	1.7	200
Total	37%	936	12%	298	43%	1093	1%	13	7%	175	4.0	1.8	2515

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 36 - Faculty Influence on the Direction and
and Development of the Curriculum**

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Not Important to Me		Haven't Thought About It				Totals N
	%	N	%	N	%	N	%	N	%	N	M	SD	
CUNY Law	13%	2	6%	1	81%	13	0%	0	0%	0	5.1	1.8	16
Grad Center	7%	4	7%	4	78%	45	2%	1	7%	4	5.6	1.5	58
CSI	15%	18	6%	7	77%	91	0%	0	2%	2	5.3	1.5	118
Queens	13%	30	8%	19	75%	174	0%	1	4%	9	5.3	1.4	233
Brooklyn	14%	28	8%	17	74%	152	0%	0	4%	8	5.2	1.4	205
Lehman	14%	16	10%	11	72%	82	1%	1	4%	4	5.2	1.7	114
KBCC	19%	20	6%	6	70%	74	0%	0	5%	5	5.0	1.7	105
Hunter	15%	40	11%	29	70%	186	0%	1	4%	11	5.1	1.5	267
NYC Tech	24%	34	6%	8	70%	98	0%	0	1%	1	4.9	1.9	141
Baruch	14%	27	10%	20	69%	134	1%	1	6%	11	5.2	1.5	193
John Jay	15%	18	12%	15	69%	86	0%	0	4%	5	5.1	1.5	124
QBCC	20%	30	8%	12	68%	101	0%	0	4%	6	5.0	1.7	149
Hostos CC	29%	15	2%	1	65%	34	0%	0	4%	2	4.8	1.9	52
York	32%	31	9%	9	56%	54	0%	0	2%	2	4.4	1.7	96
Bronx CC	30%	33	11%	12	55%	60	0%	0	4%	4	4.3	1.7	109
LAGCC	27%	33	16%	20	55%	68	0%	0	2%	3	4.4	1.7	124
BMCC	32%	48	11%	17	55%	83	0%	0	3%	4	4.4	1.8	152
Medgar Evers	31%	18	14%	8	54%	32	0%	0	2%	1	4.2	1.9	59
City	33%	65	13%	25	52%	103	1%	1	3%	6	4.3	1.8	200
Total	20%	510	10%	241	66%	1670	0%	6	3%	88	4.9	1.7	2515

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 37 - Faculty Influence Hiring New Faculty

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Not Important to Me		Haven't Thought About It		M	SD	Totals N
	%	N	%	N	%	N	%	N	%	N			
Grad Center	12%	7	5%	3	83%	48	0%	0	0%	0	5.5	1.6	58
Queens	8%	18	11%	26	77%	181	0%	1	3%	8	5.6	1.3	234
CSI	16%	18	6%	7	76%	88	0%	0	3%	3	5.3	1.5	116
John Jay	15%	18	8%	10	73%	90	0%	0	5%	6	5.3	1.6	124
Lehman	17%	19	8%	9	72%	82	0%	0	4%	4	5.3	1.7	114
Brooklyn	16%	33	8%	17	71%	148	0%	1	4%	8	5.1	1.6	207
Hunter	20%	53	7%	20	71%	191	0%	0	2%	6	5.0	1.7	270
Baruch	13%	24	9%	17	69%	133	1%	2	8%	16	5.2	1.6	192
Hostos CC	19%	10	6%	3	67%	35	2%	1	6%	3	5.0	1.5	52
QBCC	16%	24	9%	14	66%	98	1%	1	8%	12	5.1	1.7	149
CUNY Law	38%	6	0%	0	63%	10	0%	0	0%	0	4.6	2.0	16
York	23%	22	8%	8	63%	60	0%	0	6%	6	4.7	1.8	96
City	29%	57	9%	18	60%	120	0%	0	3%	5	4.5	1.8	200
LAGCC	17%	21	17%	21	60%	74	0%	0	6%	8	4.8	1.5	124
Bronx CC	22%	24	16%	17	58%	63	0%	0	5%	5	4.5	1.7	109
NYC Tech	29%	40	11%	15	54%	76	0%	0	6%	9	4.5	1.9	140
KBCC	17%	18	14%	15	54%	56	0%	0	14%	15	4.6	1.7	104
BMCC	39%	59	15%	22	40%	60	1%	1	6%	9	3.8	1.9	151
Medgar Evers	40%	23	19%	11	40%	23	0%	0	2%	1	3.7	1.9	58
Total	20%	494	10%	253	65%	1636	0%	7	5%	124	4.9	1.7	2514

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 38 - Faculty Influence on Hiring
Top Level Administrators**

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Not Important to Me		Haven't Thought About It		M		Totals N
	%	N	%	N	%	N	%	N	%	N		SD	
Grad Center	26%	15	14%	8	47%	27	0%	0	14%	8	4.3	1.9	58
John Jay	26%	32	18%	22	44%	54	1%	1	12%	15	4.2	1.7	124
Hostos CC	31%	16	13%	7	42%	22	4%	2	10%	5	4.2	1.7	52
Queens	26%	61	18%	41	37%	85	1%	2	18%	42	4.1	1.7	231
CSI	41%	48	14%	17	31%	37	3%	3	11%	13	3.6	1.9	118
Lehman	39%	45	16%	18	29%	33	0%	0	16%	18	3.5	1.9	114
Baruch	28%	55	19%	36	28%	54	2%	3	23%	45	3.9	1.7	193
CUNY Law	63%	10	6%	1	25%	4	0%	0	6%	1	3.5	1.8	16
Hunter	49%	132	13%	36	23%	61	0%	1	14%	39	3.3	1.7	269
NYC Tech	42%	59	14%	20	22%	31	2%	3	20%	28	3.2	1.9	141
QBCC	40%	59	18%	26	22%	32	1%	2	19%	28	3.4	1.8	147
KBCC	33%	34	21%	22	21%	22	0%	0	25%	26	3.5	1.7	104
Brooklyn	44%	91	21%	43	20%	42	2%	4	13%	26	3.4	1.6	206
LAGCC	51%	63	16%	20	18%	22	0%	0	15%	18	3.0	1.7	123
Medgar Evers	59%	35	17%	10	17%	10	0%	0	7%	4	2.7	1.8	59
York	57%	55	11%	11	17%	16	0%	0	15%	14	2.9	1.7	96
BMCC	55%	83	14%	21	11%	17	0%	0	20%	30	2.6	1.7	151
City	62%	123	11%	21	11%	21	0%	0	17%	33	2.4	1.5	198
Bronx CC	64%	70	17%	18	9%	10	1%	1	9%	10	2.5	1.5	109
Total	43%	1086	16%	398	24%	600	1%	22	16%	403	3.3	1.8	2509

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 39 - Support by Administration for Faculty Decisions
on Academic Integrity**

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

Rank	College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Not Important to Me		Haven't Thought About It		M	SD	Totals N
		%	N	%	N	%	N	%	N	%	N			
3	Baruch	7%	14	13%	25	68%	132	1%	1	11%	21	5.5	1.4	193
2	QBCC	12%	17	11%	16	67%	99	0%	0	10%	15	5.2	1.6	147
9	Hostos CC	17%	9	6%	3	67%	35	0%	0	10%	5	5.1	1.8	52
7	Lehman	10%	11	14%	16	64%	72	0%	0	12%	14	5.2	1.5	113
5	Queens	8%	18	15%	36	60%	139	0%	1	17%	39	5.4	1.5	233
15	Grad Center	2%	1	11%	6	60%	34	0%	0	28%	16	5.8	1.1	57
10	KBCC	17%	18	10%	11	59%	62	1%	1	12%	13	5.0	1.7	105
13	LAGCC	14%	17	15%	18	58%	72	1%	1	13%	16	4.9	1.5	124
8	Brooklyn	16%	33	14%	29	58%	120	0%	1	12%	24	4.9	1.6	207
11	Hunter	13%	35	16%	42	57%	153	0%	1	14%	38	5.0	1.6	269
1	CUNY Law	13%	2	13%	2	56%	9	0%	0	19%	3	5.2	1.8	16
16	York	24%	23	13%	12	54%	52	1%	1	8%	8	4.6	1.7	96
4	NYC Tech	16%	22	16%	23	54%	76	1%	1	13%	19	4.9	1.8	141
17	John Jay	15%	19	16%	20	53%	66	0%	0	15%	19	4.8	1.6	124
12	CSI	15%	18	21%	24	53%	62	0%	0	11%	13	4.9	1.6	117
18	City	17%	33	23%	46	40%	79	1%	2	20%	39	4.5	1.7	199
6	Bronx CC	28%	31	17%	18	38%	41	0%	0	17%	19	4.1	1.9	109
14	BMCC	35%	53	17%	25	34%	51	1%	1	13%	20	3.8	2.0	150
19	Medgar Evers	24%	14	29%	17	33%	19	0%	0	14%	8	4.0	1.7	58
	Total	15%	388	15%	389	55%	1373	0%	11	14%	349	4.9	1.7	2510

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 40 - Level of Respect Shown to Faculty
by College President**

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Not Important to Me		Haven't Thought About It		M	SD	Totals N
	%	N	%	N	%	N	%	N	%	N			
Grad Center	9%	5	3%	2	88%	51	0%	0	0%	0	6.2	1.5	58
John Jay	11%	14	6%	8	77%	96	0%	0	5%	6	5.6	1.6	124
QBCC	16%	24	5%	8	76%	111	0%	0	2%	3	5.4	1.8	146
KBCC	12%	12	6%	6	75%	77	0%	0	7%	7	5.6	1.6	102
Queens	14%	33	8%	18	74%	173	1%	2	3%	8	5.4	1.8	234
Lehman	11%	13	12%	14	72%	82	0%	0	4%	5	5.3	1.6	114
Hostos CC	10%	5	13%	7	71%	37	0%	0	6%	3	5.5	1.6	52
NYC Tech	23%	32	4%	6	70%	98	1%	1	3%	4	5.2	2.2	141
CSI	19%	22	7%	8	69%	81	2%	2	4%	5	5.2	1.9	118
York	26%	25	8%	8	64%	61	2%	2	0%	0	4.8	2.0	96
Baruch	14%	27	10%	20	63%	121	0%	0	13%	25	5.2	1.8	193
CUNY Law	31%	5	0%	0	63%	10	0%	0	6%	1	4.9	2.1	16
LAGCC	37%	45	7%	9	54%	67	0%	0	2%	2	4.3	2.1	123
Brooklyn	14%	28	18%	37	53%	107	1%	2	13%	27	5.0	1.6	201
Bronx CC	33%	36	14%	15	49%	53	0%	0	4%	4	4.3	2.1	108
BMCC	37%	56	12%	18	48%	73	1%	1	3%	4	4.1	2.2	152
Hunter	39%	105	11%	30	44%	117	0%	0	5%	14	3.9	2.1	266
Medgar Evers	33%	19	16%	9	40%	23	0%	0	11%	6	3.9	2.1	57
City	41%	80	13%	25	35%	68	0%	0	12%	24	3.6	2.0	197
Total	23%	586	10%	248	60%	1506	0%	10	6%	148	4.8	2.0	2498

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 41 - Level of Respect Shown to Faculty
by College Provost/Chief Academic Officer**

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Not Important to Me		Haven't Thought About It		M	SD	Totals N
	%	N	%	N	%	N	%	N	%	N			
Grad Center	9%	5	7%	4	81%	47	0%	0	3%	2	5.8	1.5	58
KBCC	9%	9	8%	8	78%	81	0%	0	6%	6	5.7	1.7	104
John Jay	14%	17	6%	8	77%	96	0%	0	2%	3	5.4	1.7	124
NYC Tech	17%	24	6%	9	72%	102	1%	1	4%	5	5.3	1.9	141
Lehman	23%	26	8%	9	68%	77	0%	0	1%	1	5.1	1.9	113
Baruch	10%	19	9%	17	66%	128	1%	1	15%	28	5.5	1.6	193
Hunter	16%	42	12%	32	66%	175	0%	1	6%	17	5.2	1.8	267
Hostos CC	25%	13	8%	4	65%	34	0%	0	2%	1	5.0	2.1	52
QBCC	19%	28	9%	13	63%	92	0%	0	9%	13	5.1	1.9	146
CSI	20%	23	9%	10	62%	72	2%	2	9%	10	5.0	1.9	117
Queens	15%	35	12%	27	58%	135	1%	2	15%	35	5.1	1.7	234
CUNY Law	7%	1	7%	1	57%	8	0%	0	29%	4	6.0	1.4	14
Brooklyn	29%	59	14%	29	50%	103	0%	1	7%	14	4.4	2.0	206
LAGCC	35%	44	9%	11	50%	62	2%	2	4%	5	4.2	2.1	124
Bronx CC	29%	32	14%	15	47%	51	0%	0	10%	11	4.3	2.1	109
Medgar Evers	32%	19	14%	8	46%	27	0%	0	8%	5	4.1	2.1	59
York	58%	56	1%	1	39%	37	1%	1	1%	1	3.4	2.2	96
BMCC	44%	67	11%	16	36%	55	1%	2	7%	11	3.6	2.3	151
City	56%	112	10%	19	27%	53	1%	1	8%	15	3.1	2.0	200
Total	25%	631	10%	241	57%	1435	1%	14	7%	187	4.7	2.1	2508

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 42 - Administrative Support for
Intellectual Life**

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

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College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Not Important to Me		Haven't Thought About It		M	SD	Totals N
	%	N	%	N	%	N	%	N	%	N			
2 Grad Center	10%	6	0%	0	90%	52	0%	0	0%	0	5.8	1.5	58
3 CUNY Law	13%	2	13%	2	69%	11	0%	0	6%	1	5.1	1.6	16
1 QBCC	20%	30	9%	13	68%	101	0%	0	3%	4	4.9	1.8	148
8 KBCC	19%	20	12%	12	62%	64	1%	1	7%	7	4.9	1.9	104
10 Baruch	24%	46	9%	17	61%	118	1%	2	5%	9	4.7	1.8	192
14 John Jay	20%	24	13%	16	61%	74	0%	0	6%	7	4.8	1.7	121
9 Lehman	27%	30	10%	11	61%	68	0%	0	3%	3	4.6	1.7	112
5 Queens	23%	53	12%	28	57%	133	0%	0	8%	18	4.7	1.9	232
7 Hostos CC	25%	13	14%	7	55%	28	0%	0	6%	3	4.8	1.9	51
6 NYC Tech	31%	43	12%	17	52%	72	1%	1	4%	6	4.4	2.1	139
15 CSI	33%	38	13%	15	50%	58	1%	1	3%	4	4.3	1.9	116
17 York	41%	39	7%	7	49%	46	2%	2	0%	0	4.1	1.9	94
13 LAGCC	36%	44	14%	17	45%	55	2%	2	4%	5	4.1	1.9	123
12 Hunter	36%	95	17%	44	41%	108	0%	0	5%	14	4.0	1.9	261
11 Brooklyn	36%	74	16%	33	40%	81	0%	1	7%	14	4.0	1.7	203
4 Bronx CC	42%	45	13%	14	39%	42	0%	0	6%	7	3.7	2.0	108
16 BMCC	49%	73	13%	20	34%	51	1%	2	3%	4	3.5	2.1	150
19 City	46%	91	16%	31	32%	64	1%	2	6%	11	3.5	1.9	199
18 Medgar Evers	54%	31	18%	10	25%	14	0%	0	4%	2	3.1	1.9	57
Total	32%	797	13%	314	50%	1240	1%	14	5%	119	4.3	1.9	2484

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 43 - Administrative Support for
Free Expression of Ideas**

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

Rank	College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Not Important to Me		Haven't Thought About It		M	SD	Totals N
		%	N	%	N	%	N	%	N	%	N			
3	Grad Center	5%	3	2%	1	88%	51	2%	1	3%	2	6.2	1.3	58
1	QBCC	15%	22	9%	14	71%	105	1%	2	3%	5	5.1	1.8	148
7	CUNY Law	25%	4	6%	1	69%	11	0%	0	0%	0	5.1	1.8	16
4	Queens	6%	15	14%	33	68%	159	0%	0	11%	26	5.5	1.4	233
14	John Jay	11%	13	12%	15	67%	83	0%	0	10%	12	5.3	1.5	123
9	Lehman	12%	14	15%	17	64%	73	0%	0	9%	10	5.2	1.6	114
2	Baruch	12%	23	12%	24	61%	118	1%	2	13%	26	5.2	1.6	193
10	KBCC	17%	17	17%	18	57%	59	1%	1	8%	8	4.9	1.8	103
17	Hostos CC	24%	12	14%	7	56%	28	0%	0	6%	3	4.8	1.9	50
5	NYC Tech	23%	32	10%	14	56%	78	1%	1	11%	15	4.8	2.0	140
11	CSI	25%	29	16%	19	54%	64	1%	1	4%	5	4.7	1.9	118
6	Brooklyn	16%	33	21%	42	52%	107	0%	1	10%	21	4.7	1.6	204
13	LAGCC	35%	43	10%	12	49%	61	1%	1	6%	7	4.1	2.0	124
16	York	38%	36	13%	12	46%	44	2%	2	1%	1	4.1	2.0	95
8	Bronx CC	22%	24	23%	25	45%	49	1%	1	8%	9	4.3	1.7	108
12	Hunter	32%	86	14%	37	44%	117	0%	1	10%	26	4.2	1.9	267
19	City	33%	65	21%	41	37%	73	1%	1	10%	20	3.9	1.9	200
15	BMCC	43%	66	18%	27	36%	54	0%	0	3%	5	3.6	1.9	152
18	Medgar Evers	46%	26	12%	7	35%	20	0%	0	7%	4	3.5	1.9	57
Total		22%	563	15%	366	54%	1354	1%	15	8%	205	4.7	1.9	2503

Note: The 2005 question concerned satisfaction with administrative support for academic freedom. Rank-ordering on this question is provided for contrast purposes but does not imply that questions are necessarily equivalent.

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 44 - Transparency of Budget Allocations

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

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Rank	College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Not Important to Me		Haven't Thought About It		M	SD	Totals N
		%	N	%	N	%	N	%	N	%	N			
11	Grad Center	18%	10	14%	8	47%	27	0%	0	21%	12	4.6	1.6	57
3	NYC Tech	31%	43	8%	11	45%	62	1%	2	15%	21	4.2	2.1	139
2	CUNY Law	31%	5	19%	3	44%	7	6%	1	0%	0	4.0	2.1	16
1	QBCC	27%	40	11%	16	41%	61	1%	1	20%	30	4.2	1.9	148
12	Hostos CC	33%	17	8%	4	38%	20	2%	1	19%	10	4.2	1.8	52
9	York	43%	41	10%	10	35%	34	1%	1	10%	10	3.6	1.9	96
14	CSI	37%	43	16%	19	33%	39	1%	1	13%	15	3.8	1.9	117
5	Baruch	36%	70	13%	25	30%	58	2%	4	19%	36	3.6	1.9	193
4	John Jay	37%	45	17%	21	29%	36	1%	1	16%	20	3.7	1.8	123
8	Lehman	45%	51	15%	17	29%	33	0%	0	11%	13	3.6	1.9	114
7	KBCC	26%	27	24%	25	28%	29	0%	0	23%	24	4.0	1.7	105
15	Queens	34%	80	15%	34	27%	63	0%	1	23%	54	3.6	1.8	232
13	LAGCC	44%	55	12%	15	23%	29	2%	3	18%	22	3.3	1.9	124
16	BMCC	44%	67	14%	21	23%	35	1%	2	17%	26	3.2	1.9	151
6	Brooklyn	46%	95	14%	29	21%	43	1%	3	17%	36	3.3	1.7	206
17	Hunter	49%	129	17%	44	18%	48	1%	3	15%	41	3.0	1.8	265
10	Bronx CC	55%	60	15%	16	17%	18	2%	2	12%	13	2.8	1.8	109
18	City	63%	125	10%	20	15%	29	2%	3	11%	22	2.6	1.6	199
19	Medgar Evers	66%	39	14%	8	10%	6	0%	0	10%	6	2.3	1.7	59
Total		42%	1042	14%	346	27%	677	1%	29	16%	411	3.5	1.9	2505

Note: The 2005 question concerned satisfaction with access to information about the budget, a slight change in wording from the 2009 question.

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 45 - Agreement with Question about
Primary Department or Program:**

*I feel like a full and equal participant in the
problem-solving and decision-making process*

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree				Totals N
	%	N	%	N	%	N	M	SD	
Grad Center	16%	9	2%	1	82%	46	5.6	1.7	56
Hostos CC	17%	9	2%	1	81%	42	5.3	1.8	52
Queens	21%	48	4%	10	75%	175	5.3	1.8	233
Brooklyn	24%	49	3%	6	73%	151	5.1	2.0	206
CSI	24%	28	4%	5	72%	85	5.1	2.0	118
John Jay	19%	24	9%	11	72%	89	5.1	1.8	124
York	27%	26	2%	2	71%	67	4.9	2.0	95
Hunter	26%	70	4%	12	70%	189	4.9	2.0	271
Lehman	26%	30	4%	5	69%	79	5.2	2.0	114
QBCC	27%	40	5%	7	68%	102	5.0	2.0	149
Baruch	29%	56	5%	10	66%	128	4.8	2.0	194
NYC Tech	32%	45	5%	7	63%	88	4.6	2.2	140
Medgar Evers	34%	20	3%	2	63%	37	4.5	2.2	59
KBCC	28%	29	10%	11	62%	65	4.8	2.0	105
Bronx CC	35%	39	3%	3	62%	68	4.7	2.1	110
City	36%	72	5%	11	59%	118	4.5	2.2	201
LAGCC	34%	42	9%	11	57%	71	4.6	2.0	124
CUNY Law	38%	6	6%	1	56%	9	4.4	2.0	16
BMCC	36%	55	9%	14	55%	83	4.2	2.1	152
Total	28%	697	5%	130	67%	1692	4.9	2.0	2519

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Strongly disagree) to 7 (Strongly agree) and were used in the calculation of means and standard deviations.

**Table 46 - Agreement with Question about
Primary Department or Program:**

I have a voice in how resources are allocated

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree				Totals
	%	N	%	N	%	N	M	SD	N
Grad Center	30%	17	2%	1	68%	38	4.9	2.0	56
Hostos CC	27%	14	10%	5	63%	33	4.7	1.8	52
QBCC	31%	46	9%	14	60%	89	4.5	2.0	233
Lehman	31%	35	10%	11	60%	68	4.7	2.0	114
John Jay	31%	39	10%	13	58%	72	4.4	1.9	124
Queens	32%	75	10%	24	58%	134	4.6	2.0	149
CSI	37%	43	7%	8	56%	66	4.4	2.1	117
York	35%	33	11%	10	54%	50	4.4	2.0	93
Brooklyn	37%	77	10%	20	53%	110	4.2	2.0	207
NYC Tech	41%	57	8%	11	51%	72	4.2	2.2	140
Hunter	42%	113	11%	29	48%	129	4.1	2.0	271
Baruch	44%	85	10%	19	46%	90	4.0	2.0	194
CUNY Law	50%	8	6%	1	44%	7	3.7	1.8	16
KBCC	37%	39	20%	21	43%	45	4.1	2.0	105
LAGCC	51%	63	8%	10	41%	51	3.7	2.0	124
City	49%	99	11%	23	39%	79	3.7	2.1	201
Bronx CC	51%	56	10%	11	39%	43	3.7	2.1	110
BMCC	48%	72	14%	21	38%	58	3.7	2.0	151
Medgar Evers	66%	38	7%	4	28%	16	3.2	2.0	58
Total	40%	1009	10%	256	50%	1250	4.2	2.0	2515

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Strongly disagree) to 7 (Strongly agree) and were used in the calculation of means and standard deviations.

**Table 47 - Agreement with Question about
Primary Department or Program:**

Meetings allow for all participants to share their views

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree				Totals <i>N</i>
	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	<i>M</i>	<i>SD</i>	
CSI	13%	15	3%	3	85%	100	4.4	2.1	118
Grad Center	14%	8	2%	1	84%	47	4.9	2.0	56
Queens	10%	22	8%	18	83%	190	4.6	2.0	149
Hostos CC	12%	6	6%	3	82%	42	4.7	1.8	51
John Jay	16%	20	4%	5	80%	99	4.4	1.9	124
Lehman	16%	18	5%	6	79%	89	4.7	2.0	113
York	21%	20	2%	2	77%	73	4.4	2.0	95
Hunter	18%	48	6%	16	76%	207	4.1	2.0	271
Brooklyn	19%	39	5%	10	76%	158	4.2	2.0	207
NYC Tech	19%	26	7%	10	74%	103	4.2	2.2	139
Baruch	21%	40	6%	12	73%	141	4.0	2.0	193
KBCC	16%	17	11%	12	72%	76	4.1	2.0	105
Bronx CC	21%	23	7%	8	72%	78	3.7	2.1	109
LAGCC	25%	31	3%	4	72%	88	3.7	2.0	123
Medgar Evers	27%	16	2%	1	71%	42	3.2	2.0	59
QBCC	20%	30	9%	14	70%	105	4.5	2.0	230
City	23%	46	7%	15	70%	140	3.7	2.1	201
CUNY Law	19%	3	13%	2	69%	11	3.7	1.8	16
BMCC	27%	41	8%	12	65%	99	3.7	2.0	152
Total	19%	469	6%	154	75%	1888	4.2	2.0	2511

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (*M*) and standard deviations (*SD*) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Strongly disagree) to 7 (Strongly agree) and were used in the calculation of means and standard deviations.

**Table 48 - Agreement with Question about
Primary Department or Program:**

*Committee assignments are shared fairly to allow
participation of all full-time faculty*

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree				Totals <i>N</i>
	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	<i>M</i>	<i>SD</i>	
Grad Center	16%	9	5%	3	79%	44	5.3	1.7	56
Hostos CC	19%	10	4%	2	77%	40	5.3	1.7	52
CSI	25%	30	6%	7	69%	81	5.0	2.0	118
Queens	23%	52	9%	20	69%	157	5.1	1.8	149
LAGCC	23%	28	9%	11	69%	85	4.9	1.8	124
QBCC	22%	33	9%	14	68%	102	5.1	2.0	229
Lehman	25%	29	8%	9	67%	76	5.0	1.9	114
Hunter	27%	72	9%	24	65%	175	4.8	1.9	271
Bronx CC	29%	32	6%	7	65%	71	4.7	2.0	110
John Jay	25%	31	10%	13	65%	80	4.8	2.0	124
NYC Tech	29%	41	8%	11	63%	88	4.7	2.1	140
City	29%	58	8%	17	63%	126	4.7	2.1	201
Brooklyn	30%	62	8%	16	62%	129	4.7	2.0	207
KBCC	21%	22	17%	17	62%	64	4.8	1.8	103
York	31%	30	7%	7	61%	59	4.8	2.0	96
Medgar Evers	36%	21	3%	2	61%	36	4.6	2.1	59
BMCC	31%	47	9%	14	59%	89	4.5	1.9	150
Baruch	35%	68	11%	21	54%	104	4.5	2.0	193
CUNY Law	44%	7	19%	3	38%	6	4.1	2.0	16
Total	27%	682	9%	218	64%	1612	4.8	1.9	2512

*. Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (*M*) and standard deviations (*SD*) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Strongly disagree) to 7 (Strongly agree) and were used in the calculation of means and standard deviations.

**Table 49 - Agreement with Question about
Primary Department or Program:**

*My department or program or campus is working
to help me improve the quality of my teaching*

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree				Totals N
	%	N	%	N	%	N	M	SD	
QBCC	17%	25	11%	17	72%	106	5.3	1.8	231
LAGCC	15%	19	14%	17	71%	88	5.2	1.7	124
Hostos CC	25%	13	6%	3	69%	36	5.0	2.0	52
KBCC	14%	15	16%	17	69%	72	5.2	1.8	104
York	25%	24	10%	10	65%	62	4.9	1.7	96
Lehman	20%	23	16%	18	64%	73	4.9	1.8	114
Bronx CC	24%	26	13%	14	63%	69	4.8	2.0	109
John Jay	20%	25	19%	23	61%	76	4.8	1.7	124
NYC Tech	24%	33	15%	21	61%	85	4.8	1.9	139
BMCC	25%	37	15%	22	61%	92	4.6	1.8	151
Baruch	20%	39	20%	38	60%	116	4.8	1.8	193
Brooklyn	25%	52	15%	32	59%	123	4.6	1.9	207
Queens	20%	46	21%	49	59%	136	4.8	1.6	148
CSI	28%	33	17%	20	55%	65	4.6	1.8	118
Hunter	27%	73	19%	51	54%	144	4.5	1.8	268
City	25%	50	23%	45	52%	104	4.5	1.9	199
CUNY Law	31%	5	19%	3	50%	8	4.4	1.8	16
Medgar Evers	36%	21	17%	10	47%	28	4.1	2.0	59
Grad Center	24%	13	50%	27	26%	14	4.0	1.5	54
Total	23%	572	17%	437	60%	1497	4.8	1.8	2506

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Strongly disagree) to 7 (Strongly agree) and were used in the calculation of means and standard deviations.

**Table 50 - Agreement with Question Concerning Recruitment and
within Primary Department or Program:**

My department actively recruits women faculty

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree		Don't Know/Not Applicable		Have Not Recruited		M	SD	N
	%	N	%	N	%	N	%	N	%	N			
CUNY Law	13%	2	6%	1	81%	13	0%	0	0%	0	5.8	1.6	16
CSI	8%	9	10%	12	80%	94	0%	0	3%	3	5.9	1.4	118
John Jay	6%	8	10%	13	77%	96	1%	1	5%	6	5.8	1.4	124
Grad Center	7%	4	9%	5	75%	43	4%	2	5%	3	5.7	1.2	57
LAGCC	4%	5	7%	8	75%	92	3%	4	11%	14	6.1	1.3	123
Brooklyn	9%	18	11%	22	74%	154	0%	1	6%	12	5.6	1.5	207
Lehman	4%	5	14%	16	74%	84	2%	2	5%	6	6.0	1.4	113
NYC Tech	6%	9	11%	16	74%	104	1%	1	7%	10	5.8	1.5	140
Queens	6%	14	12%	29	74%	173	2%	4	6%	13	5.8	1.5	149
York	7%	7	9%	9	74%	71	1%	1	8%	8	5.8	1.5	96
QBCC	7%	10	13%	20	74%	110	0%	0	6%	9	5.8	1.5	233
Hunter	9%	24	11%	31	73%	197	0%	1	7%	18	5.8	1.6	271
KBCC	4%	4	11%	11	71%	74	0%	0	14%	15	6.0	1.3	104
Bronx CC	8%	9	10%	11	70%	78	0%	0	12%	13	5.7	1.6	111
Baruch	9%	17	12%	24	70%	135	1%	1	8%	16	5.7	1.6	193
BMCC	8%	12	11%	16	69%	104	1%	2	11%	17	5.6	1.5	151
Hostos CC	12%	6	8%	4	65%	34	2%	1	13%	7	5.6	1.8	52
Medgar Evers	19%	11	8%	5	64%	38	3%	2	5%	3	5.1	2.0	59
City	15%	30	14%	27	60%	119	1%	2	11%	22	5.2	1.8	200
Totals	8%	204	11%	280	72%	1813	1%	25	8%	195	5.7	1.5	2517

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Strongly disagree) to 7 (Strongly agree) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Have not recruited" etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 51 - Agreement with Question Concerning Recruitment and
within Primary Department or Program:
*My department actively recruits faculty of color***

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree		Don't Know/Not Applicable		Have Not Recruited		M	SD	N
	%	N	%	N	%	N	%	N	%	N			
CUNY Law	6%	1	13%	2	81%	13	0%	0	0%	0	5.7	1.7	16
Medgar Evers	5%	3	10%	6	76%	44	3%	2	5%	3	5.8	1.4	58
LAGCC	7%	9	5%	6	76%	93	3%	4	9%	11	5.9	1.4	123
John Jay	12%	15	9%	11	74%	92	1%	1	4%	5	5.6	1.7	124
Lehman	11%	12	12%	14	73%	82	1%	1	4%	4	5.7	1.6	113
York	10%	10	9%	9	72%	69	1%	1	7%	7	5.6	1.7	96
CSI	12%	14	13%	15	69%	82	2%	2	4%	5	5.5	1.6	118
KBCC	8%	8	10%	10	69%	72	0%	0	13%	14	5.7	1.5	104
Brooklyn	14%	28	10%	20	69%	142	1%	2	7%	15	5.3	1.7	207
NYC Tech	12%	17	12%	17	68%	95	1%	1	6%	9	5.4	1.8	139
Hunter	13%	36	11%	31	67%	182	1%	3	7%	19	5.5	1.7	271
QBCC	13%	19	14%	21	66%	99	0%	0	7%	10	5.4	1.7	234
Queens	11%	25	14%	32	65%	153	3%	6	8%	18	5.4	1.7	149
Bronx CC	15%	17	8%	9	65%	72	1%	1	11%	12	5.4	1.9	111
Hostos CC	13%	7	8%	4	63%	33	2%	1	13%	7	5.4	1.8	52
BMCC	14%	21	10%	15	63%	95	1%	2	11%	17	5.3	1.7	150
Grad Center	19%	11	7%	4	63%	36	4%	2	7%	4	5.0	1.8	57
Baruch	12%	24	13%	26	61%	117	2%	3	12%	23	5.3	1.7	193
City	23%	46	16%	31	51%	102	1%	2	10%	19	4.7	2.0	200
Totals	13%	323	11%	283	67%	1673	1%	34	8%	202	5.4	1.7	2515

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Strongly disagree) to 7 (Strongly agree) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Have not recruited" etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 52 - Agreement with Question Concerning Recruitment and within Primary Department or Program:

*My department takes steps to enhance
the climate for women faculty*

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree		Don't Know/Not Applicable		M	SD	N
	%	N	%	N	%	N	%	N			
Hostos CC	10%	5	13%	7	63%	33	13%	7	5.4	1.7	52
NYC Tech	14%	20	15%	21	63%	88	8%	11	5.2	1.8	140
CUNY Law	13%	2	19%	3	63%	10	6%	1	5.5	1.8	16
Queens	10%	24	17%	40	63%	145	10%	23	5.4	1.6	149
KBCC	13%	14	9%	9	62%	65	16%	17	5.4	1.8	105
CSI	14%	16	17%	20	62%	73	8%	9	5.4	1.7	118
QBCC	15%	22	16%	24	62%	92	7%	11	5.2	1.9	232
Brooklyn	13%	26	17%	35	61%	127	9%	19	5.2	1.8	207
Lehman	7%	8	24%	27	61%	69	8%	9	5.5	1.6	113
York	15%	14	21%	20	60%	58	4%	4	5.1	1.8	96
Bronx CC	13%	14	19%	21	60%	67	8%	9	5.2	1.8	111
John Jay	12%	15	19%	23	60%	74	10%	12	5.3	1.7	124
BMCC	15%	22	18%	27	59%	89	9%	13	5.0	1.8	151
Hunter	15%	41	17%	46	59%	160	9%	25	5.2	1.8	272
Baruch	11%	21	18%	35	58%	111	13%	25	5.3	1.7	192
Grad Center	7%	4	25%	14	56%	32	12%	7	5.2	1.4	57
LAGCC	13%	16	16%	20	56%	69	15%	18	5.2	1.8	123
Medgar Evers	28%	16	16%	9	48%	28	9%	5	4.5	2.0	58
City	21%	42	27%	53	41%	82	12%	23	4.5	2.0	200
Totals	14%	342	18%	454	59%	1472	10%	248	5.2	1.8	2516

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Strongly disagree) to 7 (Strongly agree) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Have not recruited" etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 53 - Agreement with Question Concerning Recruitment and within Primary Department or Program:

My department takes steps to enhance the climate for faculty of color

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree		Don't Know/Not Applicable				N
	%	N	%	N	%	N	%	N	M	SD	
Medgar Evers	16%	9	14%	8	64%	37	7%	4	5.3	1.8	58
Hostos CC	17%	9	12%	6	62%	32	10%	5	5.2	1.9	52
York	13%	12	20%	19	61%	58	6%	6	5.1	1.8	95
LAGCC	11%	13	13%	16	59%	73	17%	21	5.4	1.8	123
John Jay	11%	14	19%	24	59%	73	10%	13	5.2	1.7	124
KBCC	14%	15	9%	9	59%	61	18%	19	5.3	1.9	104
NYC Tech	14%	20	18%	25	59%	82	9%	13	5.1	1.9	140
CUNY Law	31%	5	6%	1	56%	9	6%	1	4.7	2.2	16
Lehman	10%	11	25%	28	56%	63	10%	11	5.3	1.8	113
BMCC	14%	21	16%	24	56%	84	15%	22	5.0	1.8	151
QBCC	11%	17	20%	30	55%	82	13%	20	5.3	1.6	232
Hunter	14%	38	18%	50	54%	148	13%	36	5.1	1.8	272
CSI	10%	12	17%	20	54%	64	19%	22	5.3	1.7	118
Bronx CC	13%	14	18%	20	54%	60	15%	17	5.2	1.7	111
Brooklyn	14%	30	16%	34	53%	110	16%	33	5.0	1.8	207
Queens	11%	25	19%	43	53%	123	18%	41	5.2	1.7	149
Baruch	12%	23	21%	41	48%	93	18%	35	5.1	1.8	192
Grad Center	11%	6	23%	13	40%	23	26%	15	4.9	1.5	57
City	23%	46	25%	49	39%	78	14%	27	4.4	2.0	200
Totals	14%	340	18%	460	54%	1353	14%	361	5.1	1.8	2514

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Strongly disagree) to 7 (Strongly agree) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Have not recruited" etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 54 - Satisfaction with Position at CUNY

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

Rank	College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied				Totals N
		%	N	%	N	%	N	M	SD	
16	Grad Center	10%	6	0%	0	90%	52	6.0	1.3	58
8	Lehman	10%	11	2%	2	89%	101	5.6	1.4	114
11	Bronx CC	12%	13	2%	2	86%	95	5.4	1.5	110
12	John Jay	13%	16	2%	3	85%	105	5.5	1.6	124
4	KBCC	12%	13	4%	4	84%	88	5.6	1.5	105
10	Queens	12%	29	4%	10	83%	196	5.5	1.5	235
5	Hostos CC	15%	8	2%	1	83%	43	5.3	1.5	52
6	Brooklyn	14%	29	3%	7	83%	171	5.4	1.4	207
14	Baruch	15%	29	3%	5	82%	159	5.4	1.5	193
15	Hunter	15%	40	4%	10	82%	222	5.4	1.5	272
3	QBCC	15%	22	4%	6	81%	121	5.6	1.6	149
9	NYC Tech	14%	20	5%	7	81%	113	5.4	1.4	140
7	LAGCC	15%	18	6%	7	80%	99	5.4	1.5	124
2	CSI	14%	17	6%	7	80%	95	5.3	1.6	119
17	BMCC	14%	22	7%	11	78%	119	5.2	1.6	152
18	York	22%	21	2%	2	76%	73	5.0	1.8	96
13	Medgar Evers	15%	9	10%	6	75%	45	5.1	1.6	60
19	City	19%	39	8%	16	73%	146	5.1	1.7	201
1	CUNY Law	25%	4	6%	1	69%	11	5.1	1.9	16
Totals		14%	366	4%	107	81%	2054	5.4	1.5	2527

Note: The 2005 question concerned satisfaction with respondents' "teaching position." Thus, there is not direct equivalence between questions but rank-ordering is provided to provide a contrast between years.

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Strongly disagree) to 7 (Strongly agree) and were used in the calculation of means and standard deviations.

Table 55 - Satisfaction with Career Progression at CUNY

**Full-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied				Totals
	%	N	%	N	%	N	M	SD	
Grad Center	12%	7	2%	1	86%	50	5.9	1.4	58
QBCC	15%	22	3%	5	82%	121	5.5	1.6	148
Hostos CC	15%	8	4%	2	81%	42	5.4	1.6	52
Lehman	14%	16	5%	6	81%	92	5.4	1.6	114
KBCC	15%	16	5%	5	80%	84	5.4	1.6	105
Brooklyn	17%	35	4%	8	79%	163	5.2	1.6	206
LAGCC	15%	18	6%	8	79%	98	5.2	1.7	124
John Jay	20%	25	2%	2	78%	97	5.4	1.7	124
Hunter	17%	47	5%	13	78%	211	5.2	1.6	271
Baruch	19%	36	4%	7	78%	150	5.3	1.7	193
Queens	19%	44	4%	9	77%	182	5.2	1.7	235
Bronx CC	21%	23	3%	3	76%	84	5.2	1.6	110
York	23%	22	1%	1	76%	73	5.0	1.9	96
CSI	17%	20	8%	9	76%	90	5.2	1.6	119
NYC Tech	20%	28	5%	7	75%	104	5.2	1.8	139
City	21%	42	4%	9	75%	150	5.0	1.8	201
BMCC	18%	27	10%	15	72%	110	5.1	1.7	152
Medgar Evers	20%	12	8%	5	72%	43	4.9	1.6	60
CUNY Law	25%	4	6%	1	69%	11	4.8	2.2	16
Totals	18%	452	5%	116	77%	1955	5.2	1.7	2523

* Higher scores (i.e., raw scores, means, medians) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Strongly disagree) to 7 (Strongly agree) and were used in the calculation of means and standard deviations.

APPENDIX C

University-Wide Part-Time Faculty
Survey Item Results

The University Faculty Senate of
The City University of New York

SPRING 2009

SURVEY ITEMS AND RESULTS

CUNY-Wide: Part-Time Faculty

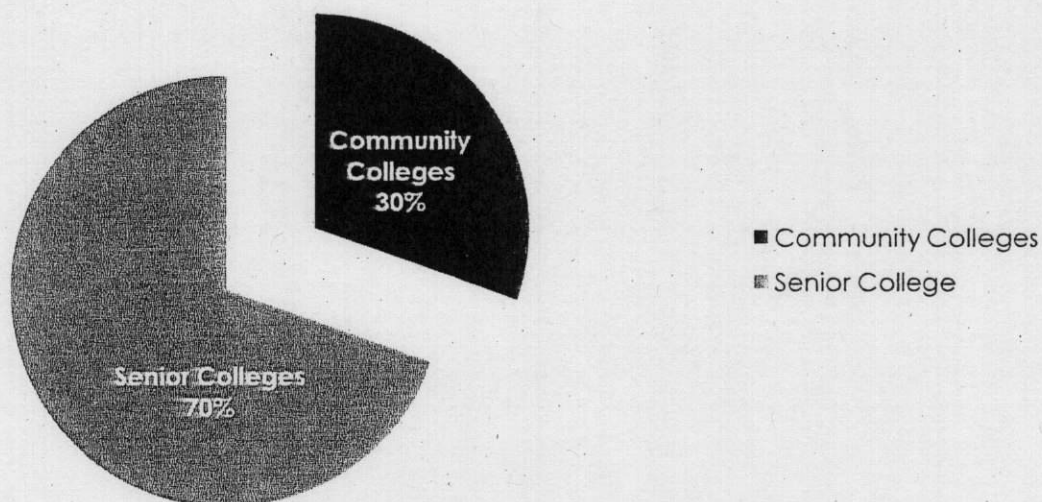
Section 1. Your Campus and Department

(In reporting results, totals may not add up exactly due to rounding.)

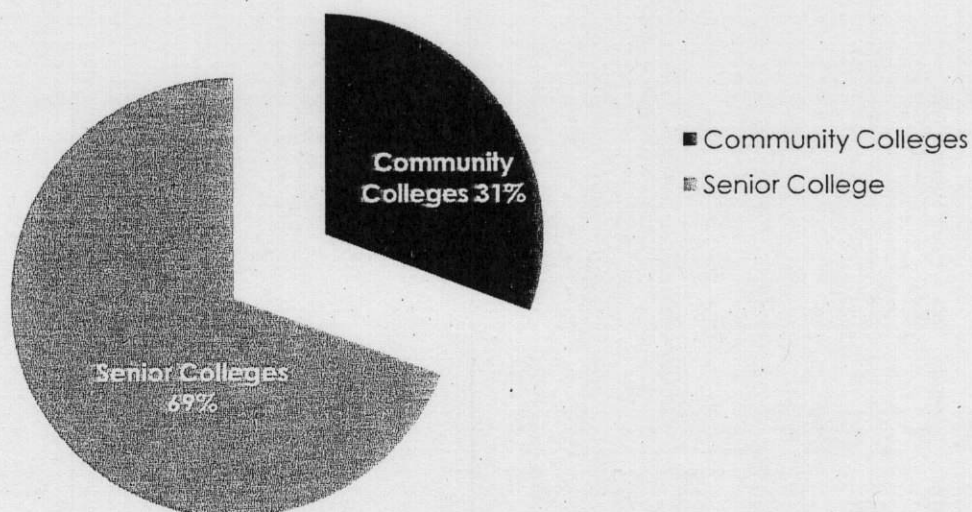
1. Which is your college, the one where you spent most of your time during the Spring of 2009?

	CUNY N	Survey N	Unadjusted Response Rate %	% of Total Rs
Baruch	470	125	26.6%	6.4
BMCC	835	169	20.2%	8.7
Bronx CC	313	53	16.9%	2.7
Brooklyn	714	157	22.0%	8.1
City	777	140	18.0%	7.2
CSI	514	99	19.3%	5.1
CUNY Law	11	3	27.3%	.2
Graduate Center	19	6	31.6%	.3
Hostos CC	154	30	19.5%	1.5
Hunter	926	212	22.9%	10.9
John Jay	540	88	16.3%	4.5
KBCC	459	90	19.6%	4.6
LAGCC	585	124	21.2%	6.4
Lehman	481	82	17.0%	4.2
Medgar Evers	228	43	18.9%	2.2
NYC Tech	607	146	24.1%	7.5
Queens	773	189	24.5%	9.7
QCC	496	127	25.6%	6.5
School of Journalism	11	5	45.5%	.3
School of Professional Studies	77	17	22.1%	.9
York	292	43	14.7%	2.2
Totals	9282	1948	21.0%	
Non-Consent IRB				
Refusals	136			
Average Postcard Returned:				
All Waves	283			
Adjusted	8999		21.6%	

**CUNY Part-Time Adjunct Faculty Respondents by Campus Type:
Community College (N=2,842) and Senior Colleges (N=6,440) (Total
N = 9,282)**



**CUNY University-Wide Part-Time Faculty Respondents by Campus
Type: Community College (N=593) and
Senior Colleges (N=1,355) (Total N = 1,948)**



Section 2. Work Status, Conditions and Workload

2a. During the Spring 2009 term, was your title or position at CUNY full-time or part-time?	%	N
Full-Time	0.0	0
Part-Time	100.0	1808
Total	100.0	1808

2b. During the Spring 2009 term, what was your title (at the college where you spend the most time)?	%	N
Adjunct Professor	8.2	147
Adjunct Associate Professor	5.0	91
Adjunct Assistant Professor	18.4	333
Adjunct Lecturer	46.9	845
Adjunct Instructor	19.6	354
Grad Fellow A	0.1	1
Grad Fellow B	0.1	2
Grad Fellow C	0.3	6
Chancellor's Fellow	0.2	3
Non-teaching Adjunct	0.0	0
Higher Education Officer Series	0.0	0
Other	1.2	21
Total	100.0	1803

2d. Are you currently a graduate student?	%	N
Yes, currently a CUNY graduate student	9.9	175
Yes, currently a graduate student at another university	5.2	92
No, not currently a grad student	84.9	1506
Total	100.0	1773

2e. Which of the following best describes your employment situation?	%	N
My part-time CUNY appointment is my primary employment	41.0	741
I work a full-time job outside CUNY	31.4	567
I work full-time at CUNY (e.g., as a HEO)	0.0	0
I have two or more part-time jobs	27.7	500
Total	100.0	1808

2f. Were you working for New York City's Department of Education during the Spring of 2009?	%	N
Working full-time for NYC DOE	9.4	168
Working part-time for NYC DOE	7.4	131
Not working for NYC DOE	83.2	1480
Total	100.0	1779

2g. Were you retired?	%	N
Retired from CUNY (any college)	3	58
Retired from K-12 teaching profession	10	182
Not retired	8	140
Total	99.9	1786

2h. How long have you been working in a part-time position at CUNY?	%	N
Less than 1 year	7.4	134
1 to 2 years	18	322
3 to 5 years	25	448
6 to 10 years	19	347
11 to 20 years	20	364
21 to 30 years	8	150
More than 30 years	2	42
Total	99.9	1807

2i. How many CUNY campuses were you teaching at in Spring 2009?	N	M	SD	Min - Max
	1575	1.1	0.4	0 - 4

2j. During the Spring 2009 semester, how many course sections were you teaching at CUNY? (numsect <= 9)	N	M	SD	Min - Max
	1610	1.9	1.0	0 - 9

2k. How many CUNY credit hours were you teaching at in Spring 2009? (creds <= 18)	N	M	SD	Min - Max
	1541	6.2	3.2	0 - 18

2l. Altogether, approximately how many students were enrolled in all the sections you taught during the Spring semester of 2009?	%	N	%	N
---	---	---	---	---

1-24	28.7	516	100-124	4.0	72
25-49	36.7	660	125-149	1.8	32
50-74	18.4	331	150+	0.9	17
75-99	9.4	168	Total	100.0	1796

Section 2. Work Status, Conditions and Workload (cont'd)

2m. During the Spring 2009 term, how many regular office hours did you hold?	%	N
No office hours	29.8	535
One hour per week	45.5	818
Two hours per week	16.6	298
More than two hours per week	8.1	146
Total	100.0	1797

2n. On average, how many hours per week did you spend on class-related activities outside of class (class preparation, grading, email to students)

M	Mdn	Mo	SD	Min	Max	N
8.8	6.0	10.0	7.8	0	75	1651

2o. Were you teaching college courses outside of CUNY in Spring 2009?	%	N
Yes	19.0	342
No	81.0	1458
Total	100.0	1800

For the following questions (2 p through 5 g), please respond concerning the CUNY campus where you did most of your teaching, Spring 2009:

2p. Which of the following best describes your office situation?	%	N
No office space	26.5	477
Shared common room	38.5	692
Shared office	33.5	603
Private office	1.5	27
Total	100.0	1799

2q. Do you receive timely notification of reappointment?	%	N
Always	50.3	905
Usually	36.4	654
Usually not	8.6	154
Never	1.6	29
Not applicable (I taught only one semester, Spring 2009)	3.1	56
Total	100.0	1798

2r. Did you receive your schedule for the next term prior to the end of the previous term?	%	N
Always	40.6	722
Usually	30.5	542
Usually not	15.5	276
Never	13.4	239
Total	100.0	1779

2s. Do you experience difficulties with your local Payroll Department?	%	N
Always	2.1	38
Usually	5.9	106
Usually not	40.0	716
Never	52.0	932
Total	100.0	1792

2t. Are you dependent on your CUNY position for healthcare benefits?	%	N
Yes	26.5	478
No	73.5	1324
Total	100.0	1802

Section 2. Work Status, Conditions and Workload (cont'd)

How much do you agree to disagree with the following statements about your employment situation at CUNY?	Strongly disagree (1)	Disagree (2)	Mildly disagree (3)	Neither agree or disagree (4)	Mildly agree (5)	Agree (6)	Strongly agree (7)	Total		
	%	%	%	%	%	%	%	M	SD	N
2u. The faculty in my department or program make me feel welcome	1.7	2.9	3.1	6.9	10.3	35.6	39.5	5.9	1.4	1802
2v. The staff in my department or program make me feel welcome	0.9	1.6	2.4	4.9	6.2	34.8	49.2	6.1	1.2	1800
2w. I have a voice in determining my teaching assignments and schedule	4.7	7.7	4.5	8.1	18.2	32.3	24.5	5.2	1.7	1794
2x. My department or program or campus is working to help me improve the quality of my teaching	4.2	7.7	4.6	19.1	16.1	31.1	17.2	5.0	1.7	1790
2y. My campus office situation provides adequate privacy to meet with students	17.5	14.9	8.7	13.3	13.6	20.0	12.0	4.0	2.1	1786

2z. Please respond concerning the CUNY campus where you do all or part of your teaching: How satisfied are you, in general, with your position at CUNY?	Very dissatisfied (1)	Dissatisfied (2)	Mildly dissatisfied (3)	Neither satisfied nor dissatisfied (4)	Mildly satisfied (5)	Satisfied (6)	Very satisfied (7)	Total		
	%	%	%	%	%	%	%	M	SD	N
	2.4	4.1	5.3	3.9	13.9	38.2	32.3	5.7	1.5	1792

Section 3. Facilities, Programs and Resources

In terms of your own use or access, how would you rate each of the following facilities, programs, or resources at your college during the Spring of 2009?	Poor	Fair	Good	Excellent	Resource not available	Don't Know	Total
	%	%	%	%	%	%	N
3a. Office space	24.3	26.0	22.7	6.2	14.9	5.1	1794
3b. Office computers including available software & Internet connections	18.0	24.2	28.8	11.3	10.2	6.6	1792
3c. Tech support for computer-related activities	11.2	22.4	34.8	14.5	4.8	11.3	1789
3d. Library holdings: printed books and journals	5.3	17.4	37.7	15.0	2.2	21.1	1784
3e. Library holdings: electronic resources	4.4	14.3	35.0	16.1	2.1	26.6	1780
3f. Computer labs and "smart" classrooms	9.0	19.1	31.6	13.7	4.2	21.0	1783
3g. Access to your office/lab after hours & on weekends	6.5	11.1	29.9	16.2	10.2	24.6	1780
3h. Off-campus access to your campus email	3.5	8.2	34.2	36.9	2.9	12.1	1767
3i. Physical plant conditions (including escalators, elevators, classrooms, common areas)	16.5	29.1	37.8	11.9	1.2	2.6	1792
3j. Bathrooms	15.2	29.9	38.6	12.3	0.8	2.2	1788

Section 4. Services, Functions and Grant Support

In terms of your own experiences, how would you rate each of the following at your college during the Spring of 2009?	Poor	Fair	Good	Excellent	Resource not available	Don't Know	Total
	%	%	%	%	%	%	N
4a. Telephone service (including voice mail)	7.2	13.4	27.9	9.5	17.6	24.4	1788
4b. Mail service (access to mail, promptness of delivery)	3.5	15.7	46.1	16.2	3.8	14.8	1789
4c. Photocopying	12.1	21.8	36.8	19.1	2.8	7.2	1795
4d. Security	3.3	17.8	49.6	19.2	1.2	8.9	1783
4e. Bookstore	4.2	18.0	39.0	11.8	2.8	24.2	1781
4f. Cafeteria/Food services	12.1	23.7	28.4	5.8	3.3	26.7	1779
4g. Enforcement of health and safety regulations	4.7	16.5	33.4	9.1	1.9	34.5	1779
4h. Faculty development activities	9.2	20.8	33.3	10.5	3.3	22.9	1780
4i. Availability of small internal grants (e.g., PSC-CUNY or grants for part-time faculty)	9.9	14.1	15.7	4.1	6.2	50.0	1779

Section 5. Elements of Job Satisfaction

How satisfied are you with each of the following?	Very dissatisfied (1)	Dissatisfied (2)	Mildly dissatisfied (3)	Neither satisfied nor dissatisfied (4)	Mildly satisfied (5)	Satisfied (6)	Very satisfied (7)	Don't know	Total		
	%	%	%	%	%	%	%	%	M	SD	N
5a. Your authority to make decisions about content & methods in your instruct	1.2	1.4	1.8	4.8	8.2	34.3	47.0	1.1	6.1	1.2	1796
5b. Your authority to set standards and grading policies	1.4	1.7	2.5	5.0	8.0	37.7	42.1	1.6	6.0	1.3	1796
5c. Class size	3.7	6.0	9.4	6.1	14.0	37.4	22.1	1.2	5.2	1.7	1793
5d. Your workload	2.9	5.6	6.0	7.6	10.7	44.0	22.5	0.7	5.4	1.6	1789
5e. Your salary	11.9	10.9	12.4	7.3	18.2	29.1	9.6	0.6	4.4	1.9	1786
5f. Availability of travel funds to attend professional meetings	8.3	7.7	5.1	10.0	4.0	6.3	2.2	56.3	3.5	1.8	1774
5g. Health care benefits	9.0	4.9	4.0	11.4	6.8	11.2	4.8	47.9	4.1	2	1762

Sections 6 - 9: Demographic Characteristics

Section 6. Sex

Are you female or male?	%	N
Female	51.1	912
Male	48.9	871
Total	100.0	1783

Section 8. Ethnicity

Are you Hispanic or Latino?	%	N
Not Hispanic or Latino	93.2	1598
Hispanic or Latino	6.8	117
Total	100.0	1715

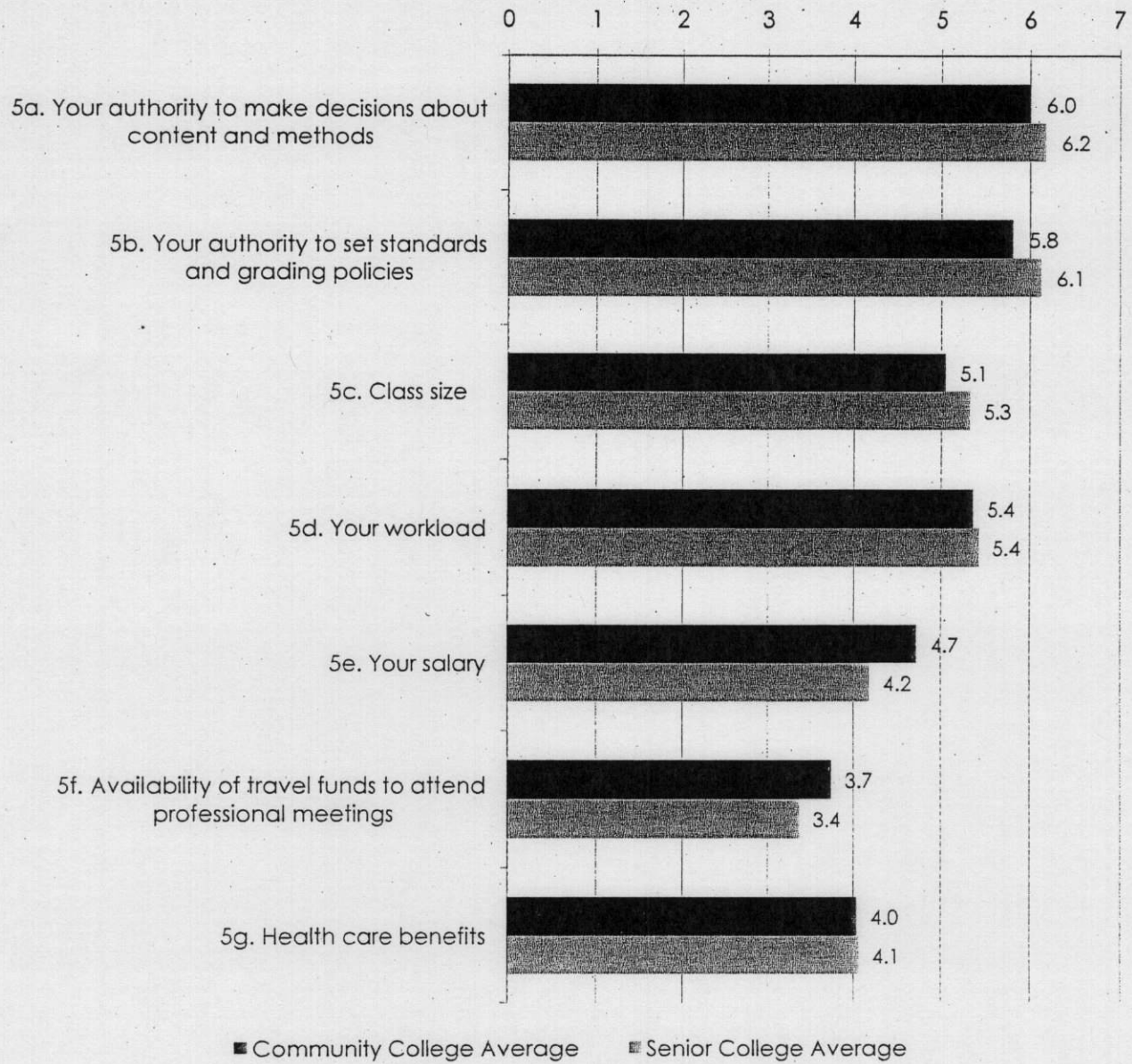
Section 7. Age Group

What is your age?	%	N
Under 35	12.9	230
35 - 45	16.6	296
46 - 55	22.4	399
56 - 65	31.7	565
Over 65	16.5	294
Total	100.1	1784

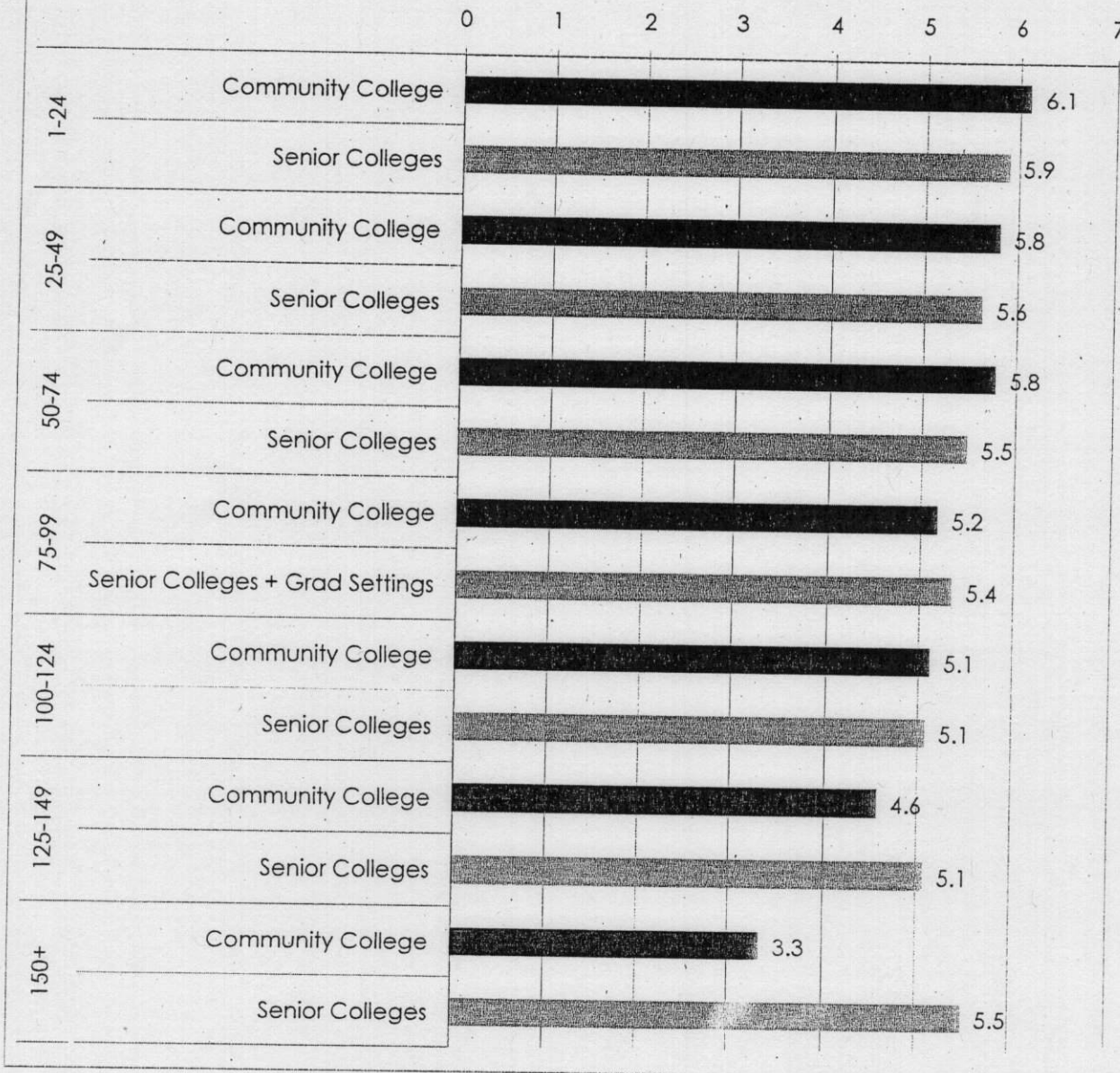
Section 9. Race

What is your race?	%	N
Asian	6.0	104
Black/African descent	12.1	210
Hawaiian or Pacific Islander	0.1	2
Native American or Alaskan Native	0.2	4
White	73.7	1283
Other	7.9	138
Total	100.0	1741

Part-Time Faculty Satisfaction by Campus Type

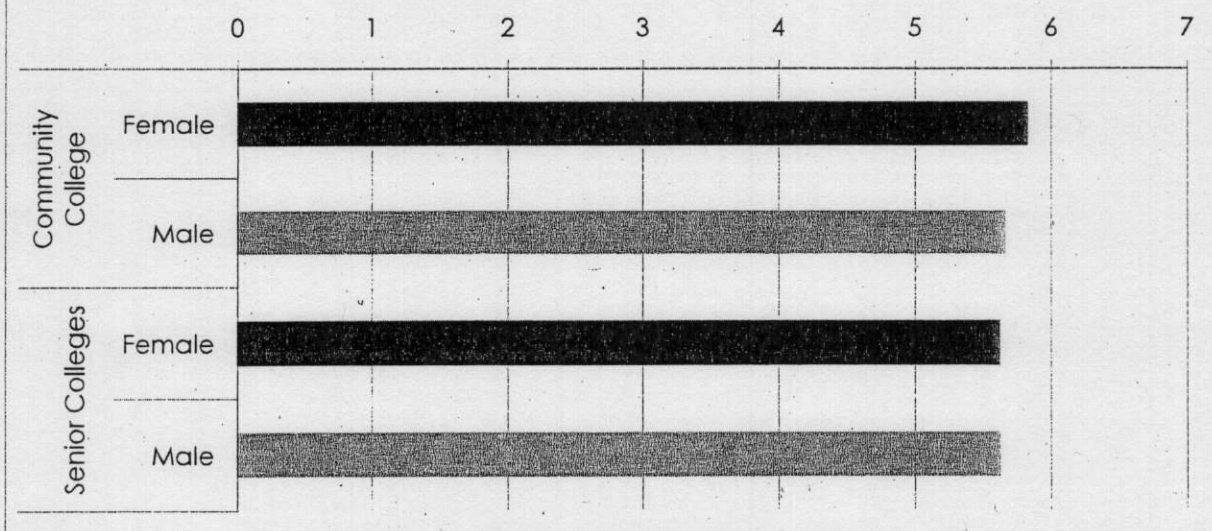


**Part-Time Faculty Satisfaction with Position at CUNY by
Number of Students Taught, Spring 2009: Community
Colleges (N = 559) and Senior Colleges (N = 1,222)**

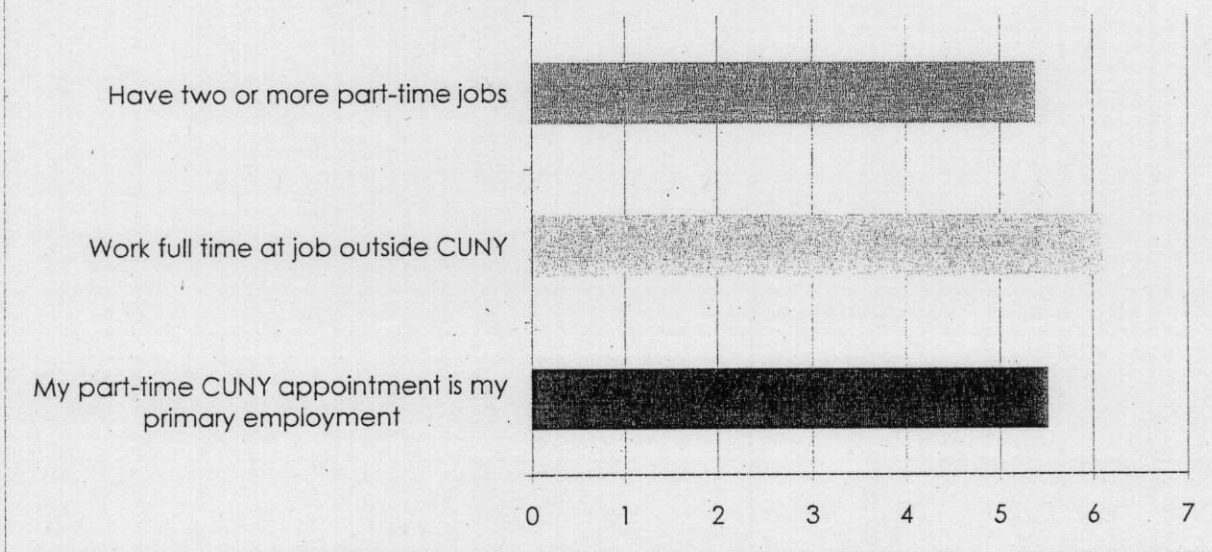


Note: Ratings for class sizes of 150+ are based on 3 individuals in community colleges and 14 in senior colleges.

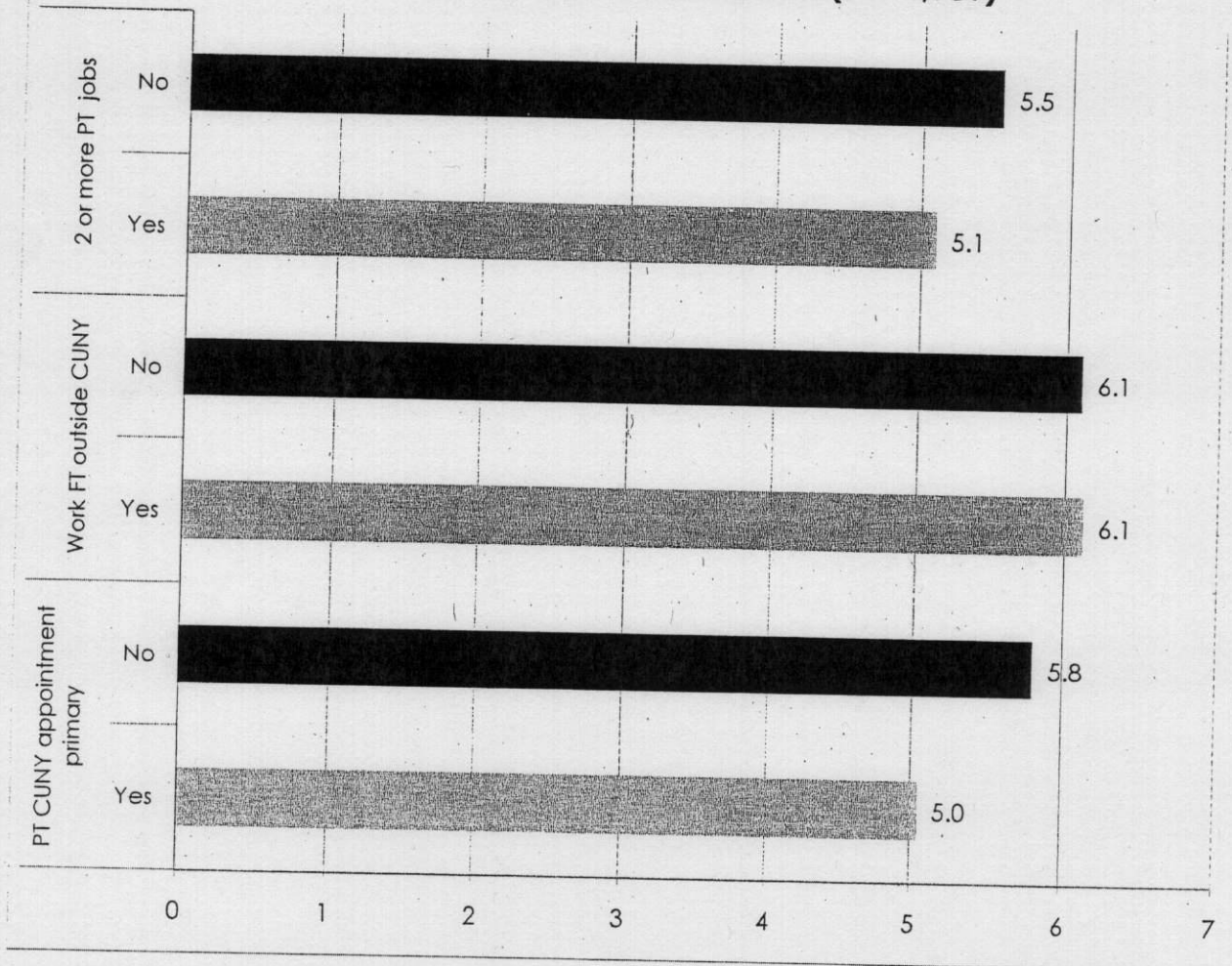
Part-Time Faculty Satisfaction with Position by Gender (N = 1,769)



Part-Time Faculty Satisfaction with Position by Employment Status (N = 1,792)

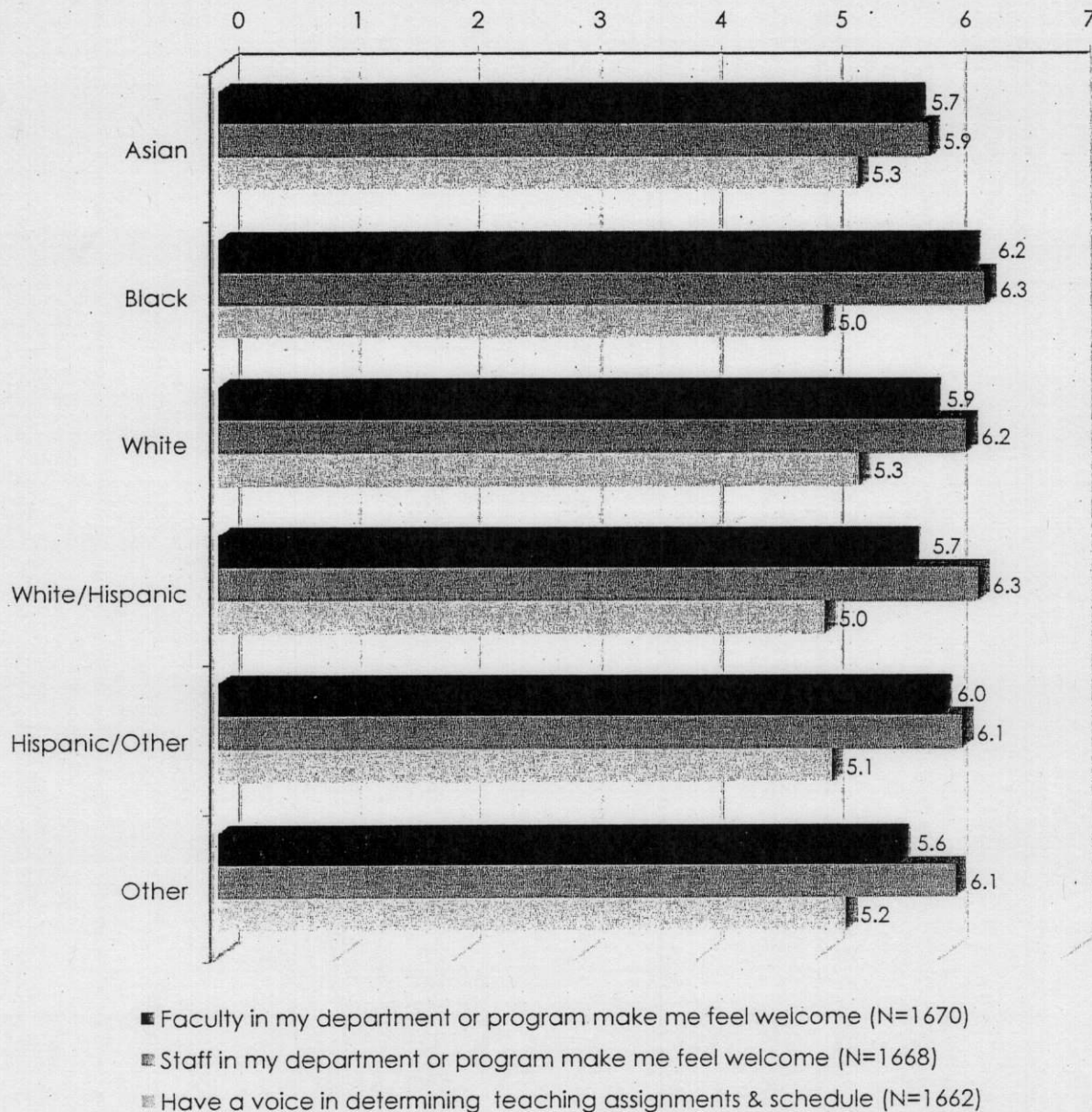


**Part-Time Faculty Satisfaction with Position by
Employment Status and Need for
CUNY Healthcare Benefits (N = 1,789)**



Part-Time Faculty Agreement with Departmental Relationships by Race/Ethnicity

(Black/Hispanic, Native American/Alaskan Native and Hawaiian/Pacific Islander sample sizes are too small to present)



APPENDIX D

PART-TIME FACULTY
Survey Items Rank-Ordered by Campus

The University Faculty Senate of
The City University of New York

SPRING 2009

Table 1 - Which of the following best describes your office situation?

**Part-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	No office space		Shared common room		Shared office		Private office		Totals
	%	N	%	N	%	N	%	N	N
Lehman	24%	17	21%	15	54%	38	0%	0	70
Baruch	12%	14	38%	45	49%	57	1%	1	117
Brooklyn	28%	42	25%	37	45%	66	2%	3	148
Queens	25%	43	27%	46	43%	75	5%	9	173
KBCC	37%	30	23%	19	39%	32	1%	1	82
Hunter	26%	52	34%	66	39%	76	2%	3	197
City	37%	45	26%	31	36%	43	2%	2	121
Bronx CC	17%	9	48%	25	35%	18	0%	0	52
CSI	22%	20	46%	41	31%	28	0%	0	89
Hostos CC	41%	12	28%	8	31%	9	0%	0	29
BMCC	14%	23	55%	89	30%	49	0%	0	161
John Jay	24%	20	45%	38	26%	22	5%	4	84
LAGCC	28%	33	48%	56	22%	26	2%	2	117
York	29%	11	50%	19	21%	8	0%	0	38
NYC Tech	33%	44	47%	62	20%	27	0%	0	133
QCC	26%	31	54%	65	19%	23	1%	1	120
Medgar Evers	21%	8	67%	26	13%	5	0%	0	39
Schl Prof Studies	100%	15	0%	0	0%	0	0%	0	15
Totals	26%	469	39%	688	34%	602	1%	26	1785

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Average percentages may not Totals to 100% due to rounding.

**Table 2 - Do you receive timely notification of
of reappointment?**

**Part-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Always		Usually		Usually not		Never		Not applicable (2009 was first semester)		Totals
	%	N	%	N	%	N	%	N	%	N	N
KBCC	65%	53	29%	24	1%	1	1%	1	4%	3	82
Bronx CC	62%	32	35%	18	2%	1	0%	0	2%	1	52
CSI	58%	52	34%	30	7%	6	0%	0	1%	1	89
NYC Tech	56%	75	34%	45	7%	9	2%	2	2%	2	133
QCC	55%	66	36%	44	8%	10	0%	0	1%	1	121
Baruch	53%	62	34%	40	12%	14	0%	0	1%	1	117
Queens	52%	89	39%	67	6%	11	0%	0	3%	5	172
LAGCC	50%	59	37%	44	7%	8	2%	2	4%	5	118
Brooklyn	49%	73	36%	54	9%	13	1%	2	4%	6	148
Hunter	48%	95	35%	69	9%	18	4%	7	4%	8	197
Lehman	47%	33	31%	22	19%	13	1%	1	1%	1	70
BMCC	47%	75	43%	68	6%	10	2%	3	3%	4	160
York	46%	17	30%	11	8%	3	8%	3	8%	3	37
City	46%	55	35%	42	11%	13	4%	5	4%	5	120
Hostos CC	45%	13	31%	9	17%	5	3%	1	3%	1	29
John Jay	42%	35	46%	39	6%	5	1%	1	5%	4	84
Medgar Evers	28%	11	51%	20	15%	6	3%	1	3%	1	39
Schl Prof Studies	19%	3	25%	4	44%	7	0%	0	13%	2	16
Totals	50%	898	36%	650	9%	153	2%	29	3%	54	1784

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Average percentages may not Totals to 100% due to rounding.

Table 3 - Do you receive your schedule for the next term prior to the end of the previous term?

**Part-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Always		Usually		Usually not		Never		Totals
	%	N	%	N	%	N	%	N	N
Queens	62%	105	24%	40	9%	15	6%	10	170
Baruch	56%	65	30%	35	11%	13	3%	3	116
City	48%	57	27%	32	12%	14	13%	16	119
QCC	46%	56	26%	32	16%	19	12%	14	121
LAGCC	45%	53	29%	34	15%	17	11%	13	117
Brooklyn	45%	66	39%	57	12%	18	3%	5	146
Lehman	43%	30	30%	21	14%	10	12%	8	69
Hunter	42%	82	28%	55	14%	27	15%	30	194
York	42%	16	32%	12	11%	4	16%	6	38
Schl Prof'l Studies	38%	6	38%	6	13%	2	13%	2	16
John Jay	37%	31	44%	37	11%	9	8%	7	84
KBCC	36%	29	25%	20	24%	19	15%	12	80
Hostos CC	34%	10	24%	7	14%	4	28%	8	29
CSI	30%	27	37%	33	18%	16	15%	13	89
NYC Tech	27%	36	31%	41	18%	24	23%	30	131
Bronx CC	25%	13	17%	9	21%	11	37%	19	52
BMCC	18%	29	35%	55	25%	40	21%	33	157
Medgar Evers	18%	7	32%	12	32%	12	18%	7	38
Totals	41%	718	30%	538	16%	274	13%	236	1766

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Average percentages may not Totals to 100% due to rounding.

**Table 4 - Do you experience difficulties with
your local Payroll Department?**

**Part-time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Always		Usually		Usually not		Never		Totals
	%	N	%	N	%	N	%	N	N
KBCC	1%	1	1%	1	20%	16	78%	64	82
QCC	0%	0	0%	0	28%	34	72%	87	121
LAGCC	1%	1	2%	2	35%	41	63%	74	118
Hostos CC	7%	2	7%	2	28%	8	59%	17	29
CSI	0%	0	6%	5	38%	33	57%	50	88
Bronx CC	2%	1	0%	0	43%	22	55%	28	51
BMCC	1%	2	3%	5	41%	65	55%	87	159
Queens	2%	4	6%	10	38%	65	54%	94	173
Brooklyn	1%	2	7%	10	41%	61	51%	75	148
John Jay	0%	0	4%	3	46%	38	51%	42	83
Schl Prof'l Studies	0%	0	6%	1	44%	7	50%	8	16
Hunter	4%	7	7%	14	40%	79	49%	98	198
NYC Tech	2%	2	5%	7	44%	57	49%	64	130
York	3%	1	18%	7	32%	12	47%	18	38
City	3%	4	8%	10	49%	59	40%	48	121
Baruch	3%	4	10%	12	52%	60	34%	40	116
Lehman	1%	1	15%	10	50%	34	34%	23	68
Medgar Evers	10%	4	15%	6	51%	20	23%	9	39
Totals	2%	36	6%	105	40%	711	52%	926	1778

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Average percentages may not Totals to 100% due to rounding.

**Table 5 - Agreement with Question about
Employment Situation at CUNY:**

*The faculty in my department or program
make me feel welcome*

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree		M	SD	Totals N
	%	N	%	N	%	N			
Bronx CC	0%	0	0%	0	100%	52	3.0	0.0	52
Schl Prof'l Studies	6%	1	0%	0	94%	15	2.9	0.5	16
KBCC	5%	4	5%	4	90%	74	2.9	0.5	82
York	5%	2	5%	2	89%	34	2.8	0.5	38
QCC	5%	6	7%	8	88%	107	2.8	0.5	121
Queens	5%	9	8%	13	87%	151	2.8	0.5	173
Brooklyn	4%	6	9%	13	87%	129	2.8	0.5	148
CSI	10%	9	3%	3	87%	77	2.8	0.6	89
BMCC	10%	16	4%	7	86%	139	2.8	0.6	162
Lehman	6%	4	9%	6	86%	60	2.8	0.5	70
Hunter	9%	18	6%	12	85%	168	2.8	0.6	198
Medgar Evers	5%	2	10%	4	85%	33	2.8	0.5	39
NYC Tech	8%	10	9%	12	83%	111	2.8	0.6	133
Hostos CC	17%	5	0%	0	83%	24	2.7	0.8	29
LAGCC	10%	12	8%	9	82%	97	2.7	0.6	118
City	9%	11	10%	12	81%	96	2.7	0.6	119
John Jay	13%	11	7%	6	80%	67	2.7	0.7	84
Baruch	9%	11	11%	13	79%	93	2.7	0.6	117
Totals	8%	137	7%	124	85%	1527	2.8	0.6	1788

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Average percentages may not Totals to 100% due to rounding.

**Table 6 - Agreement with Question about
Employment Situation at CUNY:**

*The staff in my department or program
make me feel welcome*

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree		M	SD	Totals
	%	N	%	N	%	N			N
Bronx CC	0%	0	0%	0	100%	52	3.0	0.0	52
CSI	1%	1	1%	1	98%	87	3.0	0.2	89
York	3%	1	3%	1	95%	36	2.9	0.4	38
Brooklyn	3%	4	3%	5	94%	139	2.9	0.4	148
KBCC	2%	2	4%	3	94%	77	2.9	0.4	82
Schl Profi Studies	6%	1	0%	0	94%	15	2.9	0.5	16
Queens	3%	6	4%	7	92%	160	2.9	0.4	173
QCC	3%	4	5%	6	92%	110	2.9	0.4	120
Lehman	6%	4	3%	2	91%	64	2.9	0.5	70
Hunter	4%	7	6%	11	91%	180	2.9	0.4	198
BMCC	7%	12	5%	8	88%	141	2.8	0.6	161
LAGCC	5%	6	8%	9	87%	103	2.8	0.5	118
Medgar Evers	8%	3	5%	2	87%	34	2.8	0.6	39
City	6%	7	8%	9	87%	103	2.8	0.5	119
Baruch	9%	11	4%	5	86%	101	2.8	0.6	117
John Jay	10%	8	5%	4	86%	72	2.8	0.6	84
NYC Tech	7%	9	9%	12	84%	112	2.8	0.6	133
Hostos CC	7%	2	10%	3	83%	24	2.8	0.6	29
Totals	5%	88	5%	88	90%	1610	2.9	0.5	1786

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Average percentages may not Totals to 100% due to rounding.

**Table 7 - Agreement with Question about
Employment Situation at CUNY:**

*I have a voice in determining my teaching
assignments and schedule*

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree		M	SD	Totals
	%	N	%	N	%	N			N
Schl Prof Studies	13%	2	0%	0	88%	14	2.8	0.7	16
Lehman	9%	6	4%	3	87%	60	2.8	0.6	69
Brooklyn	13%	19	6%	9	81%	119	2.7	0.7	147
CSI	17%	15	4%	4	79%	70	2.6	0.8	89
Queens	14%	24	8%	13	79%	136	2.5	0.8	173
Hunter	16%	31	6%	12	78%	154	2.6	0.7	197
Baruch	15%	18	7%	8	78%	91	2.6	0.7	117
Bronx CC	12%	6	12%	6	77%	40	2.7	0.7	52
KBCC	15%	12	11%	9	74%	61	2.6	0.7	82
NYC Tech	18%	24	8%	10	74%	97	2.6	0.8	131
LAGCC	17%	20	9%	11	74%	87	2.6	0.8	118
City	14%	16	14%	16	73%	85	2.6	0.7	117
John Jay	18%	15	11%	9	71%	59	2.5	0.8	83
QCC	21%	25	8%	10	71%	86	2.6	0.7	121
BMCC	24%	39	9%	15	67%	108	2.4	0.9	162
York	26%	10	8%	3	66%	25	2.4	0.9	38
Medgar Evers	26%	10	10%	4	64%	25	2.4	0.9	39
Hostos CC	31%	9	10%	3	59%	17	2.3	0.9	29
Totals	17%	301	8%	145	75%	1334	2.6	0.8	1780

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Average percentages may not Totals to 100% due to rounding.

**Table 8 - Agreement with Question about
Employment Situation at CUNY:**

*My department or program or campus is working to help me
improve the quality of my teaching*

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree		M	SD	Totals
	%	N	%	N	%	N			N
Schl Prof Studies	6%	1	0%	0	94%	15	2.9	0.5	16
LAGCC	12%	14	11%	13	77%	90	2.6	0.7	117
Bronx CC	10%	5	17%	9	73%	38	2.6	0.7	52
Hunter	17%	33	12%	24	71%	138	2.5	0.8	195
KBCC	15%	12	16%	13	70%	57	2.5	0.7	82
City	13%	15	21%	25	66%	79	2.5	0.7	119
QCC	8%	10	26%	31	66%	79	2.4	0.8	120
Lehman	14%	10	20%	14	66%	46	2.5	0.7	70
Hostos CC	21%	6	14%	4	66%	19	2.4	0.8	29
John Jay	25%	21	11%	9	64%	53	2.4	0.9	83
Baruch	20%	23	18%	21	62%	73	2.4	0.8	117
CSI	17%	15	21%	19	62%	55	2.4	0.8	89
Brooklyn	12%	18	26%	38	62%	90	2.5	0.7	146
York	21%	8	18%	7	61%	23	2.4	0.8	38
Queens	16%	28	25%	43	58%	99	2.6	0.6	170
Medgar Evers	29%	11	13%	5	58%	22	2.3	0.9	38
NYC Tech	25%	33	17%	23	58%	77	2.3	0.9	133
BMCC	19%	30	25%	41	56%	91	2.4	0.8	162
Totals	16%	293	19%	339	64%	1144	2.5	0.8	1776

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Average percentages may not Totals to 100% due to rounding.

**Table 9 - Agreement with Question about
Employment Situation at CUNY:**

*My campus office situation provides
adequate privacy to meet with students*

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree		M	SD	Totals
	%	N	%	N	%	N			N
KBCC	24%	19	16%	13	60%	48	2.4	0.8	80
Lehman	30%	21	10%	7	59%	41	2.3	0.9	69
Queens	30%	51	12%	20	58%	99	2.0	0.9	170
Brooklyn	33%	48	11%	16	56%	83	2.2	0.9	147
Baruch	39%	46	7%	8	54%	63	2.1	1.0	117
CSI	39%	34	9%	8	52%	45	2.1	0.9	87
City	32%	38	18%	21	50%	58	2.2	0.9	117
Bronx CC	41%	21	10%	5	49%	25	2.1	1.0	51
York	39%	15	13%	5	47%	18	2.1	0.9	38
John Jay	43%	36	13%	11	44%	37	2.0	0.9	84
QCC	41%	49	17%	20	43%	51	2.3	0.9	120
LAGCC	42%	50	18%	21	40%	47	2.0	0.9	118
Hostos CC	55%	16	7%	2	38%	11	1.8	1.0	29
Hunter	54%	106	9%	18	37%	73	1.8	0.9	197
BMCC	51%	82	15%	25	34%	55	1.8	0.9	162
NYC Tech	52%	69	17%	22	32%	42	1.8	0.9	133
Medgar Evers	53%	20	18%	7	29%	11	1.8	0.9	38
Schl Prof Studies	47%	7	40%	6	13%	2	1.7	0.7	15
Totals	41%	728	13%	235	46%	809	2.0	0.9	1772

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Average percentages may not Totals to 100% due to rounding.

**Table 10 - Satisfaction Question about
Position at CUNY:**

*How satisfied are you, in general,
with your position at CUNY?*

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Strongly disagree- Mildly disagree		Neutral		Mildly agree - Strongly Agree		M	SD	Totals
	%	N	%	N	%	N			N
QCC	5%	6	3%	4	92%	111	2.7	0.7	121
KBCC	9%	7	1%	1	90%	73	2.8	0.6	81
Brooklyn	10%	14	3%	4	88%	127	2.8	0.6	145
Baruch	11%	13	2%	2	87%	102	2.8	0.6	117
Lehman	9%	6	4%	3	87%	61	2.8	0.6	70
Bronx CC	12%	6	2%	1	87%	45	2.8	0.7	52
LAGCC	12%	14	3%	4	85%	99	2.7	0.7	117
John Jay	12%	10	4%	3	84%	70	2.7	0.7	83
City	12%	14	4%	5	84%	102	2.7	0.7	121
NYC Tech	9%	12	7%	9	84%	111	2.8	0.6	132
CSI	11%	10	6%	5	83%	73	2.7	0.7	88
York	18%	7	0%	0	82%	31	2.6	0.8	38
Queens	13%	23	5%	9	81%	140	2.9	0.5	172
Hunter	15%	29	4%	8	81%	161	2.7	0.7	198
BMCC	15%	24	4%	7	81%	129	2.7	0.7	160
Schl Prof'l Studies	20%	3	0%	0	80%	12	2.6	0.8	15
Hostos CC	17%	5	3%	1	79%	23	2.6	0.8	29
Medgar Evers	18%	7	10%	4	72%	28	2.5	0.8	39
Totals	12%	210	4%	70	84%	1498	2.7	0.7	1778

Note. Row "Totals" refer to the average of column percentages and number of respondents in each column. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Average percentages may not Totals to 100% due to rounding.

Table 11 - Rating of Office Space
Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York

College	Fair or Poor		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Baruch	43%	50	50%	58	8%	9	0%	0	117
Lehman	35%	24	49%	34	10%	7	6%	4	69
Queens	44%	75	41%	71	9%	16	6%	10	172
KBCC	33%	27	38%	31	13%	11	16%	13	82
CSI	48%	42	36%	32	9%	8	7%	6	88
QCC	53%	64	32%	39	12%	14	3%	4	121
City	34%	41	32%	38	28%	34	6%	7	120
York	50%	19	32%	12	18%	7	0%	0	38
Brooklyn	51%	75	31%	45	16%	24	2%	3	147
Hostos CC	55%	16	28%	8	14%	4	3%	1	29
Bronx CC	63%	33	27%	14	8%	4	2%	1	52
John Jay	49%	41	25%	22	21%	18	4%	3	84
Hunter	57%	113	21%	41	17%	34	5%	10	134
LAGCC	58%	66	20%	23	18%	21	6%	7	117
NYC Tech	54%	73	18%	24	21%	27	5%	7	131
BMCC	73%	19	14%	22	8%	13	5%	8	162
Medgar Evers	71%	27	13%	5	11%	4	5%	2	38
Schl Prof Studies	0%	0	0%	0	100%	11	27%	4	15
Totals	51%	908	28%	375	13%	166	5%	90	1780

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

**Table 12 - Rating of Office Computers including
Available Software and Internet Conections**

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Fair or Poor		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Baruch	31%	36	62%	72	6%	7	2%	2	117
QCC	35%	42	55%	66	7%	8	4%	5	121
Lehman	35%	24	48%	33	10%	7	7%	5	69
Brooklyn	39%	58	47%	69	10%	14	4%	6	147
KBCC	30%	24	47%	38	10%	8	14%	11	81
Bronx CC	50%	26	46%	24	2%	1	2%	1	52
John Jay	40%	33	46%	38	8%	7	6%	5	83
York	34%	13	42%	16	16%	6	8%	3	38
City	33%	39	41%	49	16%	19	11%	13	120
Queens	42%	73	39%	67	9%	16	10%	17	173
Hostos CC	38%	11	38%	11	17%	5	7%	2	29
Hunter	48%	95	35%	69	12%	23	5%	10	197
CSI	55%	48	32%	28	3%	3	10%	9	88
BMCC	59%	96	31%	50	4%	7	6%	9	162
Medgar Evers	56%	20	31%	11	6%	2	8%	3	36
LAGCC	46%	53	30%	35	17%	20	7%	8	116
NYC Tech	50%	67	30%	40	17%	22	3%	4	133
Schl Prof'l Studies	13%	2	19%	3	44%	7	25%	4	16
Totals	43%	760	40%	719	10%	182	7%	117	1778

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 13 - Tech Support for Computer-Related Activities

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Fair or Poor		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Baruch	26%	31	69%	81	1%	1	3%	4	117
QCC	25%	30	66%	79	2%	2	8%	9	120
KBCC	15%	12	62%	51	5%	4	18%	15	82
John Jay	29%	24	59%	49	4%	3	8%	7	83
CSI	34%	30	55%	48	3%	3	8%	7	88
City	28%	33	53%	63	8%	10	12%	14	120
Hunter	37%	72	50%	99	3%	6	10%	20	197
LAGCC	35%	41	50%	58	4%	5	10%	12	116
Brooklyn	32%	47	47%	68	7%	10	14%	21	146
Bronx CC	37%	19	46%	24	6%	3	12%	6	52
Queens	36%	63	44%	76	5%	9	14%	25	173
Lehman	32%	22	43%	30	6%	4	19%	13	69
NYC Tech	39%	52	43%	57	8%	11	9%	12	132
Hostos CC	39%	11	39%	11	7%	2	14%	4	28
York	28%	10	39%	14	17%	6	17%	6	36
Schl Prof'l Studies	31%	5	38%	6	13%	2	19%	3	16
BMCC	51%	82	36%	58	2%	4	11%	18	162
Medgar Evers	53%	20	29%	11	3%	1	16%	6	38
Totals	34%	604	50%	883	5%	86	11%	202	1775

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 14 - Library Holdings: Printed Books and Journals

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Fair or Poor		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Baruch	12%	14	68%	79	1%	1	20%	23	117
Queens	14%	24	63%	108	3%	5	20%	34	171
KBCC	21%	17	62%	51	4%	3	13%	11	82
John Jay	23%	19	61%	51	2%	2	13%	11	83
Brooklyn	20%	29	61%	89	2%	3	17%	25	146
Hunter	24%	48	59%	116	1%	2	16%	31	197
Lehman	21%	14	57%	39	0%	0	22%	15	68
Hostos CC	24%	7	55%	16	3%	1	17%	5	29
CSI	23%	20	55%	48	0%	0	23%	20	88
LAGCC	22%	26	54%	63	0%	0	24%	28	117
City	24%	28	51%	60	6%	7	19%	23	118
Bronx CC	33%	17	46%	24	2%	1	19%	10	52
QCC	22%	26	44%	52	2%	2	32%	38	118
NYC Tech	29%	38	42%	55	4%	5	26%	34	132
BMCC	30%	48	40%	64	1%	2	29%	47	161
Medgar Evers	35%	13	35%	13	5%	2	24%	9	37
York	39%	15	32%	12	5%	2	24%	9	38
Schl Prof Studies	38%	6	25%	4	13%	2	25%	4	16
Totals	23%	409	53%	944	2%	40	21%	377	1770

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 15 - Library Holdings: Electronic Resources
Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York

College	Fair or Poor		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Baruch	9%	10	70%	82	1%	1	21%	24	117
John Jay	18%	15	64%	54	2%	2	15%	13	84
CSI	16%	14	58%	51	0%	0	26%	23	88
Brooklyn	16%	23	57%	82	3%	4	24%	34	143
LAGCC	13%	15	57%	67	0%	0	30%	35	117
Queens	14%	24	56%	97	2%	4	28%	48	173
Hunter	23%	45	55%	108	2%	3	20%	40	196
Bronx CC	25%	13	55%	28	0%	0	20%	10	51
Lehman	13%	9	54%	37	1%	1	31%	21	68
City	22%	26	53%	62	5%	6	20%	24	118
Hostos CC	31%	9	52%	15	3%	1	14%	4	29
KBCC	17%	14	46%	38	4%	3	33%	27	82
QCC	21%	25	43%	51	2%	2	35%	42	120
BMCC	24%	38	39%	62	1%	1	36%	58	159
NYC Tech	22%	29	38%	49	5%	6	35%	45	129
Schl Prof'l Studies	31%	5	38%	6	13%	2	19%	3	16
York	26%	10	37%	14	3%	1	34%	13	38
Medgar Evers	32%	12	34%	13	3%	1	32%	12	38
Totals	19%	336	52%	916	2%	38	27%	476	1766

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 16 - Computer Labs and "Smart" Classrooms

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Fair or Poor		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Baruch	15%	17	66%	77	3%	3	16%	19	116
CSI	22%	19	60%	52	2%	2	16%	14	87
LAGCC	31%	36	58%	67	1%	1	10%	12	116
John Jay	25%	21	54%	45	4%	3	17%	14	83
QCC	27%	32	52%	62	4%	5	18%	21	120
Bronx CC	35%	18	49%	25	0%	0	16%	8	51
KBCC	21%	17	48%	39	4%	3	28%	23	82
Brooklyn	27%	39	47%	67	3%	5	23%	33	144
Medgar Evers	26%	10	45%	17	3%	1	26%	10	38
Hunter	31%	61	43%	85	4%	8	22%	43	197
Hostos CC	31%	9	41%	12	10%	3	17%	5	29
BMCC	38%	60	41%	65	3%	4	19%	31	160
Lehman	26%	18	41%	28	3%	2	30%	21	69
City	30%	36	39%	47	7%	8	24%	28	119
NYC Tech	36%	48	39%	52	6%	8	19%	25	133
Queens	28%	49	35%	61	6%	10	30%	52	172
York	35%	13	24%	9	14%	5	27%	10	37
Schl Prof'l Studies	13%	2	13%	2	31%	5	44%	7	16
Totals	29%	505	46%	812	4%	76	21%	376	1769

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

**Table 17 - Access to Your Office/Lab After Hours and
After Hours and On Weekends**

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Fair or Poor		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Baruch	6%	7	70%	81	3%	4	21%	24	116
CSI	14%	12	58%	51	7%	6	22%	19	88
John Jay	17%	14	57%	47	12%	10	14%	12	83
Brooklyn	17%	25	52%	76	9%	13	21%	31	145
Hostos CC	14%	4	52%	15	21%	6	14%	4	29
Lehman	17%	12	48%	33	7%	5	28%	19	69
Hunter	13%	26	47%	92	12%	24	27%	53	195
QCC	19%	23	47%	56	8%	9	26%	31	119
Queens	15%	25	47%	80	9%	16	30%	51	172
KBCC	17%	14	46%	37	4%	3	33%	27	81
Bronx CC	33%	17	44%	23	8%	4	15%	8	52
York	22%	8	43%	16	11%	4	24%	9	37
BMCC	23%	37	42%	67	8%	12	28%	44	160
City	16%	19	39%	46	21%	25	24%	29	119
LAGCC	27%	31	38%	44	9%	10	27%	31	116
NYC Tech	25%	33	38%	50	15%	20	22%	29	132
Medgar Evers	26%	10	37%	14	5%	2	32%	12	38
Schl Prof Studies	0%	0	0%	0	56%	9	44%	7	16
Totals	18%	317	47%	828	10%	182	25%	440	1767

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 18 - Off-Campus Access to Your Campus Email

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Fair or Poor		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
QCC	10%	12	86%	102	1%	1	3%	4	119
Bronx CC	13%	7	85%	44	0%	0	2%	1	52
Hunter	9%	18	83%	161	1%	2	7%	14	195
Lehman	7%	5	81%	57	0%	0	11%	8	70
John Jay	15%	12	81%	65	1%	1	3%	2	80
Baruch	10%	11	81%	92	3%	3	7%	8	114
LAGCC	15%	17	74%	85	1%	1	10%	12	115
Queens	12%	20	73%	127	1%	2	14%	24	173
Brooklyn	9%	12	73%	103	2%	3	16%	23	141
York	11%	4	70%	26	5%	2	14%	5	37
CSI	9%	8	70%	62	1%	1	20%	18	89
KBCC	11%	9	70%	57	6%	5	13%	11	82
NYC Tech	11%	14	63%	81	9%	11	18%	23	129
Hostos CC	10%	3	62%	18	14%	4	14%	4	29
City	16%	19	62%	72	4%	5	18%	21	117
BMCC	20%	31	59%	94	4%	7	16%	26	158
Medgar Evers	24%	9	55%	21	0%	0	21%	8	38
Schl Prof'l Studies	0%	0	44%	7	19%	3	38%	6	16
Totals	12%	211	73%	1274	3%	51	12%	218	1754

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 19 - Physical Plant Conditions
(including escalators, elevators, classrooms, common areas)

Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York

College	Fair or Poor		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
CSI	28%	25	71%	63	0%	0	1%	1	89
LAGCC	35%	41	62%	72	0%	0	3%	4	117
KBCC	28%	23	61%	50	2%	2	9%	7	82
Queens	42%	72	54%	92	1%	2	3%	5	171
City	39%	47	54%	64	3%	3	4%	5	119
QCC	43%	52	54%	65	1%	1	2%	3	121
Lehman	43%	30	54%	37	0%	0	3%	2	69
John Jay	48%	40	52%	44	0%	0	0%	0	84
Hostos CC	45%	13	52%	15	3%	1	0%	0	29
Baruch	47%	55	50%	59	2%	2	1%	1	117
Brooklyn	46%	67	50%	73	2%	3	3%	4	147
York	49%	18	49%	18	3%	1	0%	0	37
BMCC	55%	88	44%	70	1%	2	0%	0	160
Hunter	53%	104	43%	85	1%	2	3%	6	197
Medgar Evers	55%	21	39%	15	0%	0	5%	2	38
NYC Tech	65%	86	35%	46	0%	0	1%	1	133
Schl Prof'l Studies	25%	4	31%	5	6%	1	38%	6	16
Bronx CC	69%	36	29%	15	2%	1	0%	0	52
Totals	46%	822	50%	888	1%	21	3%	47	1778

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 20 - Bathrooms

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Fair or Poor		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Baruch	26%	31	73%	85	1%	1	0%	0	117
Medgar Evers	37%	14	61%	23	0%	0	3%	1	38
CSI	39%	35	60%	53	0%	0	1%	1	89
BMCC	39%	63	59%	94	1%	2	1%	1	160
John Jay	43%	36	57%	47	0%	0	0%	0	83
KBCC	35%	28	56%	45	2%	2	7%	6	81
QCC	42%	51	55%	66	1%	1	2%	3	121
Brooklyn	43%	63	53%	77	1%	2	2%	3	145
LAGCC	45%	52	51%	59	1%	1	3%	4	116
Queens	47%	80	51%	86	0%	0	2%	4	170
City	47%	56	48%	58	2%	2	3%	4	120
Hostos CC	52%	15	48%	14	0%	0	0%	0	29
Lehman	54%	37	46%	32	0%	0	0%	0	69
Hunter	54%	107	44%	87	0%	0	2%	4	198
NYC Tech	60%	80	38%	51	0%	0	2%	2	133
York	63%	24	34%	13	3%	1	0%	0	38
Schl Prof'l Studies	25%	4	31%	5	6%	1	38%	6	16
Bronx CC	71%	36	27%	14	2%	1	0%	0	51
Totals	46%	812	51%	909	1%	14	2%	39	1774

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 21 - Telephone Services
Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
QCC	13%	16	56%	67	14%	17	17%	20	120
Baruch	23%	27	53%	61	8%	9	16%	19	116
CSI	12%	11	47%	42	18%	16	22%	20	89
Lehman	17%	12	46%	32	17%	12	19%	13	69
Bronx CC	29%	15	44%	23	15%	8	12%	6	52
KBCC	15%	12	43%	35	15%	12	28%	23	82
Brooklyn	16%	24	42%	61	19%	28	23%	33	146
Queens	17%	30	42%	72	12%	20	29%	51	173
Hostos CC	31%	9	38%	11	24%	7	7%	2	29
John Jay	30%	25	36%	30	19%	16	15%	13	84
York	32%	12	34%	13	18%	7	16%	6	38
City	16%	19	34%	40	22%	26	28%	33	118
LAGCC	17%	20	34%	39	21%	24	28%	33	116
BMCC	34%	54	28%	44	14%	22	25%	40	160
NYC Tech	23%	30	26%	34	24%	31	27%	35	130
Hunter	18%	36	26%	51	21%	41	35%	69	197
Medgar Evers	44%	17	23%	9	13%	5	21%	8	39
Schl Prof'l Studies	0%	0	19%	3	56%	9	25%	4	16
Totals	21%	369	38%	667	17%	310	24%	428	1774

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 22 - Mail Service
(access to mail, promptness of delivery)

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
QCC	9%	11	79%	95	2%	2	10%	12	120
Lehman	12%	8	77%	53	0%	0	12%	8	69
CSI	16%	14	74%	66	0%	0	10%	9	89
Baruch	21%	24	68%	80	3%	3	9%	10	117
Brooklyn	14%	21	68%	100	2%	3	16%	23	147
Bronx CC	19%	10	67%	35	2%	1	12%	6	52
Queens	22%	37	65%	112	1%	2	12%	21	172
John Jay	24%	20	65%	54	4%	3	7%	6	83
KBCC	11%	9	65%	53	4%	3	21%	17	82
Hostos CC	17%	5	62%	18	14%	4	7%	2	29
City	13%	16	60%	71	7%	8	20%	24	119
Hunter	19%	38	58%	115	6%	11	17%	33	197
LAGCC	18%	21	57%	66	6%	7	19%	22	116
York	26%	10	55%	21	8%	3	11%	4	38
BMCC	28%	45	54%	85	2%	3	16%	25	158
NYC Tech	30%	39	49%	65	4%	5	17%	23	132
Medgar Evers	33%	13	46%	18	3%	1	18%	7	39
Schl Prof'l Studies	6%	1	25%	4	44%	7	25%	4	16
Totals	19%	342	63%	1111	4%	66	14%	256	1775

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 23 - Photocopying
Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Brooklyn	26%	38	65%	96	3%	5	5%	8	147
CSI	29%	26	63%	56	0%	0	8%	7	89
Baruch	33%	39	62%	73	1%	1	3%	4	117
KBCC	20%	16	62%	51	4%	3	15%	12	82
QCC	33%	40	62%	74	2%	2	3%	4	120
Queens	27%	47	61%	106	3%	5	9%	15	173
John Jay	33%	27	59%	49	2%	2	6%	5	83
Hostos CC	28%	8	59%	17	10%	3	3%	1	29
York	37%	14	58%	22	5%	2	0%	0	38
BMCC	40%	64	57%	92	1%	2	2%	3	161
Bronx CC	40%	21	54%	28	4%	2	2%	1	52
Hunter	37%	72	54%	106	2%	4	8%	15	197
Lehman	35%	24	54%	37	1%	1	10%	7	69
NYC Tech	44%	58	51%	67	2%	3	3%	4	132
City	32%	39	47%	57	6%	7	15%	18	121
LAGCC	40%	46	44%	51	4%	5	12%	14	116
Medgar Evers	64%	25	28%	11	3%	1	5%	2	39
Schl Prof Studies	19%	3	25%	4	19%	3	38%	6	16
Totals	34%	607	56%	997	3%	51	7%	126	1781

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 24 - Security

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Medgar Evers	15%	6	79%	31	0%	0	5%	2	39
Baruch	18%	21	77%	90	1%	1	4%	5	117
QCC	15%	18	76%	90	2%	2	7%	8	118
KBCC	10%	8	74%	61	2%	2	13%	11	82
BMCC	20%	32	74%	118	1%	1	5%	8	159
CSI	21%	18	74%	64	0%	0	6%	5	87
John Jay	18%	15	73%	60	1%	1	7%	6	82
Brooklyn	21%	31	71%	105	1%	1	7%	10	147
NYC Tech	24%	31	71%	93	0%	0	5%	7	131
Hostos CC	24%	7	69%	20	3%	1	3%	1	29
York	26%	10	68%	26	3%	1	3%	1	38
Lehman	18%	12	68%	46	0%	0	15%	10	68
Queens	20%	35	65%	112	1%	2	14%	24	173
City	23%	27	64%	76	2%	2	12%	14	119
Bronx CC	31%	16	63%	33	0%	0	6%	3	52
LAGCC	28%	33	62%	72	0%	0	9%	11	116
Hunter	28%	55	59%	115	2%	4	11%	22	196
Schl Prof Studies	6%	1	31%	5	19%	3	44%	7	16
Totals	21%	376	69%	1217	1%	21	9%	155	1769

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 25 - Bookstore

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Baruch	12%	14	75%	88	1%	1	12%	14	117
Brooklyn	19%	28	59%	86	1%	1	21%	31	146
John Jay	31%	26	57%	48	1%	1	11%	9	84
QCC	18%	21	56%	67	2%	2	24%	29	119
Hostos CC	31%	9	55%	16	0%	0	14%	4	29
Lehman	22%	15	55%	38	0%	0	23%	16	69
Hunter	22%	42	52%	99	2%	4	24%	47	192
KBCC	20%	16	51%	41	4%	3	26%	21	81
BMCC	28%	44	50%	80	4%	6	19%	30	160
CSI	25%	22	49%	44	0%	0	26%	23	89
NYC Tech	23%	30	47%	61	2%	2	28%	37	130
Queens	24%	41	47%	81	2%	3	28%	48	173
Bronx CC	21%	11	46%	24	0%	0	33%	17	52
York	19%	7	46%	17	3%	1	32%	12	37
LAGCC	28%	32	42%	49	1%	1	29%	34	116
City	19%	23	41%	48	12%	14	28%	33	118
Medgar Evers	23%	9	38%	15	3%	1	36%	14	39
Schl Prof'l Studies	25%	4	6%	1	38%	6	31%	5	16
Totals	22%	394	51%	903	3%	46	24%	424	1767

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 26 - Cafeteria/Food Services

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
KBCC	20%	16	46%	37	6%	5	28%	23	81
Lehman	32%	22	46%	31	0%	0	22%	15	68
CSI	27%	24	45%	40	0%	0	28%	25	89
QCC	26%	31	42%	50	2%	2	30%	35	118
Hostos CC	38%	11	41%	12	0%	0	21%	6	29
John Jay	30%	25	40%	33	1%	1	29%	24	83
Brooklyn	39%	57	38%	56	1%	2	21%	31	146
BMCC	40%	65	38%	61	3%	5	19%	30	161
City	30%	36	35%	42	12%	14	23%	28	120
Baruch	32%	37	33%	39	1%	1	34%	40	117
Hunter	45%	87	30%	58	3%	5	23%	44	194
York	50%	19	29%	11	3%	1	18%	7	38
Queens	35%	59	29%	49	2%	3	35%	60	171
LAGCC	43%	49	27%	31	3%	3	27%	31	114
Bronx CC	40%	21	27%	14	2%	1	31%	16	52
NYC Tech	43%	56	26%	34	3%	4	28%	36	130
Medgar Evers	47%	18	21%	8	3%	1	29%	11	38
Schl Prof'l Studies	0%	0	0%	0	50%	8	50%	8	16
Totals	36%	633	34%	606	3%	56	27%	470	1765

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 27 - Enforcement of Health and Safety Regulations

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
KBCC	20%	16	46%	37	6%	5	28%	23	81
Lehman	32%	22	46%	31	0%	0	22%	15	68
CSI	27%	24	45%	40	0%	0	28%	25	89
QCC	26%	31	42%	50	2%	2	30%	35	118
Hostos CC	38%	11	41%	12	0%	0	21%	6	29
John Jay	30%	25	40%	33	1%	1	29%	24	83
Brooklyn	39%	57	38%	56	1%	2	21%	31	146
BMCC	40%	65	38%	61	3%	5	19%	30	161
City	30%	36	35%	42	12%	14	23%	28	120
Baruch	32%	37	33%	39	1%	1	34%	40	117
Hunter	45%	87	30%	58	3%	5	23%	44	194
York	50%	19	29%	11	3%	1	18%	7	38
Queens	35%	59	29%	49	2%	3	35%	60	171
LAGCC	43%	49	27%	31	3%	3	27%	31	114
Bronx CC	40%	21	27%	14	2%	1	31%	16	52
NYC Tech	43%	56	26%	34	3%	4	28%	36	130
Medgar Evers	47%	18	21%	8	3%	1	29%	11	38
Schl Prof'l Studies	0%	0	0%	0	50%	8	50%	8	16
Totals	36%	633	34%	606	3%	56	27%	470	1765

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 28 - Faculty Development Activities
Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Schl Prof'l Studies	27%	4	60%	9	7%	1	7%	1	15
Bronx CC	19%	10	60%	31	2%	1	19%	10	52
QCC	19%	23	55%	66	3%	3	23%	27	119
Hostos CC	24%	7	55%	16	7%	2	14%	4	29
Baruch	32%	37	54%	63	1%	1	14%	16	117
KBCC	23%	18	53%	42	4%	3	21%	17	80
LAGCC	29%	34	51%	59	1%	1	19%	22	116
Lehman	23%	16	49%	34	1%	1	26%	18	69
John Jay	36%	30	45%	37	2%	2	17%	14	83
Brooklyn	29%	43	44%	64	2%	3	25%	36	146
York	32%	12	42%	16	5%	2	21%	8	38
NYC Tech	42%	55	41%	54	5%	6	12%	16	131
BMCC	33%	53	40%	63	3%	5	24%	38	159
CSI	28%	25	39%	35	2%	2	30%	27	89
Hunter	36%	71	38%	75	4%	7	22%	42	195
Medgar Evers	37%	14	37%	14	8%	3	18%	7	38
City	31%	37	36%	43	6%	7	27%	32	119
Queens	25%	43	31%	53	5%	9	39%	66	171
Totals	30%	532	44%	774	3%	59	23%	401	1766

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

Table 29 - Availability of Small Internal Grants

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Poor or Fair		Good or Excellent		Resource Not Available		Don't know		Totals
	%	N	%	N	%	N	%	N	N
Lehman	14%	10	33%	23	3%	2	49%	34	69
Hostos CC	31%	9	28%	8	14%	4	28%	8	29
KBCC	16%	13	26%	21	9%	7	50%	41	82
CSI	22%	20	24%	21	6%	5	48%	43	89
Hunter	25%	49	22%	44	6%	12	46%	91	196
QCC	21%	25	22%	26	3%	4	53%	63	118
BMCC	28%	44	22%	35	3%	5	47%	75	159
Bronx CC	27%	14	21%	11	6%	3	46%	24	52
NYC Tech	26%	34	20%	26	5%	7	49%	64	131
Brooklyn	26%	37	19%	28	3%	5	52%	75	145
Baruch	26%	30	19%	22	7%	8	48%	56	116
LAGCC	26%	30	18%	21	6%	7	50%	57	115
City	26%	31	17%	20	13%	15	45%	53	119
York	18%	7	16%	6	11%	4	55%	21	38
John Jay	33%	27	16%	13	5%	4	47%	39	83
Queens	20%	34	12%	21	5%	9	63%	107	171
Medgar Evers	35%	13	8%	3	11%	4	46%	17	37
Schl Prof Studies	0%	0	6%	1	25%	4	69%	11	16
Totals	24%	427	20%	350	6%	109	50%	879	1765

Note. Row percentages are accompanied with the number of respondents answering within each category. Column "Totals" refer to the Totals number of respondents for each campus. The grand Totals (all campuses) is indicated in the lower right hand corner. Averaged percentages may not Totals to 100% due to rounding.

**Table 30 - Satisfaction with Authority to Make Decisions
About Content and Methods in Your Instruction**

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know				Totals
	%	N	%	N	%	N	%	N	M	SD	N
Lehman	1%	1	1%	1	96%	66	1%	1	6.4	0.9	69
Brooklyn	2%	3	3%	4	95%	140	0%	0	6.3	0.9	147
CSI	2%	2	3%	3	94%	83	0%	0	6.3	1.0	88
Queens	3%	5	3%	5	94%	163	0%	0	6.3	1.1	173
Schl Prof Studies	6%	1	0%	0	94%	15	0%	0	6.5	1.0	16
Baruch	5%	6	3%	3	92%	108	0%	0	6.2	1.2	117
QCC	3%	4	3%	4	92%	111	2%	2	6.3	1.1	121
John Jay	5%	4	4%	3	92%	76	0%	0	6.2	1.2	83
KBCC	5%	4	0%	0	91%	75	4%	3	6.3	1.2	82
City	3%	3	3%	4	91%	109	3%	4	6.4	1.1	120
Hunter	6%	11	5%	9	89%	177	1%	1	6.1	1.2	198
LAGCC	4%	5	8%	9	87%	102	1%	1	6.0	1.2	117
Medgar Evers	3%	1	8%	3	86%	32	3%	1	5.9	1.3	37
Bronx CC	8%	4	6%	3	85%	44	2%	1	5.8	1.5	52
Hostos CC	14%	4	3%	1	83%	24	0%	0	5.8	1.7	29
BMCC	6%	9	9%	14	83%	134	3%	5	5.9	1.3	162
NYC Tech	7%	9	11%	15	82%	109	0%	0	5.6	1.4	133
York	8%	3	16%	6	74%	28	3%	1	5.8	1.5	38
Totals	4%	79	5%	87	90%	1596	1%	20	6.1	1.2	1782

* Higher scores (i.e., raw scores, means) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 31 - Satisfaction with Authority to Set Standards
and Grading Policies**

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know		M	SD	Totals N
	%	N	%	N	%	N	%	N			
Brooklyn	1%	1	2%	3	97%	144	0%	0	6.4	.8	148
Lehman	3%	2	1%	1	96%	66	0%	0	6.4	1.0	69
Schl Prof Studies	6%	1	0%	0	94%	15	0%	0	6.3	1.5	16
Queens	2%	4	4%	7	93%	161	1%	1	6.3	1.0	173
John Jay	2%	2	5%	4	93%	77	0%	0	6.2	1.1	83
CSI	3%	3	4%	4	92%	82	0%	0	6.2	1.2	89
QCC	7%	8	2%	2	91%	110	1%	1	6.1	1.3	121
City	5%	6	2%	3	89%	108	3%	4	6.3	1.3	121
KBCC	5%	4	2%	2	89%	73	4%	3	6.2	1.3	82
Baruch	8%	9	3%	4	89%	104	0%	0	6.0	1.3	117
Hunter	7%	13	4%	8	88%	173	2%	3	6.1	1.2	197
Hostos CC	10%	3	3%	1	86%	25	0%	0	5.7	1.5	29
Medgar Evers	3%	1	8%	3	86%	31	3%	1	5.8	1.2	36
York	8%	3	5%	2	84%	32	3%	1	5.8	1.5	38
Bronx CC	13%	7	4%	2	81%	42	2%	1	5.5	1.6	52
LAGCC	9%	10	8%	9	79%	92	4%	5	5.8	1.5	116
BMCC	9%	14	10%	16	78%	126	4%	6	5.7	1.4	162
NYC Tech	8%	11	13%	17	77%	103	2%	2	5.7	1.4	133
Totals	6%	102	5%	88	88%	1564	2%	28	6.1	1.3	1782

* Higher scores (i.e., raw scores, means) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 32 - Satisfaction with Class Size

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know		M	SD	Totals N
	%	N	%	N	%	N	%	N			
Schl Prof Studies	6%	1	0%	0	94%	15	0%	0	6.3	1.3	16
Lehman	12%	8	1%	1	87%	60	0%	0	5.8	1.4	69
KBCC	9%	7	6%	5	84%	69	1%	1	5.8	1.4	82
QCC	14%	17	3%	4	81%	98	2%	2	5.6	1.6	121
York	11%	4	8%	3	79%	30	3%	1	5.6	1.5	38
Brooklyn	17%	25	3%	5	78%	116	1%	2	5.4	1.5	148
Hunter	18%	35	3%	6	78%	154	1%	2	5.4	1.6	197
CSI	16%	14	7%	6	77%	68	0%	0	5.3	1.8	88
Baruch	14%	16	9%	11	76%	89	1%	1	5.5	1.6	117
City	13%	16	8%	10	76%	90	3%	3	5.5	1.4	119
NYC Tech	20%	27	8%	10	72%	96	0%	0	5.2	1.8	133
Queens	24%	41	4%	7	72%	124	1%	1	5.2	1.7	173
Medgar Evers	30%	11	3%	1	68%	25	0%	0	4.8	1.8	37
Bronx CC	21%	11	10%	5	67%	35	2%	1	5.0	1.6	52
LAGCC	26%	30	8%	9	66%	77	0%	0	4.8	1.7	116
Hostos CC	32%	9	7%	2	61%	17	0%	0	4.8	2.0	28
BMCC	29%	47	10%	16	59%	96	2%	3	4.7	1.9	162
John Jay	28%	23	8%	7	59%	49	5%	4	4.9	2.0	83
Totals	19%	342	6%	108	74%	1308	1%	21	5.3	1.7	1779

* Higher scores (i.e., raw scores, means) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 33 - Satisfaction with Workload

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know				Totals
	%	N	%	N	%	N	%	N	M	SD	N
Schl Prof Studies	6%	1	0%	0	94%	15	0%	0	6.2	1.5	16
QCC	13%	16	2%	3	84%	102	0%	0	5.7	1.5	121
KBCC	12%	10	2%	2	83%	67	2%	2	5.8	1.6	81
Lehman	15%	10	3%	2	82%	56	0%	0	5.8	1.6	68
Baruch	11%	13	6%	7	82%	95	1%	1	5.6	1.4	116
CSI	12%	11	7%	6	81%	72	0%	0	5.5	1.6	89
Brooklyn	16%	23	5%	7	79%	117	1%	1	5.5	1.5	148
City	12%	14	8%	9	79%	93	2%	2	5.6	1.5	118
NYC Tech	13%	17	10%	13	77%	102	1%	1	5.4	1.6	133
York	13%	5	8%	3	76%	29	3%	1	5.4	1.6	38
Queens	13%	22	11%	19	76%	132	0%	0	5.4	1.6	173
Medgar Evers	11%	4	14%	5	76%	28	0%	0	5.4	1.3	37
Hunter	18%	36	6%	12	76%	148	0%	0	5.2	1.6	196
LAGCC	19%	22	8%	9	73%	85	0%	0	5.2	1.7	116
Hostos CC	17%	5	10%	3	72%	21	0%	0	5.3	1.7	29
John Jay	16%	13	11%	9	72%	59	1%	1	5.3	1.6	82
Bronx CC	17%	9	12%	6	69%	36	2%	1	5.3	1.6	52
BMCC	18%	29	12%	19	69%	112	1%	2	5.1	1.7	162
Totals	15%	260	8%	134	77%	1369	1%	12	5.4	1.6	1775

* Higher scores (i.e., raw scores, means) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Table 34 - Satisfaction with Salary

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know				Totals
	%	N	%	N	%	N	%	N	M	SD	N
KBCC	15%	12	6%	5	78%	63	1%	1	5.4	1.6	81
Schl Prof'l Studies	25%	4	0%	0	75%	12	0%	0	4.9	1.6	16
QCC	20%	24	5%	6	74%	90	1%	1	5.2	1.7	121
LAGCC	28%	33	6%	7	66%	77	0%	0	4.7	1.8	117
York	27%	10	5%	2	65%	24	3%	1	4.8	2.1	37
Lehman	29%	20	6%	4	65%	44	0%	0	4.5	2.1	68
Hostos CC	33%	9	4%	1	63%	17	0%	0	4.7	2.0	27
CSI	31%	28	9%	8	60%	53	0%	0	4.5	2.0	89
NYC Tech	35%	47	6%	8	59%	78	0%	0	4.4	1.9	133
Medgar Evers	39%	14	3%	1	58%	21	0%	0	4.3	1.8	36
Brooklyn	34%	50	8%	12	58%	86	0%	0	4.4	1.9	148
Bronx CC	35%	18	8%	4	56%	29	2%	1	4.5	1.9	52
BMCC	40%	64	6%	10	53%	84	1%	2	4.2	2.0	160
City	39%	47	8%	10	51%	61	1%	1	4.2	2.0	119
Queens	44%	75	6%	11	50%	86	0%	0	4.0	2.0	172
John Jay	34%	28	17%	14	48%	39	1%	1	4.2	1.9	82
Baruch	45%	53	7%	8	46%	54	2%	2	3.9	1.9	117
Hunter	46%	91	10%	19	44%	87	0%	0	3.8	1.9	197
Totals	35%	627	7%	130	57%	1005	1%	10	4.4	1.9	1772

* Higher scores (i.e., raw scores, means) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

**Table 35 - Availability of Travel Funds to
Attend Professional Meetings**

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know		M	SD	Totals N
	%	N	%	N	%	N	%	N			
Schl Prof Studies	7%	1	7%	1	0%	0	87%	13	7.3	2.0	15
Bronx CC	13%	7	4%	2	15%	8	67%	35	6.7	2.1	52
CSI	14%	12	8%	7	13%	11	66%	58	6.5	2.4	88
York	16%	6	8%	3	11%	4	66%	25	6.4	2.5	38
Queens	20%	35	7%	12	8%	13	65%	113	6.3	2.5	173
QCC	13%	15	8%	9	17%	20	63%	75	6.6	2.2	119
LAGCC	18%	21	13%	15	11%	13	58%	67	6.1	2.5	116
Brooklyn	21%	30	9%	13	13%	19	57%	83	6.1	2.5	145
KBCC	11%	9	11%	9	22%	18	56%	45	6.5	2.2	81
Hostos CC	24%	7	10%	3	10%	3	55%	16	5.8	2.8	29
John Jay	30%	24	11%	9	5%	4	54%	44	5.6	2.8	81
Lehman	18%	12	12%	8	18%	12	53%	36	6.1	2.5	68
Baruch	22%	26	12%	14	14%	16	52%	61	5.8	2.6	117
BMCC	26%	42	11%	18	12%	19	51%	81	5.7	2.6	160
City	25%	29	12%	14	14%	16	50%	59	5.8	2.6	118
Medgar Evers	22%	8	11%	4	17%	6	50%	18	5.9	2.5	36
NYC Tech	28%	37	8%	10	14%	18	50%	65	5.7	2.7	130
Hunter	28%	54	13%	26	11%	21	48%	94	5.5	2.7	195
Totals	21%	375	10%	177	13%	221	56%	988	6.0	2.6	1761

* Higher scores (i.e., raw scores, means) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

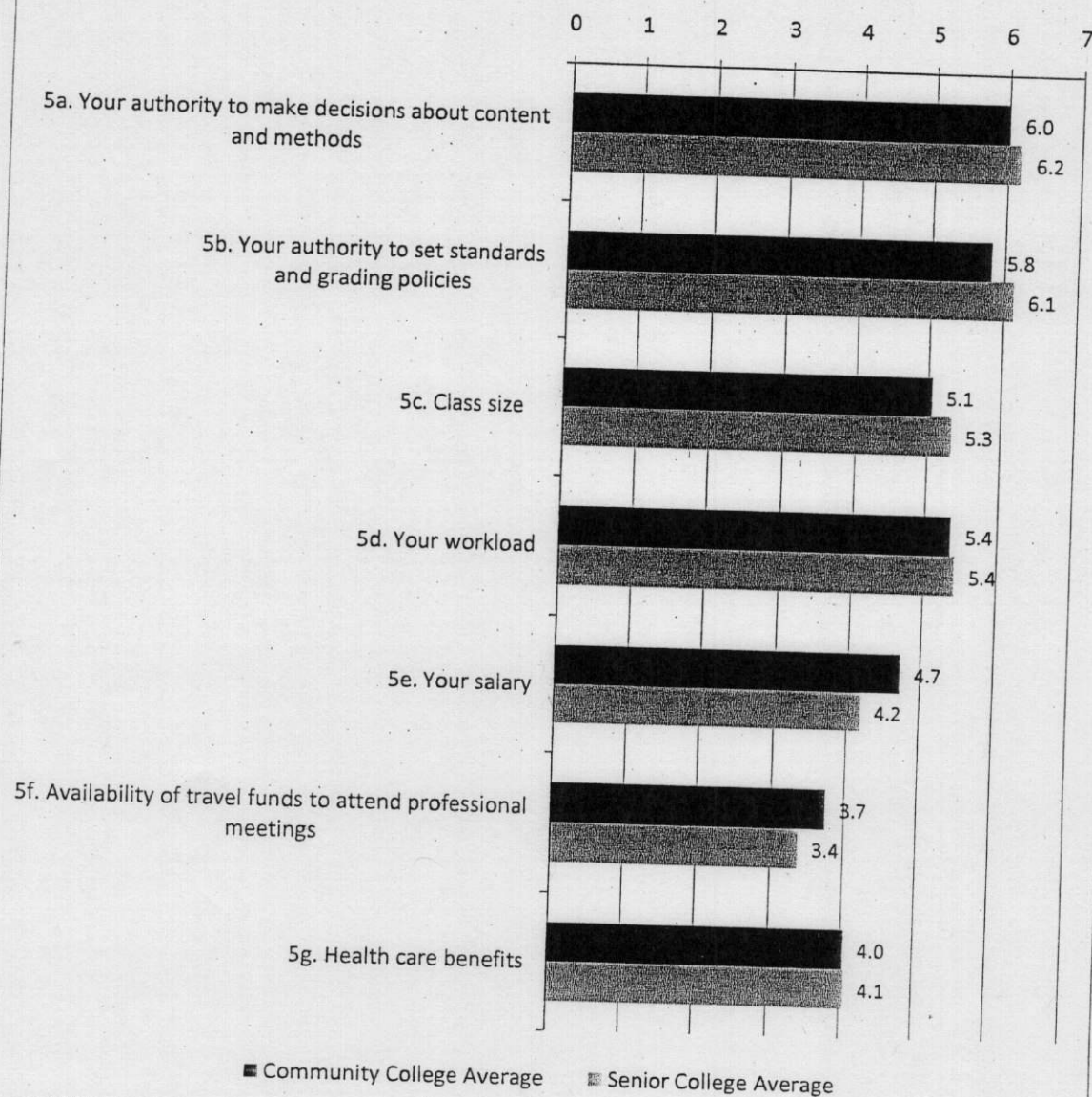
Table 36 - Satisfaction with Health Care Benefits

**Part-Time Faculty, Ranked by College, Spring 2009,
City University of New York**

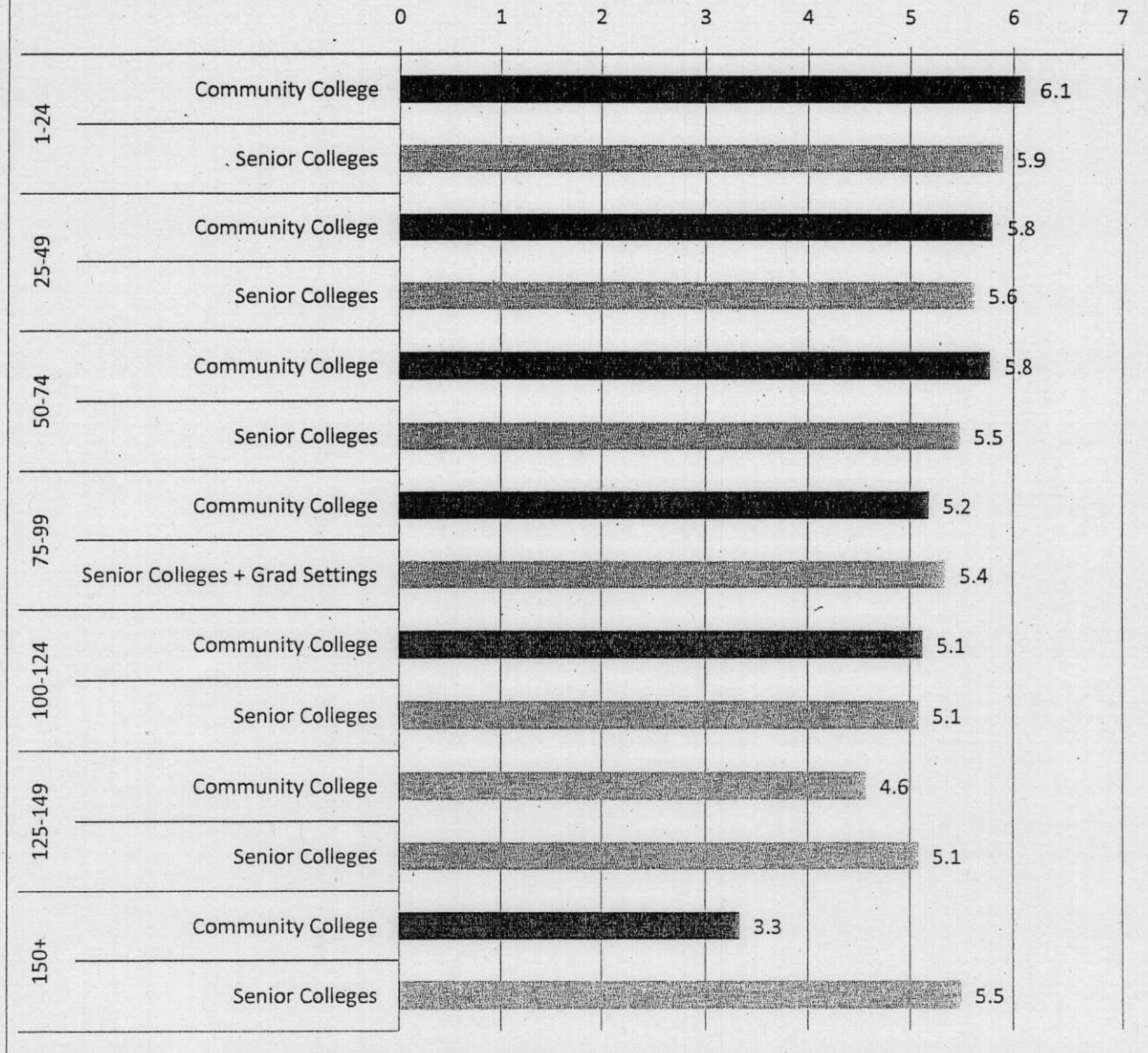
College	Very Dissatisfied - Mildly Dissatisfied		Neutral		Mildly Satisfied - Very Satisfied		Don't know				Totals
	%	N	%	N	%	N	%	N	M	SD	
York	14%	5	5%	2	14%	5	68%	25	6.6	2.4	37
Schl Prof'l Studies	25%	4	6%	1	6%	1	63%	10	6.1	2.9	16
CSI	10%	9	12%	10	20%	17	58%	50	6.4	2.2	86
QCC	12%	14	9%	11	24%	28	55%	66	6.4	2.2	119
Brooklyn	17%	25	14%	21	14%	20	54%	79	6.0	2.5	145
KBCC	10%	8	15%	12	21%	17	54%	43	6.3	2.2	80
Queens	20%	33	8%	13	20%	34	53%	89	6.1	2.5	169
Medgar Evers	11%	4	17%	6	22%	8	50%	18	6.1	2.1	36
City	14%	17	13%	15	24%	29	49%	58	6.0	2.4	119
Baruch	19%	22	11%	13	22%	25	48%	55	5.8	2.5	115
Lehman	15%	10	18%	12	22%	15	45%	30	5.9	2.4	67
Hunter	21%	40	13%	26	21%	41	45%	86	5.7	2.5	193
NYC Tech	16%	21	9%	11	32%	41	43%	55	6.1	2.2	128
LAGCC	23%	26	10%	12	24%	28	43%	49	5.7	2.5	115
BMCC	23%	37	10%	16	26%	42	41%	66	5.6	2.5	161
John Jay	18%	15	12%	10	34%	28	36%	30	5.8	2.3	83
Hostos CC	32%	9	7%	2	29%	8	32%	9	5.1	2.7	28
Bronx CC	29%	15	13%	7	27%	14	31%	16	5.1	2.6	52
Totals	18%	314	11%	200	23%	401	48%	834	5.9	2.4	1749

* Higher scores (i.e., raw scores, means) indicate greater satisfaction. The means (M) and standard deviations (SD) are derived from respondents who chose one response (Very dissatisfied, Dissatisfied, Mildly dissatisfied, Neither satisfied or dissatisfied, Mildly satisfied, Satisfied, Very satisfied). Each response was valued from 1 (Very dissatisfied) to 7 (Very satisfied) and were used in the calculation of means and standard deviations. The percentage of respondents who answered otherwise (e.g., "Don't know" or "Not important to me," etc.) are presented but these responses are not utilized in deriving means and standard deviations. Therefore the sample size is smaller for these calculations.

Part-Time Faculty Satisfaction by Campus Type

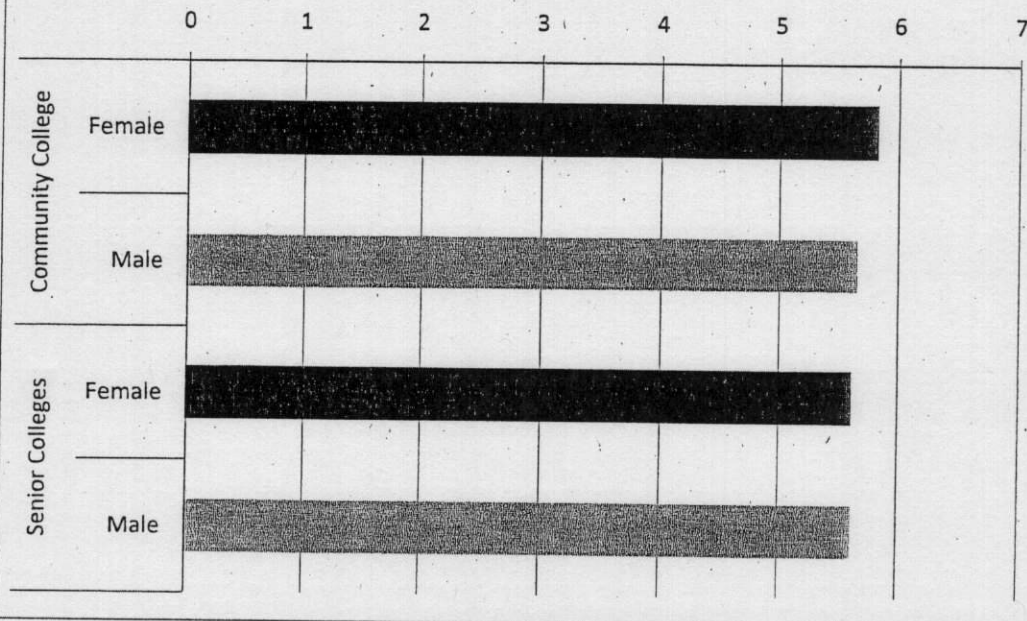


**Part-Time Faculty Satisfaction with Position at CUNY by Number of
Students Taught, Spring 2009: Community Colleges (N = 559) and
Senior Colleges (N = 1,222)**

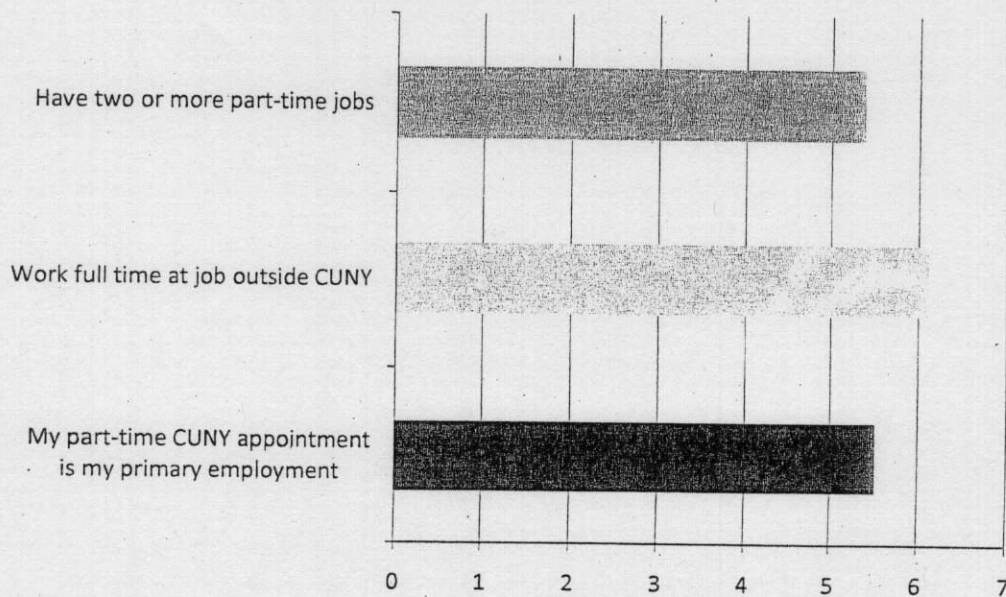


Note: Ratings for class sizes of 150+ are based on 3 individuals in community colleges and 14 in senior colleges.

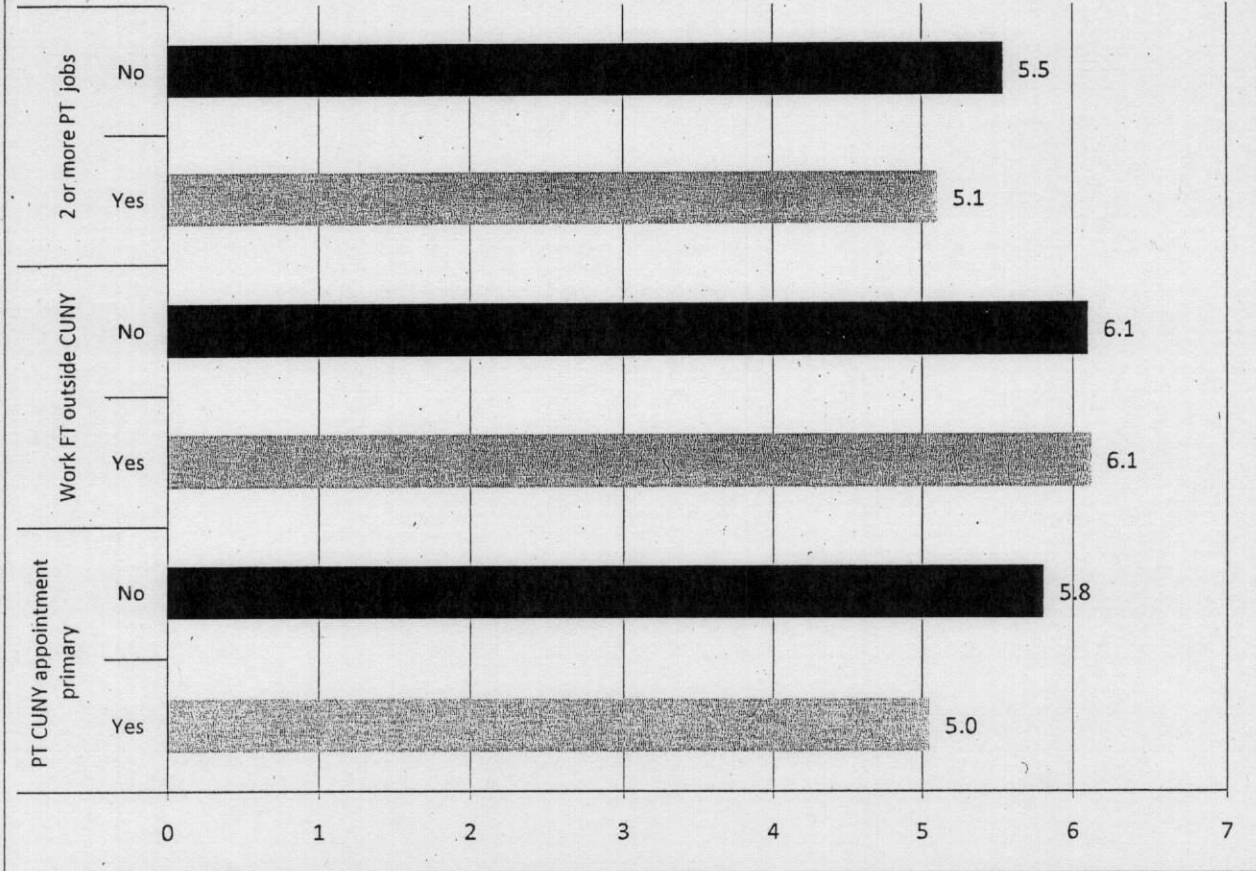
Part-Time Faculty Satisfaction with Position by Gender (N = 1,769)



Part-Time Faculty Satisfaction with Position by Employment Status (N = 1,792)

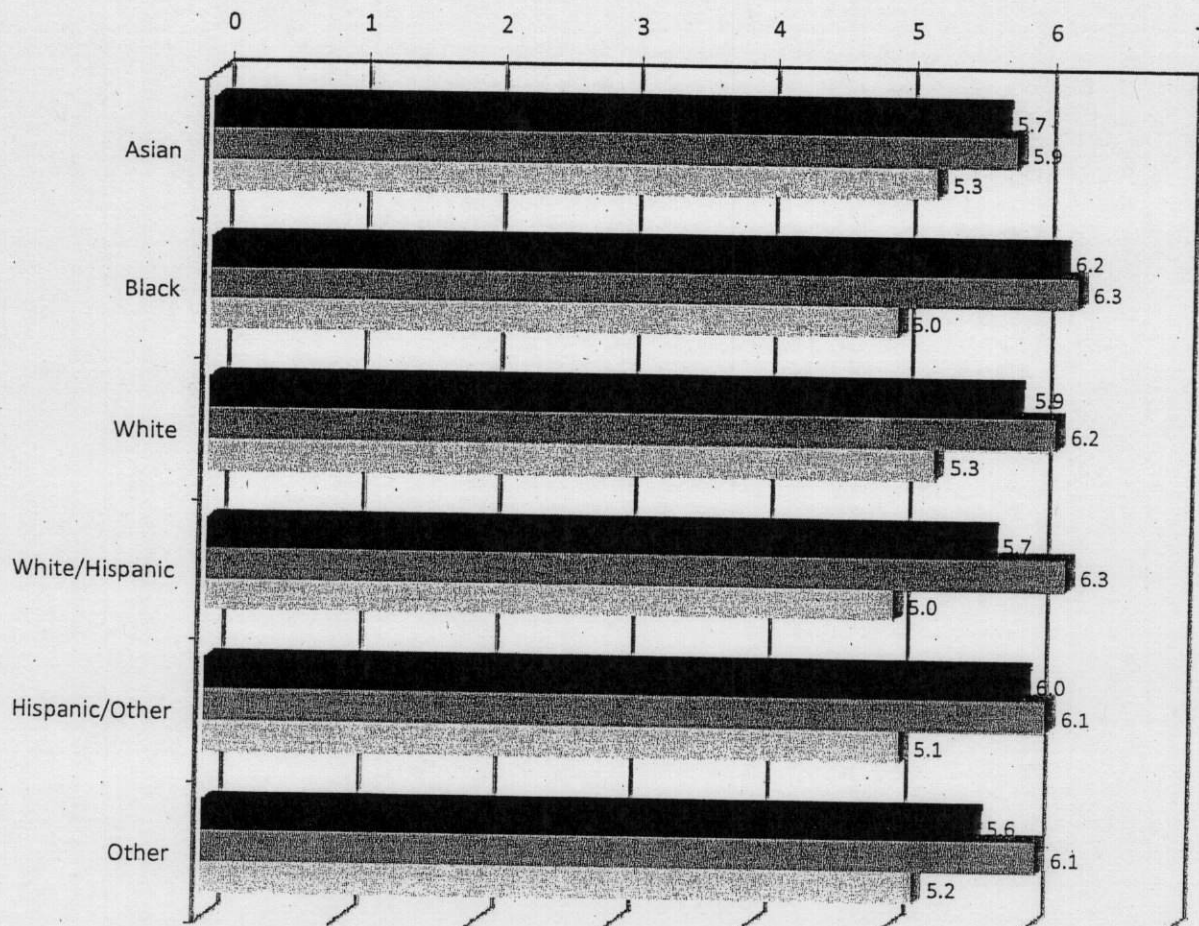


**Part-Time Faculty Satisfaction with Position by
Employment Status and Need for
CUNY Healthcare Benefits (N = 1,789)**



Part-Time Faculty Agreement with Departmental Relationships by Race/Ethnicity

(Black/Hispanic, Native American/Alaskan Native and Hawaiian/Pacific Islander sample sizes are too small to present)



- Faculty in my department or program make me feel welcome (N=1670)
- Staff in my department or program make me feel welcome (N=1668)
- Have a voice in determining teaching assignments & schedule (N=1662)

APPENDIX O

JOHN JAY COLLEGE

Selected Survey Items and
CUNY Comparisons

The University Faculty Senate of
The City University of New York

SPRING 2009

APPENDIX O

Selected Survey Items and CUNY Comparisons

Part 1. Full-Time Faculty

Section 1. Your Campus: John Jay College

(In reporting results, totals may not add up exactly due to rounding.)

1. Which is your college, the one where you spent most of your time during the Spring of 2009?				
	CUNY N	Survey N*	Return Rate %	% of All Rs
Baruch	512	195	38.1%	7.7
BMCC	410	152	37.1%	6.0
Bronx CC	274	111	40.5%	4.4
Brooklyn	533	208	39.0%	8.2
City	572	201	35.1%	7.9
CSI	351	119	33.9%	4.7
CUNY Law	43	16	37.2%	.6
Graduate Center	156	58	37.2%	2.3
Hostos CC	172	53	30.8%	2.1
Hunter	680	274	40.3%	10.8
John Jay	422	125	29.6%	4.9
KBCC	311	105	33.8%	4.1
LAGCC	300	124	41.3%	4.9
Lehman	369	114	30.9%	4.5
Medgar Evers	192	61	31.8%	2.4
NYC Tech	402	142	35.3%	5.6
Queens	624	236	37.8%	9.3
QBCC	309	149	48.2%	5.9
School of Journalism	20	5	25%	.2
School of Professional Studies	2	2	100%	.1
York	208	96	46.2%	3.8
Totals	6862	2546	37.1%	
Partial Complete/Non-Consents	173			
IRB Refusals				
Average Postcard Returned: All Waves	249			
Adjusted Total	6613	38.5%		

* The final full-time faculty sample was reduced to 2,542 respondents. Four respondents were identified as non-faculty.

Section 2. Facilities, Programs and Resources

In terms of your own use or access, how would you rate each of the following facilities, programs, or resources at your college during the Spring of 2009?	CUNY: Good-Excellent	John Jay: Good-Excellent	Comparison with CUNY: Good-Excellent
	%	%	±%
2a. Office space	57.0	54.8	-2.2
2b. Office computers including available software & Internet connections	65.8	62.9	-2.9
2c. Tech support for computer-related activities	58.5	59.7	1.2
2d. Library holdings: printed books and journals	43.4	46.8	3.4
2e. Library holdings: electronic resources	60.9	69.9	9.0
2f. Computer labs and "smart" classrooms	42.6	51.6	9.0
2g. Access to your office/lab after hours & on weekends	74.4	80.6	6.2
2h. Off-campus access to your campus email	80.3	91.1	10.8
2i. Physical plant conditions (including escalators, elevators, classrooms, common areas)	29.5	28.2	-1.3
2j. Bathrooms	31.7	37.1	5.4
2k. Laboratory/research space & supplies	18.5	11.6	-6.9 *
2l. Basic research equipment	19.7	15.8	-3.9

Section 3. Services, Functions and Grant Support

In terms of your own experiences, how would you rate each of the following at your college during the Spring of 2009?	CUNY: Good-Excellent	John Jay: Good-Excellent	Comparison with CUNY: Good-Excellent
	%	%	±%
3a. Telephone service (including voice mail)	74.8	74.2	-.6
3b. Mail service (access to mail, promptness of delivery)	70.1	78.2	8.1
3c. Photocopying	57.3	58.1	.8
3d. Security	68.2	66.1	-2.1
3e. Bookstore	42.9	50.0	7.1
3f. Cafeteria/Food services	28.3	33.1	4.8
3g. Enforcement of health and safety regulations	40.3	36.3	-4.0
3h. Faculty development activities	51.3	46.8	-4.5
3i. Availability of small internal grants	53.3	58.9	5.6
3j. Help with grant applications at your college	48.6	63.7	15.1
3k. Administration of outside grants by CUNY	24.8	28.2	3.4

Note: Except for Section 6, campus comparisons that are 1% or more below the CUNY average appear in **bold**.

Campus comparisons that are more than 5% below the CUNY average appear in **bold** with an asterisk.

Section 4. Elements of Job Satisfaction

How satisfied are you with each of the following?	CUNY: Satisfied	John Jay: Satisfied	Comparison with CUNY: Satisfied
	%	%	±%
4a. Your authority to make decisions about content & methods in your instruction	91.2	94.4	3.2
4b. Your authority to set standards and grading policies	88.1	90.2	2.1
4c. Class size	64.9	62.6	-2.3
4d. Family leave	31.5	22.1	-9.4 *
4e. Your workload	48.4	39.5	-8.9 *
4f. Your salary	48.8	57.7	8.9
4g. Availability of travel funds to attend professional meetings	30.6	50.8	20.2
4h. Health care benefits	58.4	61.0	2.6
4i. Institutional recognition of technology-based instructional activities (e.g., in terms of tenure and promotion)	30.5	25.0	-5.5 *
4j. Availability of sabbaticals	42.7	37.9	-4.8
4k. Availability of reassigned time for research	39.3	34.7	-4.6

Section 5. Satisfaction with College Culture

How satisfied are you with each of the following aspects of your college's culture?	CUNY: Satisfied	John Jay: Satisfied	Comparison with CUNY: Satisfied
	%	%	±%
5a. Faculty influence on college policies	43.5	58.1	14.6
5b. Faculty influence on the direction and development of curriculum	66.5	69.4	2.9
5c. Faculty influence on hiring new faculty	65.1	72.6	7.5
5d. Faculty influence on hiring top level administrators	23.9	43.5	19.6
5e. Support by administration for faculty decisions on academic integrity (cheating, plagiarism, and	54.8	53.2	-1.6
5f. Level of respect shown to faculty by college President	60.4	77.4	17.0
5g. Level of respect shown to faculty by college Provost/Chief Academic Officer	57.3	77.4	20.1
5h. Administrative support for intellectual life	50.0	61.2	11.2
5i. Administrative support for free expression of ideas	54.2	67.5	13.3
5j. Transparency of budget allocations (lines and other funds) within the college	27.1	29.3	2.2

Section 6. Attitudes Toward CUNY-Wide Initiatives

What do you think about some existing and possible major CUNY-wide initiatives and policy changes?	CUNY: Opposed				
	%	%	%	%	%
6a. Raising of admission standards	7.5	13.7	36.9	35.8	6.1
6b. CUNY Proficiency Exam (CPE)	8.4	15.8	25.1	25.9	24.8
6c. Centralization of Blackboard	24.2	19.3	20.7	17.3	18.5
6d. CUNY-wide McCauley Honors College	6.5	15.8	17.4	25.2	35.2
6e. Centralized on-line bachelor's degree	33.7	19.0	12.5	7.9	26.8
6f. Proposed equivalency of courses across all colleges	18.6	14.2	32.5	17.7	17.0
6g. Possible further integration of the colleges into a single CUNY university	36.0	16.9	18.3	8.1	20.7
6h. Possible creation of an additional community college	20.1	19.5	22.6	15.1	22.7

John Jay: Opposed	John Jay: Ambivalent	John Jay: Support in principle - have reservations about implementation	John Jay: Support in principle & as implemented	John Jay: Don't Know/Haven't thought about it
%	%	%	%	%
3.3	13.1	36.9	43.4	3.3
3.3	17.4	26.4	31.4	21.5
18.9	23.8	17.2	18.0	22.1
4.1	16.5	20.7	19.0	39.7
33.3	23.3	10.8	5.8	26.7
9.1	15.7	37.2	17.4	20.7
26.4	24.0	16.5	10.7	22.3
15.6	26.2	22.1	16.4	19.7

Section 7. Opinions About New CUNY Initiatives: In Principle and Implementation at Your College

How do you feel about new initiatives with respect to teaching - first, in principle, and secondly, how each has been implemented at your college?	CUNY: In Favor	John Jay: In Favor	Comparison with CUNY: In Favor
	%	%	±%
IN PRINCIPLE			
7a. Revision of core curriculum	63.1	76.4	13.3
7b. Writing across the curriculum	76.8	84.3	7.5
7c. Use of technology for teaching and learning	85.4	86.1	0.7
7d. Offer courses partially online ("blended learning")	57.9	49.6	-8.3 *
7e. Offer courses fully online	34.5	38.2	3.7
IMPLEMENTATION AT YOUR COLLEGE			
7f. Revision of core curriculum	47.0	54.5	7.5
7g. Writing across the curriculum	57.2	62.6	5.4
7h. Use of technology for teaching and learning	65.2	63.9	-1.3
7i. Offer courses partially online ("blended learning")	34.9	28.7	-6.2 *
7j. Offer courses fully online	20.9	20.7	-0.2

Section 8. Department or Program Decision-Making

How much do you agree to disagree with the following statements about the decision-making process within your primary department or program?	CUNY: Agree	John Jay: Agree	Comparison with CUNY: Agree ±%
	%	%	
8a. I feel like a full and equal participant in the problem-solving and decision-making process	67.1	71.8	4.7
8b. I have a voice in how resources are allocated	49.6	58.1	8.5
8c. Meetings allow for all participants to share their views	75.2	79.8	4.6
8d. Committee assignments are shared fairly to allow participation of all full-time faculty	64.2	64.5	.3
8e. My department or program or campus is working to help me improve the quality of my teaching	59.7	61.3	1.6

Section 9. Recruiting for Diversity and Climate for Women Faculty and Faculty of Color

With respect to CUNY's recruitment of and institutional environment for women faculty and faculty of color, how much would you agree or disagree with the following statements about your primary department or program?	CUNY: Agree	John Jay: Agree	Comparison with CUNY: Agree ±%
	%	%	
9a. My department actively recruits women faculty	72.0	77.4	5.4
9b. My department actively recruits faculty of color	66.5	74.2	7.7
9c. My department takes steps to enhance the climate for women faculty	58.5	59.7	1.2
9d. My department takes steps to enhance the climate for faculty of color	53.8	58.9	5.1

Section 10. Satisfaction with your CUNY Career and its Progression

How satisfied are you, in general, with:	CUNY: Satisfied	John Jay: Satisfied	Comparison with CUNY: Satisfied ±%
	%	%	
10a. Your position at CUNY?	81.4	84.7	3.3
10b. The way your career has progressed at CUNY?	77.5	78.2	.7

Selected Survey Items and CUNY Comparisons

Part 2. Part-Time Faculty

Section 1. Your Campus: John Jay College

(In reporting results, totals may not add up exactly due to rounding.)

1. Which is your college, the one where you spent most of your time during the Spring of 2009?

	CUNY N	Survey N	Unadjusted Response Rate %	% of Total Rs
Baruch	470	125	26.6%	6.4
BMCC	835	169	20.2%	8.7
Bronx CC	313	53	16.9%	2.7
Brooklyn	714	157	22.0%	8.1
City	777	140	18.0%	7.2
CSI	514	99	19.3%	5.1
CUNY Law	11	3	27.3%	.2
Graduate Center	19	6	31.6%	.3
Hostos CC	154	30	19.5%	1.5
Hunter	926	212	22.9%	10.9
John Jay	540	88	16.3%	4.5
KBCC	459	90	19.6%	4.6
LAGCC	585	124	21.2%	6.4
Lehman	481	82	17.0%	4.2
Medgar Evers	228	43	18.9%	2.2
NYC Tech	607	146	24.1%	7.5
Queens	773	189	24.5%	9.7
QCC	496	127	25.6%	6.5
School of Journalism	11	5	45.5%	.3
School of Professional Studies	77	17	22.1%	.9
York	292	43	14.7%	2.2
Totals	9282	1948	21.0%	
Non-Consent IRB Refusals	136			
Average Postcard Returned: All Waves	283			
Adjusted	8999		21.6%	

Section 2. Selected Work Conditions

	CUNY: Always	John Jay: Always	Comparison with CUNY: Always
	%	%	±%
2q. Timely Notification of Reappointment	50.3	41.7	-8.6 *
2r. Receive Schedule for Next Term in prior term	40.6	36.9	-3.7

	CUNY: Never	John Jay: Never	Comparison with CUNY: Always
	%	%	±%
2s. Experience difficulties with local Payroll	52.0	50.6	-1.4

Section 3. Facilities, Programs and Resources

In terms of your own use or access, how would you rate each of the following facilities, programs, or resources at your college during the Spring of 2009?	CUNY: Good-Excellent	John Jay: Good-Excellent	Comparison with CUNY: Good-Excellent
	%	%	±%
3a. Office space	28.9	26.2	-2.7
3b. Office computers including available software & Internet connections	40.1	45.8	5.7
3c. Tech support for computer-related activities	49.3	59.0	9.7
3d. Library holdings: printed books and journals	52.7	61.4	8.7
3e. Library holdings: electronic resources	51.1	64.3	13.2
3f. Computer labs and "smart" classrooms	45.3	54.2	8.9
3g. Access to your office/lab after hours & on weekends	46.1	56.6	10.5
3h. Off-campus access to your campus email	71.1	81.3	10.2
3i. Physical plant conditions (including escalators, elevators, classrooms, common areas)	49.7	52.4	2.7
3j. Bathrooms	50.9	56.6	5.7

Section 4. Services, Functions and Grant Support

In terms of your own experiences, how would you rate each of the following at your college during the Spring of 2009?	CUNY: Good-Excellent	John Jay: Good-Excellent	Comparison with CUNY: Good-Excellent ±%
	%	%	
4a. Telephone service (including voice mail)	37.4	35.7	-1.7
4b. Mail service (access to mail, promptness of delivery)	62.3	65.1	2.8
4c. Photocopying	55.9	59.0	3.1
4d. Security	68.8	73.2	4.4
4e. Bookstore	50.8	57.1	6.3
4f. Cafeteria/Food services	34.2	39.8	5.6
4g. Enforcement of health and safety regulations	42.5	39.8	-2.7
4h. Faculty development activities	43.8	44.6	.8
4i. Availability of small internal grants (e.g., PSC-CUNY or grants for part-time faculty)	19.8	15.7	-4.1

Section 5. Elements of Job Satisfaction

How satisfied are you with each of the following?	CUNY: Satisfied	John Jay: Satisfied	Comparison with CUNY: Satisfied ±%
	%	%	
5a. Your authority to make decisions about content & methods in your instruction	89.5	91.6	2.1
5b. Your authority to set standards and grading policies	87.8	92.8	5.0
5c. Class size	73.5	59.0	-14.5 *
5d. Your workload	77.2	72.0	-5.2 *
5e. Your salary	56.9	47.6	-9.3 *
5f. Availability of travel funds to attend professional meetings	12.5	4.9	-7.6 *
5g. Health care benefits	22.8	33.7	10.9

ATTACHMENT B-1

Vision Statement by Provost Jane Bowers

John Jay @ 50

John Jay @ 50 will be, as it has always been, a college dedicated to educating for justice. When founded in 1964, John Jay College of Criminal Justice brought to life the novel and inspired idea that police officers could most fully realize their potential to contribute to the social good if they were educated in the liberal arts and sciences at an institution of higher education dedicated to influencing their actions by opening their minds. Three core principles informed that vision, define our identity, and distinguish us from other colleges. First and foremost, John Jay faculty, staff, students, and community partners share a commitment to ethical conduct, social justice, and the public good that daily influences our decision-making, informs our teaching and learning, and sustains us as a community. Second, the John Jay College curriculum integrates the liberal arts and sciences and professional education, promoting collaboration across disciplines to solve problems and create knowledge from an interdisciplinary perspective. Third, members of the John Jay community link theory and practice, intentionally building bridges between the world of the intellect and imagination and the world of practice.

Over the decades since its founding, John Jay College has moved beyond its beginnings as a "college for cops" while keeping faith with its founding principles. These principles have supported us and provided continuity in the past five years as the College has undergone a remarkable transformation. We have changed the profile of our students by phasing out associate degree admissions and raising baccalaureate admissions standards, changed our academic profile by reintroducing liberal arts majors, and changed our faculty profile by hiring over one hundred new faculty to support the new majors, bring new energy to the curriculum, and advance research and scholarship. As we look toward our fiftieth birthday, we honor the college we are, as we design the college we wish to become. Our transformation is not finished; we commit to continuing to pursue innovation and to following a program of continuous self-assessment and improvement in order to best achieve our goals and best prepare our institution to meet the challenges of the coming years. Specifically, we aspire to increasing excellence in five overlapping and interdependent domains: student success, teaching, research, strategic partnerships, and institutional effectiveness.

In the past we interpreted our mission as the transmission of knowledge to promote justice and focused our attention on delivering instruction and measuring our students' mastery of subject matter. This model of education will no longer serve. To produce graduates with the flexibility, creativity, competence, and self-confidence to be successful in the twenty-first century, we must shift our focus from transmitting knowledge to producing learning, from delivering instruction to empowering students to become co-producers of knowledge, and from counting credit hours to assessing student learning. We must provide the best possible learning environment for our students, public school graduates who reflect the diversity of our city and who commute daily to the college from its boroughs and surrounding communities. We will

ATTACHMENT B-1 – p. 2

evaluate our effectiveness as an institution by the extent to which we have given these students, our graduates, the tools they need to become lifelong learners. To accomplish this shift in focus, we must become a community in which each and every member is dedicated to the goal of student learning. To create such a community, we must cross the borders and dissolve the boundaries that often fragment academic institutions and impede change.

One such border is the invisible but powerful line that is sometimes drawn between teaching and research. We will erase that line by creating an environment in which the teacher/scholar can flourish. We will recruit, support and reward faculty who aspire to excellence in teaching; who are active and productive scholars engaged in research; who value the participation of students, including undergraduates, in their research; who create assignments and adopt pedagogies that encourage students to discover and construct knowledge for themselves; who connect students to academic and professional circles; and who model how to be lifelong learners and how to subject ideas to the rigorous scrutiny of peers.

Graduates of John Jay College @ 50 will be expected to move beyond the single academic discipline in which they majored to solve problems from an interdisciplinary perspective, most often as part of a team. We cannot develop such graduates unless we become an institution that supports interdisciplinary inquiry and expects collaboration across organizational domains. Building on our history of cross-disciplinary scholarship and interdisciplinary pedagogy, we will create structures for and shift resources toward projects and programs that are cross-disciplinary and trans-institutional. We will increase collaboration among academic disciplines and between the strictly academic activities of the College and its other functions. In particular, we will take a holistic approach to student success, working not only to help students achieve their specific academic goals, but also to promote their personal and social development and maturation. We understand that students learn best when they are supported as they meet their life challenges and when they are provided with a healthy environment free of non-academic impediments to learning. Making this possible will require the cooperation of many people who do not usually think of themselves as colleagues -- front-line staff and distinguished professors, registrars and researchers, technicians and tutors. We will all play a role in student learning and success – and the more successful our graduates, the greater our impact on the world.

We also want to have a strong and positive impact on the world directly, by becoming an institution of consequence, which means transforming the College into an incubator for ideas that change people's thinking and enhance the public good. Achieving this means taking a new approach to partnerships, one that rejects the characterization of the rest of the world as external to the core business of the college. It means having professionals--community organizers and advocates, cultural, civic, and business leaders, and our alumni--join the members of the College community as philanthropic partners and active participants in producing knowledge. It means having students move outside the classroom to engage the

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world directly. We will blur the distinction between inside and outside and harness the intellectual power of these mutually enriching spheres of knowledge and action to design and initiate strategies for improving individual lives and remedying social problems not just in New York City, but around the world. John Jay @ 50 will translate ideas into social justice and action on a global scale.

To make sure we are successful, we will create a culture of continuous self-assessment and improvement. We will gather data about the extent to which our actions and programs produce student learning, and we will provide regular, public, transparent, and useful feedback on institutional performance to our community. Positive impact on student learning will be the yardstick by which we measure institutional effectiveness. Having the data in hand, we will hold all members of our community, including students, accountable for learning.

These data on student learning will inform strategic decisions about academic direction and programmatic and institutional investments. We will have the courage of our convictions, and the willingness to make hard decisions and stand firmly behind them. Student success is the touchstone that will guide the College's financial planning and budget processes, our space planning, and our academic, managerial, and enrollment decision-making going forward.

To be sure, there will be challenges ahead, especially in gathering the means necessary to realize our visionary ends. To meet this challenge, we commit to increasing the resources of the College by developing new streams of revenue, increasing our efficiency and effectiveness, and linking our institutional strengths with community and university needs and priorities. Most importantly, we commit to aligning our resources with our priorities so that our assets support student learning and success.

The accomplishments of the past five years have shown us that we are capable of great change and that the institutional center holds as structures, processes, and people are transformed. We count on the strength of our commitment to learning, the energy and spirit of our colleagues, and the firm foundation on which we stand as we look forward to the half-century mark—John Jay @ 50.

ATTACHMENT B-2

Proposed Revision of the Provost's Vision Statement

by Professors Ned Benton, Allison Kavey, and Tom Litwack

(with contributions from Professors Marny Tabb and Karen Kaplowitz)

John Jay @ 50

In 1964, John Jay College of Criminal Justice was founded upon the idea that police officers could most fully realize their potential to contribute to the social good if they were educated in the liberal arts and sciences at an institution of higher education. Three core principles informed that vision and continue to define our identity: a commitment to ethical conduct, social justice, and the public good; integration of the liberal arts and sciences and education for professional careers; and a commitment to link theory and practice.

These principles have continued to inspire and support us during the past five years as the College has undergone a remarkable transformation. We have changed the profile of our students by phasing out associate degree admissions and raising baccalaureate admissions standards, changed our academic profile by reintroducing liberal arts majors, and changed our faculty profile by hiring over one hundred new faculty members to support the new majors, bring new energy to the curriculum, and further advance research and scholarship.

As we look toward our fiftieth birthday, we honor the college we are as we design the college we wish to become. Our transformation is not finished; we commit to pursuing innovation linked with a program of continuous self-assessment in order to best achieve our goals and prepare our institution to meet new challenges. Specifically, we aspire to increasing excellence in five overlapping and interdependent domains: student success, teaching, research and scholarship, strategic partnerships, and institutional effectiveness. In doing so, we will further build and support our exciting and often unique liberal arts and science programs, while maintaining our commitment to be the preeminent national and international leader in education and scholarship in criminal justice and related areas of public safety and public service.

Student Success

To produce graduates with the flexibility, creativity, competence, and self-confidence to be successful in our society, we must enhance our focus on encouraging and producing learning, empower students to become co-producers of knowledge, and continually assess student achievement.

Educating students to attain the knowledge foundation, flexibility, competence, and self-confidence required for success in the twenty-first century requires a renewed focus on how we evaluate the ways we teach. We must enhance our focus on evaluating how our curriculum

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meshes with students' interests and needs, emphasize students' responsibilities inside and outside the classroom, and maximize their opportunities to [function as] be both learners and co-producers of knowledge.

Teaching

We must provide the best possible learning environment for our students, who have busy and demanding lives and who are, for the most part, public school graduates whose backgrounds reflect the diversity of our city. We will evaluate our effectiveness as an institution by the extent to which we have given these students, our graduates, the tools they need to become lifelong learners.

Graduates of John Jay College @ 50 will be expected to move beyond the single academic discipline in which they majored to solve problems using a variety of analytical tools. These tools are derived from all of the academic disciplines, so the College must continue to teach and support both disciplinary and interdisciplinary analytical inquiry and encourage cooperation in problem-solving. As a result, we will emphasize effective teaching of analytical skills throughout the curriculum and encourage faculty to reinforce the universal efficacy of reading, writing, and analytical thinking for life after college.

Research and Scholarship

This college will only be as successful as its faculty, and our commitment to faculty research productivity will enhance the college's standing across the academic disciplines. Furthermore, we promote success in teaching by creating an environment in which the teacher/scholar can flourish. We will continue to recruit, support and reward faculty who aspire to excellence in teaching and who are active and productive scholars. We will continue to support faculty research through faculty development programs, and we will also expand our support for faculty research that includes undergraduates as research partners and introduces students to academic and professional opportunities within their fields. Good teachers who are also successful researchers are role models for our students, as they are lifelong learners who manifest the benefits of lifelong learning and who continually subject their thought to self reflection and the scrutiny of their peers.

Strategic Partnerships

John Jay College should be an incubator for innovative ideas that will enhance the public good. Achieving this means taking a new approach to partnerships, one that rejects the characterization of the rest of the world as external to the core business of the college. It

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means having professionals--community organizers and advocates, cultural, civic, and business leaders, and our alumni--join the members of the College community as philanthropic partners and active participants in producing knowledge. It means having students move outside the classroom to engage the world directly. We will harness the intellectual power of these mutually enriching spheres of knowledge and action to design and initiate strategies for improving individual lives and remedying social problems. John Jay @ 50 will aim to translate ideas into social justice and action on a global scale.

Institutional Effectiveness

We will provide regular, public, transparent, and useful feedback on institutional performance to our community. To make sure we are effective as a college, we will create a culture of continuous self-assessment and improvement. We will gather data about the performance of our actions and programs, and the extent to which our actions and programs produce student learning. Positive impact on student learning will be the primary yardstick by which we measure institutional effectiveness. Having the data in hand, we will hold all members of our community, including students, accountable for learning.

These data on student learning will inform strategic decisions about academic direction and programmatic and institutional investments. We will have the courage of our convictions, and the willingness to make hard decisions and stand firmly behind them. Student success is the touchstone that will guide the College's financial planning and budget processes, our space planning, and our academic, managerial, and enrollment decision-making going forward.

To be sure, there will be challenges ahead, especially in gathering the means necessary to realize our visionary ends. To meet this challenge, we commit to increasing the resources of the College by developing new streams of revenue, increasing our efficiency and effectiveness, and linking our institutional strengths with community and university needs and priorities. Most importantly, we commit to aligning our resources with our priorities so that our assets best support student learning and success.

ATTACHMENT C

To: The Faculty Senate

From: Janice Dunham, Sealy Library

At one time John Jay College required the APA citation style for all classes. Indeed, I believe officially it still does. Many years ago, in the 1980s, the College Council approved a proposal from the Curriculum Committee requiring all faculty (except Science) to teach and require the APA citation method.

With the advent of our new majors and many new faculty members, various citation formats have come into use. Students come to the library all the time with questions about the various styles of documentation, even though the Sealy Library's brief APA Guide is still one of the most accessed items on our website.

I think the rationale for one approved style still exists: students will not have to learn more than one style as they travel from course to course and discipline to discipline and they may therefore be free to gain a better appreciation of why we cite and how citation functions as academic communication and language. The present situation is unclear to us in the Library and, as I understand it, to the Writing Center, and certainly to students and faculty, some of whom believe there is a College standard and many of whom use or endorse whatever citation formats they know and like.

It may or may not be relevant that many databases, including the CUNY-supplied RefWorks, now include citations within their offerings. Our library experience is that there are sometimes errors and extraneous material in these automatic citators, so the fact that they exist does not obviate the need for knowing scholarly citation format.

I think it would be very beneficial to all of us at John Jay to get some clear idea on this issue. Undoubtedly there are other aspects I haven't mentioned.

I would like to see a thoughtful exchange of ideas and some solution endorsed or adopted College-wide. I do not necessarily endorse the APA method, which the Library has supported so long – there might be two approved formats, for instance – but the present situation gets more and more chaotic and is a disservice to our students.

Current Schedule

Period	Begin	End
1 st	8:15 AM	9:30 AM
2 nd	9:40 AM	10:55 AM
3 rd	11:05 AM	12:20 PM
4 th	12:30 PM	1:45 PM
5 th	1:55 AM	2:55 PM
Free time	Free time	Free time
6 th	3:35 PM	4:50 PM
7 th	5:00 PM	6:15 PM
8 th	6:25 PM	7:40 PM
9 th	7:50 PM	9:05 PM

Free time from 2:55 PM-3:35 PM : 40 minutes

Proposal 1 - Same Schedule All Days - Begin at 8:00 AM

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 st	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
2 nd	9:25 AM	9:25 AM	9:25 AM	9:25 AM	9:25 AM
3 rd	10:50 AM	10:50 AM	10:50 AM	10:50 AM	10:50 AM
4 th	12:15 PM	12:15 PM	12:15 PM	12:15 PM	12:15 PM
5 th	1:40 PM	1:40 PM	1:40 PM	1:40 PM	1:40 PM
Free time	2:55-4:05 PM	2:55-4:05 PM	2:55-4:05 PM	2:55-4:05 PM	2:55-4:05 PM
6 th	4:05 PM	4:05 PM	4:05 PM	4:05 PM	4:05 PM
7 th	5:30 PM	5:30 PM	5:30 PM	5:30 PM	5:30 PM
8 th	6:55 PM	6:55 PM	6:55 PM	6:55 PM	6:55 PM
9 th	8:15 PM	8:15 PM	8:15 PM	8:15 PM	8:15 PM

Community hour five days a week for an hour and 10 minutes beginning at 2:55 and ending at 4:05. 7th period would begin at 5:30PM. Classes begin at 8:00 AM five days a week

Please Note:

There is an error in the "Current Schedule" grid to the left. 5th period ends at 3:10 PM, not at 2:55 PM. Thus, currently, the free period is 25 minutes, not 40 minutes. KK.

Proposal 1A - Later start time for 6th period

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 st	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
2 nd	9:25 AM	9:25 AM	9:25 AM	9:25 AM	9:25 AM
3 rd	10:50 AM	10:50 AM	10:50 AM	10:50 AM	10:50 AM
4 th	12:15 PM	12:15 PM	12:15 PM	12:15 PM	12:15 PM
5 th	1:40 PM	1:40 PM	1:40 PM	1:40 PM	1:40 PM
Free time	2:55-4:15 PM	2:55-4:15 PM	2:55-4:15 PM	2:55-4:15 PM	2:55-4:15 PM
6 th	4:15 PM	4:15 PM	4:15 PM	4:15 PM	4:15 PM
7 th	5:40 PM	5:40 PM	5:40 PM	5:40 PM	5:40 PM
8 th	7:05 PM	7:05 PM	7:05 PM	7:05 PM	7:05 PM
9 th	8:25 PM	8:25 PM	8:25 PM	8:25 PM	8:25 PM

Community hour five days a week for an hour and 20 minutes beginning at 2:55 and ending at 4:15. 7th period would begin at 5:40PM. Classes begin at 8:00 AM five days a week

ATTACHMENT D

Proposal 2 Alternate day schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 st	8:15 AM	8:00 AM	8:15 AM	8:00 AM	8:15 AM
2 nd	9:40 AM	9:25 AM	9:40 AM	9:25 AM	9:40 AM
3 rd	11:05 AM	10:50 AM	11:05 AM	10:50 AM	11:05 AM
4 th	12:30 PM	12:15 PM	12:30 PM	12:15 PM	12:30 PM
5 th	1:55 PM	1:40 PM	1:55 PM	1:40 PM	1:55 PM
Free time	3:10-3:35 PM	2:55-4:05 PM	3:10-3:35 PM	2:55-4:05 PM	3:10-3:35 PM
6 th	3:35 PM	4:05 PM	3:35 PM	4:05 PM	3:35 PM
7 th	5:00 PM	5:30 PM	5:00 PM	5:30 PM	5:00 PM
8 th	6:25 PM	6:55 PM	6:25 PM	6:55 PM	6:25 PM
9 th	7:50 PM	8:15 PM	7:50 PM	8:15 PM	7:50 PM

Community hour two days a week (Tuesday/Thursday) for an hour and 10 minutes. Classes would have two schedules. 7th period would alternate between 5:00 PM and 5:30 PM. Classes begin at

Proposal 3 Change Start Time of 6th Period five days a week

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM
9:40 AM	9:40 AM	9:40 AM	9:40 AM	9:40 AM	9:40 AM
11:05 AM	11:05 AM	11:05 AM	11:05 AM	11:05 AM	11:05 AM
12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM
1:55 PM	1:55 PM	1:55 PM	1:55 PM	1:55 PM	1:55 PM
3:10-4:20 PM	3:10-4:20 PM	3:10-4:20 PM	3:10-4:20 PM	3:10-4:20 PM	3:10-4:20 PM
4:20 PM	4:20 PM	4:20 PM	4:20 PM	4:20 PM	4:20 PM
5:45 PM	5:45 PM	5:45 PM	5:45 PM	5:45 PM	5:45 PM
7:10 PM	7:10 PM	7:10 PM	7:10 PM	7:10 PM	7:10 PM
8:35 PM	8:35 PM	8:35 PM	8:35 PM	8:35 PM	8:35 PM

Classes start at 8:15 AM. The start time of 6th period is adjusted. 6th period will begin at 4:20 PM. Community hour four days a week from 3:10 to 4:20 PM (1 hour and 10 minutes). 7th period begins at 5:45 two days a week. 9th period ends at 9:50 PM.

Proposal 3A Alternate start time for 6th period

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1 st	8:15 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM
2 nd	9:40 AM	9:40 AM	9:40 AM	9:40 AM	9:40 AM
3 rd	11:05 AM	11:05 AM	11:05 AM	11:05 AM	11:05 AM
4 th	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM
5 th	1:55 PM	1:55 PM	1:55 PM	1:55 PM	1:55 PM
Free time	3:10-3:35 PM	3:10-3:35 PM	3:10-3:35 PM	3:10-4:20 PM	3:10-3:35 PM
6 th	3:35 PM	4:20 PM	3:35 PM	4:20 PM	3:35 PM
7 th	5:00 PM	5:45 PM	5:00 PM	5:45 PM	5:00 PM
8 th	6:25 PM	7:10 PM	6:25 PM	7:10 PM	6:25 PM
9 th	7:50 PM	8:35 PM	7:50 PM	8:35 PM	7:50 PM

Classes start at 8:15 AM. The start time of 6th period is adjusted. Two days a week 6th period begins at 4:20 PM. Community hour two days a week from 3:10 to 4:20 PM (1 hour and 10 minutes). 7th period begins at 5:45 two days a week.

Proposal 4 - Classes are not scheduled 5th Period on Thursday

Period	Begin	Monday	Tuesday	Wednesday	Thursday	Friday
1 st	8:15 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM
2 nd	9:40 AM	9:40 AM	9:40 AM	9:40 AM	9:40 AM	9:40 AM
3 rd	11:05 AM	11:05 AM	11:05 AM	11:05 AM	11:05 AM	11:05 AM
4 th	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM
5 th	1:55 PM	1:55 PM	1:55 PM	Free time	Free time	1:55 AM
Free time	Free time	Free time	Free time	Free time	Free time	Free time
6 th	3:35 PM	3:35 PM	3:35 PM	3:35 PM	3:35 PM	3:35 PM
7 th	5:00 PM	5:00 PM	5:00 PM	5:00 PM	5:00 PM	5:00 PM
8 th	6:25 PM	6:25 PM	6:25 PM	6:25 PM	6:25 PM	6:25 PM
9 th	7:50 PM	7:50 PM	7:50 PM	7:50 PM	7:50 PM	7:50 PM

There would be no change in the current class periods. Classes would continue to meet as currently scheduled. No classes would be scheduled during what is currently Thursday 5th period. Community hour Thursday is