collaborative on academic
careers in higher education

CUNY - Bronx Community College 2018-19

Faculty Job Satisfaction Survey

Report Preview

Contact information:
The Collaborative on Academic Careers in Higher Education (COACHE)
Harvard Graduate School of Education
8 Story Street, 5th Floor
Cambridge, MA 02138
Email: coache@gse.harvard.edu
URL: https://coache.gse.harvard.edu
Voice: 617-495-5285
Fax: 617-496-9350

Introduction

You are holding in your hands a preview of the COACHE Chief Academic Officer Report. The CAO Report data and design are the culmination of our work since 2003 with faculty focus groups, two pilot studies (for pre-tenure and tenured faculty), and ongoing dialog with academic leaders at our partner institutions.

While there are many approaches to report design, our choices at COACHE leverage our comparative data to help you, your leadership team, and your faculty move more swiftly from survey results into dissemination, engagement and action.

To the uninitiated, the CAO Report can be daunting. However, just a few minutes spent with the Results at a Glance and Benchmark Dashboard will unlock the broad themes of your survey results and the areas deserving of immediate scrutiny.

Your faculty's strengths and concerns will be revealed, layer by layer, as you follow the green, grey, and red colors of your CAO Report. These colors illustrate your faculty's attitudes relative to peers of your own choosing and to a larger, labor-market cohort (e.g., women to women, associate professor to associate professor). The yellow and orange colors will identify gaps between groups within your own institution (e.g., women and men, associate and full professors).

This preview is just a glimpse of what lies within your CAO Report—a beginning, not the end. The digital files that follow this preview contain item-level analysis, faculty's qualitative opinions coded by survey theme, results disaggregated by school/college and discipline, and more tools for understanding the conditions faculty need in order to do their best work.

You are about to discover that many faculty concerns can be dealt with immediately and inexpensively, while others present themselves as opportunities for broad involvement in designing collaborative solutions.

The questions at the end of this preview should help you get this process of inquiry underway. Yet, at COACHE, we have learned that the most important analysis has yet to occur. Analysis is a social process of engagement with your colleagues and—most importantly—your faculty. The COACHE partners who succeed do so by inviting faculty to be agents of institutional improvement.

As you embark upon the next steps of "collective sensemaking" and action, we have many examples to share. Your research-practice partnership with COACHE continues beyond this report delivery for many months of advice and networking. Allow us to develop your capacity for evidence-driven leadership in the academy.

Your Cohort and Peers

Based on the number of BCC faculty and other organizational characteristics, your comparison "cohort" includes 27 COACHE partners who identify as generally similar. The complete list is available in the CAO Report's appendices. You selected five comparison institutions – "peers" in the report – to represent those most similar to you in the faculty labor market. They are listed at the right.

- CUNY - Borough of Manhattan Community College (2019)
- CUNY - Hostos Community College (2019)
- CUNY - Kingsborough Community College (2019)
- CUNY - LaGuardia Community College (2019)
- CUNY - Queensborough Community College (2019)

Response Rates

Your report summarizes the findings from *58%* of your eligible faculty. Given an average survey completion time of 22 minutes, this report constitutes approximately *61* hours of your faculty's time and, more importantly, their candor. Your response rate is *higher* than your peers by approximately *3.6* percentage points.

Differences in rates of response between demographic groups matter, as well. The table below summarizes response rates by tenure status, rank, gender, and race. As you read this preview and the complete CAO Report, keep in mind how large or small these subgroups' representation is among your survey responses.

Response Rates

	You	Peers	Cohort
All Faculty	**58%**	**55%**	**54%**
Tenured	52%	53%	52%
Pre-tenure	70%	57%	58%
Non-tenure Track	100%	96%	54%
Full Professor	58%	57%	54%
Associate Professor	58%	59%	56%
Men	54%	47%	49%
Women	64%	61%	60%
White	55%	55%	56%
Faculty of Color	61%	54%	52%
Asian/Asian-American	62%	54%	53%
Underrepresented Minorities	61%	55%	52%

---

[1] "Faculty of color" are, for the purposes of this report, those individuals not categorized as White, non-Hispanic.
[2] "Underrepresented minorities" are individuals who identify as neither White, non-Hispanic nor Asian/Asian-American.

Understanding the COACHE Benchmarks

The following five pages offer a view of your faculty from 10,000 feet. Each survey theme is summarized by a "Benchmark," the mean of several five-point Likert-scale survey questions that share a common theme. A Benchmark score provides a general sense of how faculty feel about a particular aspect of their work/life at your institution; your CAO Report delivers results for Benchmarks and for specific survey items.

In this preview, we compare your Benchmark scores, shown as diamonds, to the scores of other COACHE partners, represented as horizontal lines. Green lines represent the top 30 percent of institutional means, red lines represent the bottom 30 percent, and grey lines represent institutions in the middle 40 percent. The circles locate the five institutions your team selected as most nearly competing with yours (or resembling yours) in the market for faculty. The black line represents your prior results from 2015.
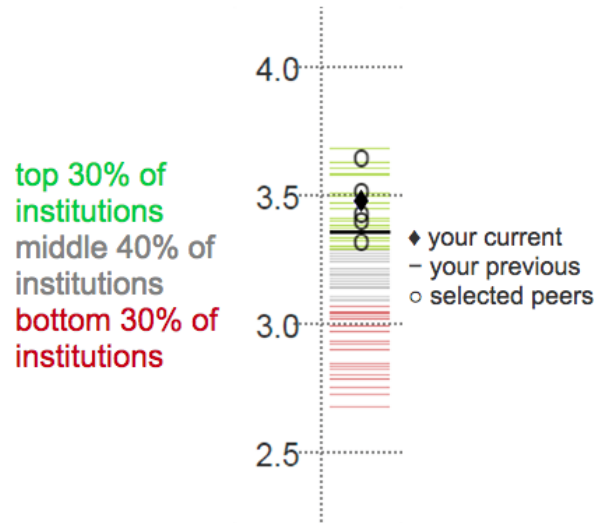
Your Strengths and Concerns

As shorthand, COACHE defines as an "area of strength" any Benchmark where your institution scores first or second among your selected comparison group and in the top 30 percent (the green section) of the cohort. Conversely, an "area of concern" is where your faculty rating of a Benchmark falls fifth or sixth among your peers and in the bottom 30 percent (the red section) of the cohort. The survey themes at the right met these criteria for BCC.

Note that between-group differences could alter your conclusions about these aspects of academic life on your campus—and suggest tailored approaches to improving them. Keep this in mind as you consider, after the overall results, the subsequent charts for pre-tenure faculty, for associate professors, for women, and for faculty of color. Look to your CAO Report for other subgroups and more detailed displays.

Areas of strength (all faculty combined)
- *(No areas of strength)*

Areas of concern (all faculty combined)
- *Collaboration*
- *Departmental Quality*
- *Facilities and Work Resources*
- *Governance: Adaptability*
- *Interdisciplinary Work*
- *Leadership: Faculty*
- *Leadership: Senior*

	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0

Nature of Work: Research
Nature of Work: Service
Nature of Work: Teaching
Facilities and Work Resources
Personal and Family Policies
Health and Retirement Benefits
Interdisciplinary Work
Collaboration
Mentoring
Tenure Policies
Tenure Expectations: Clarity
Promotion to Full
Leadership: Senior
Leadership: Divisional
Leadership: Departmental
Leadership: Faculty
Governance: Trust
Governance: Shared Sense of Purpose
Governance: Understanding the Issue at Hand
Governance: Adaptability
Governance: Productivity
Departmental Collegiality
Departmental Engagement
Departmental Quality
Appreciation and Recognition

Data are masked in instances where your institution or a peer institution has insufficient data for reporting.

5

collaborative on academic
careers in higher education

	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Nature of Work: Research									
Nature of Work: Service									
Nature of Work: Teaching									
Facilities and Work Resources									
Personal and Family Policies									
Health and Retirement Benefits									
Interdisciplinary Work									
Collaboration									
Mentoring									
Tenure Policies									
Tenure Expectations: Clarity									
Promotion to Full									
Leadership: Senior									
Leadership: Divisional									
Leadership: Departmental									
Leadership: Faculty									
Governance: Trust									
Governance: Shared Sense of Purpose									
Governance: Understanding the Issue at Hand									
Governance: Adaptability									
Governance: Productivity									
Departmental Collegiality									
Departmental Engagement									
Departmental Quality									
Appreciation and Recognition									

Data are masked in instances where your institution or a peer institution has insufficient data for reporting.

6

collaborative on academic
careers in higher education

	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Nature of Work: Research									
Nature of Work: Service									
Nature of Work: Teaching									
Facilities and Work Resources									
Personal and Family Policies									
Health and Retirement Benefits									
Interdisciplinary Work									
Collaboration									
Mentoring									
Tenure Policies									
Tenure Expectations: Clarity									
Promotion to Full									
Leadership: Senior									
Leadership: Divisional									
Leadership: Departmental									
Leadership: Faculty									
Governance: Trust									
Governance: Shared Sense of Purpose									
Governance: Understanding the Issue at Hand									
Governance: Adaptability									
Governance: Productivity									
Departmental Collegiality									
Departmental Engagement									
Departmental Quality									
Appreciation and Recognition									

Data are masked in instances where your institution or a peer institution has insufficient data for reporting.

	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Nature of Work: Research									
Nature of Work: Service									
Nature of Work: Teaching									
Facilities and Work Resources									
Personal and Family Policies									
Health and Retirement Benefits									
Interdisciplinary Work									
Collaboration									
Mentoring									
Tenure Policies									
Tenure Expectations: Clarity									
Promotion to Full									
Leadership: Senior									
Leadership: Divisional									
Leadership: Departmental									
Leadership: Faculty									
Governance: Trust									
Governance: Shared Sense of Purpose									
Governance: Understanding the Issue at Hand									
Governance: Adaptability									
Governance: Productivity									
Departmental Collegiality									
Departmental Engagement									
Departmental Quality									
Appreciation and Recognition									

Data are masked in instances where your institution or a peer institution has insufficient data for reporting.

8

	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0
Nature of Work: Research									
Nature of Work: Service									
Nature of Work: Teaching									
Facilities and Work Resources									
Personal and Family Policies									
Health and Retirement Benefits									
Interdisciplinary Work									
Collaboration									
Mentoring									
Tenure Policies									
Tenure Expectations: Clarity									
Promotion to Full									
Leadership: Senior									
Leadership: Divisional									
Leadership: Departmental									
Leadership: Faculty									
Governance: Trust									
Governance: Shared Sense of Purpose									
Governance: Understanding the Issue at Hand									
Governance: Adaptability									
Governance: Productivity									
Departmental Collegiality									
Departmental Engagement									
Departmental Quality									
Appreciation and Recognition									

Data are masked in instances where your institution or a peer institution has insufficient data for reporting.

9

Near the conclusion of the survey, we ask faculty to think about the institution as a whole and identify those issues (both good and bad) that are most on their minds. Here, faculty are given the opportunity to select the two best aspects of working at your institution. Your CAO Report includes these results compared to peers and the COACHE cohort and, therefore, your competitive advantages in faculty recruitment and retention. The most frequently cited responses at your institution are highlighted in red.

	Overall	Pre-tenure	Associate	Women	FOC
Quality of colleagues	28%	27%	27%	22%	20%
Support of colleagues	24%	25%	24%	30%	17%
Opportunities to collaborate with colleagues	8%	10%	11%	8%	10%
Quality of graduate students	0%	0%	0%	0%	0%
Quality of undergraduate students	19%	20%	24%	22%	21%
Quality of facilities	0%	0%	0%	0%	0%
Compensation	5%	2%	3%	5%	4%
Support for research/creative work	3%	5%	0%	1%	4%
Support for teaching	4%	3%	3%	5%	4%
Support for professional development	4%	3%	3%	3%	6%
Assistance for grant proposals	1%	2%	0%	0%	1%
Childcare policies	1%	2%	0%	3%	1%
Spousal/partner hiring program	0%	0%	0%	0%	0%
Diversity	16%	17%	5%	11%	16%
Presence of others like me	3%	5%	0%	4%	6%
My sense of "fit" here	11%	8%	14%	9%	10%
Geographic location	20%	25%	22%	23%	18%
Commute	5%	2%	5%	3%	7%
Cost of living	0%	0%	0%	0%	0%
Protections from service/assignments	1%	2%	3%	0%	2%
Teaching load	3%	3%	3%	3%	4%
Manageable pressure to perform	7%	7%	11%	6%	10%
Academic freedom	13%	20%	11%	13%	13%
Tenure/promotion clarity or requirements	4%	3%	3%	4%	4%
Quality of leadership	1%	2%	0%	1%	1%
There are no positive aspects	1%	0%	0%	0%	0%
Decline to answer	4%	0%	5%	5%	4%

Faculty are also asked to identify the two worst aspects of working at your institution. The worst aspects can be particularly helpful in narrowing down your priorities, especially when a review of your Benchmarks suggests many concerns to address: when everything needs fixing, we tend to fix nothing. In the CAO Report, these worst aspects are a heat map of your institution's competitive threats. The most frequently cited responses at your institution are highlighted in red.

	Overall	Pre-tenure	Associate	Women	FOC
Quality of colleagues	5%	5%	3%	5%	5%
Support of colleagues	1%	0%	5%	3%	1%
Opportunities to collaborate with colleagues	1%	0%	0%	1%	2%
Quality of graduate students	0%	0%	0%	0%	0%
Quality of undergraduate students	12%	10%	11%	10%	12%
Quality of facilities	39%	37%	38%	48%	29%
Compensation	20%	19%	24%	19%	17%
Lack of support for research/creative work	11%	17%	14%	9%	12%
Lack of support for teaching	2%	0%	5%	4%	1%
Lack of support for professional development	2%	2%	5%	4%	2%
Lack of assistance for grant proposals	1%	3%	0%	3%	2%
Childcare policies	2%	3%	3%	3%	4%
Spousal/partner hiring program	1%	0%	0%	0%	1%
Lack of diversity	7%	10%	5%	4%	10%
Absence of others like me	1%	2%	3%	3%	2%
My sense of "fit" here	2%	2%	0%	1%	2%
Geographic location	2%	0%	5%	1%	1%
Commute	12%	15%	11%	10%	11%
Cost of living	13%	17%	11%	6%	11%
Too much service/too many assignments	3%	3%	8%	3%	2%
Teaching load	19%	15%	19%	23%	17%
Unrelenting pressure to perform	3%	8%	0%	4%	6%
Academic freedom	1%	2%	0%	0%	1%
Tenure/promotion clarity or requirements	5%	8%	5%	1%	6%
Quality of leadership	10%	7%	5%	11%	10%
There are no positive aspects	2%	0%	3%	4%	4%
Decline to answer	4%	3%	3%	1%	5%

Global Considerations: In Your Faculty's Own Words

The final item in our survey is an open-text response to the prompt, "What is the one thing your institution could do to improve the workplace for faculty?" The comments from your faculty were reviewed by our team, redacted of identifying information, and coded according to the survey themes. The five most common themes in your faculty's responses were:

- *Facilities and resources for work* - 38%
- *Other* - 17%
- *Leadership: General* - 16%
- *Leadership: Senior* - 10%
- *Culture* - 9%

The complete and coded open-text responses in your CAO Report are a tool for prioritizing your results. By adding a dose of humanity to the quantitative results, these comments direct you and your team to be more sensitive to what is in the minds of your faculty. The mean and standard deviation for Tenure Clarity tell you which faculty are unclear about expectations for tenure. An open-text comment describes the impact on faculty's lives—their careers, their health, their families—and may even include helpful ideas on how to fix the problem.

In the complete digital report, you may access these redacted comments all at once, coded thematically, and accompanied by a chart of theme frequencies. In addition, when a comment mentions a topic that is related to a Benchmark, your CAO Report attaches that comment to the appropriate section. With salient, open-text prompts associated with each theme, you will find it easy to incorporate them into your presentations and discussions with faculty. Doing so reinforces that you are listening and trying to understand—the first step toward improving the faculty workplace.

## Global Considerations: The Department and Institution as a Place to Work

There are other "big picture" results in your report concerning overall satisfaction, intent to leave, and the likelihood that a faculty member would recommend her/his department as a place to work. For the purposes of this preview, we are sharing respondents' overall satisfaction with their departments and with their institution as a place to work.

Department as a place to work
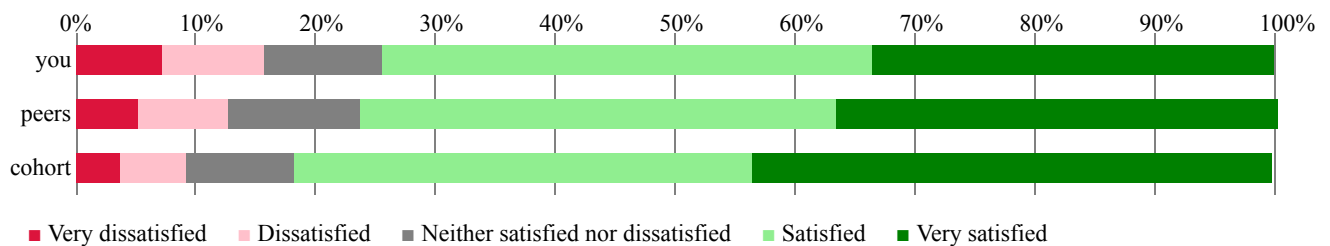
Institution as a place to work
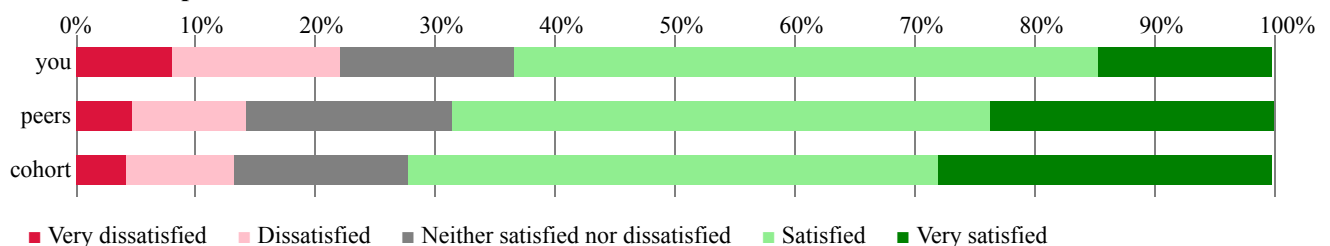
Next Steps: Distributed Leadership

While some are tempted to see these results and jump immediately to strategies for fixing problems, others know that institutional change is more effective and sustainable under models of distributed leadership. At COACHE, we have learned from our partners that analysis and sensemaking are a community process. Treat this document and the full report as a discussion guide, not a report card. Engage your faculty as partners in improving the workplace. Leverage their skills, expertise, and their personal experiences. Thoughtful, transparent engagement establishes trust among faculty. How you engage your faculty throughout this process is just as important as any policies or programs that result. Very few things can be accomplished in the academy without trust.

The remaining pages of this preview pose questions for you to consider, alone or with your team, as you begin this endeavor. In the next few weeks, COACHE will host several online open houses where you and your team can ask questions and engage with other teams. Also, COACHE will be hosting a Strategy Workshop on August 8 and 9, 2019. The event is free of charge to our partners (except for travel and lodging) and is designed to give every institution the opportunity to plan for a successful dissemination strategy. We will also share some additional materials, including:

- A series of video tutorials for navigating and interpreting your full report
- Sample meeting agendas
- Discussion guides for your team
- Promising practices from other partner institutions

Your CAO Report contains additional materials that describe how to dig deeper, build communication plans, disseminate broadly, take ownership, and engage with peer institutions. If you are ever in doubt about what to do, call us. COACHE succeeds only when you are equipped to create the conditions in which faculty do their best work.

What, if anything, surprises you about these results? Which results confirm your perceptions of your institution?

_____

_____

_____

_____

_____

_____

_____

_____

Based on these first few pages of analysis, what initial questions do you have about the results underlying them? What themes do you feel most warrant further scrutiny?

_____

_____

_____

_____

_____

_____

_____

_____

Which strategic priorities, faculty affairs initiatives, or other important institutional activities do your COACHE areas of strength support? Which might the areas of concern bring into play?

_____

_____

_____

_____

_____

_____

_____

_____

Which offices, governing bodies, and committees might relate to these findings? Consider, for example, a committee on the status of women/minorities, tenure and promotion committee, faculty governing body, center for teaching and learning, human resources, sponsored research, marketing and communications office...

_____

_____

_____

_____

_____

_____

Write the names of at least five administrators, staff, or faculty—beyond your immediate COACHE team—whose work might be informed by these results. For example, if your results indicate dissatisfaction among faculty of color, you might consider including the Chief Diversity Officer. If faculty provide lower ratings on the Benchmarks relating to shared governance, the Faculty Senate (or equivalent) might be constructively engaged in the next steps.

_____

_____

_____

_____

_____

_____

_____

In what venues or through what channels might you share the results with them? Consider that the most effective strategies for engaging the results are those that pull faculty into a discussion rather than those that push data out.

_____

_____

_____

_____

_____

_____

_____

Among the offices and individuals noted in the prior prompt, which might be allies? Which might feel threatened by the COACHE results?

_____

_____

_____

_____

_____

_____

_____

How will their recommendations be received and considered?

_____

_____

_____

_____

_____

_____

_____

What other information or data may help inform their interpretations of the COACHE report?

_____

_____

_____

_____

_____

_____

_____