

John Jay 2012 COACHE Data Summary Report

The Collaborative on Academic Careers in Higher Education (COACHE) survey was administered to full-time, tenured faculty during the winter of 2011-12. All 202 eligible faculty, as of November 1, 2011, were invited to complete the survey; 102 faculty members responded. This report summarizes the data provided by COACHE. Benchmarks which are strengths or weaknesses are reported below.

Key findings

- Our tenured faculty are much less satisfied on the benchmarks deemed critical to their success than are their counterparts at peer institutions.
- Our tenured faculty are much less satisfied on the organizational and departmental benchmarks than are their counterparts at peer institutions.
- Faculty workload stands out as an area of concern.
- One-third to almost one-half of tenured faculty members are unclear on at least one aspect of the promotion process.
- Leadership communication to faculty is an area of concern.
- Departmental quality is rated as satisfactory among tenured faculty even if departmental collegiality and engagement are not.
- Faculty understand the importance of faculty mentoring more so than most of our peers. This is our *one* area of strength.

Overview

During the winter of 2011-12, 202 tenured faculty at John Jay were invited to complete the COACHE survey; 102 faculty members responded. This survey examines tenured faculty perceptions of John Jay's strengths and weaknesses among 17 benchmarks and additional areas of concern. The 11 benchmarks deemed as critical to faculty success are:

Nature of work: Research	Mentoring
Nature of work: Service	Interdisciplinary work
Nature of work: Teaching	Collaboration
Facilities and work resources	Mentoring
Personal and family policies	Acceptance and recognition
Health and retirement benefits	

The remaining benchmarks relate to organization and leadership.

Peer institutions selected for this analysis are: CUNY – College of Staten Island, CUNY – Hunter College, CUNY – Queens College, SUNY Buffalo State College, and University of Wisconsin – Parkside.

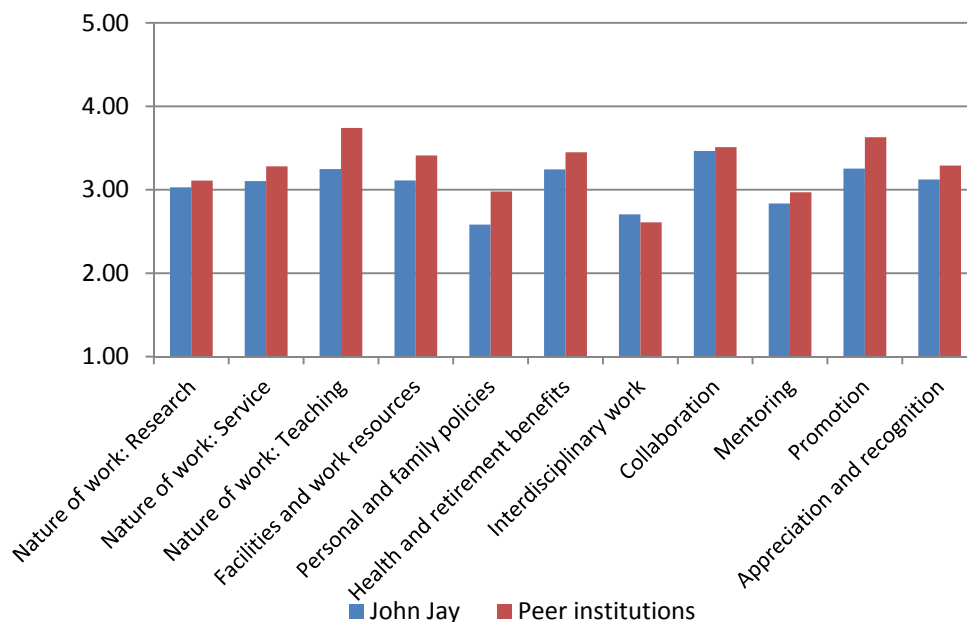
The response rate was 46%, a higher rate than that for the peer institutions, 38% (Appendix 1). John Jay faculty respondents were similar to the peer institution respondents on gender, age, and appointed rank. They differed on two characteristics: more of our respondents were supporting children than were their peers, 58% to 48%; and department chairs represented a smaller

percentage of our respondents than did our peers, 12% to 16%. Approximately one-third of our respondents previously held a tenured position at another institution. This is not unlike the peer institutions' respondents. One in five responding faculty have sought opportunities elsewhere. This, too, is not unlike that of the peer institutions.

COACHE benchmarks

The COACHE survey benchmark means for John Jay are compared to the mean from the peer institutions. Figure 1 displays the means for the benchmarks deemed critical to faculty success.

Figure 1. Benchmarks deemed critical to faculty success, means vs peer institutions.



John Jay rated lower than the peer institutions on all 11 benchmarks deemed critical to faculty success. The highest satisfaction means were for “Collaboration,” “Nature of work: Teaching,” and “Promotion.” But as we will see for two of them, this is misleading. One of the lowest means, “Interdisciplinary work,” was higher than the mean for the peer institutions.

The benchmark items on leadership and organization are available in Appendix 2 along with breakdowns of benchmarks by faculty ranks. Overall, John Jay rated lower than our peers on 15 of the 17 benchmarks.

Strengths and Weaknesses

Next, all 17 benchmarks and their individual items are examined for rank against our peers and all institutions. Where John Jay ranked in the Top 2 among peers and in the Top 20% of all institutions it was rated as a strength. Likewise, a rank in the Bottom 2 among peers and in the Bottom 20% of all institutions is a weakness. Table 1 displays all of John Jay strengths and weaknesses. The top section lists the 6 benchmarks which rated as a weakness in their entirety. The bottom portion lists the items rated as a strength or weakness within the remaining

benchmarks. (some items are neither a strength nor a weakness) Only five of those items rated as a strength. (Appendix 3 contains the entire inventory of survey items along with their mean, rank, and decile among all institutions.)

Table 1. John Jay strengths and weaknesses.

Benchmark	Item	Strength (▲) or Weakness (▼)
Nature of Work: Service	<i>Overall</i>	▼
Nature of Work: Teaching	<i>Overall</i>	▼
Promotion	<i>Overall</i>	▼
Leadership: Divisional	<i>Overall</i>	▼
Departmental collegiality	<i>Overall</i>	▼
Appreciation and recognition	<i>Overall</i>	▼
<hr/>		
Facilities and work resources	Office	▼
	Laboratory, research, studio space	▼
	Clerical/administrative support	▼
Personal and family policies	Housing benefits	▼
	Spousal/partner hiring program	▼
	Childcare	▼
	Eldercare	▼
	Family medical/parental leave	▼
Interdisciplinary work	Budgets encourage interdisciplinary work	▲
Collaboration	Opportunities for collaboration within department	▼
Mentoring	Effectiveness of mentoring from outside inst.	▼
	Importance of mentoring outside dept.	▲
	Importance of mentoring outside inst.	▲
	Effectiveness of mentoring outside the inst.	▲
Leadership: Senior	CAO: Stated priorities	▼
Leadership: Departmental	Head/Chair: Communication of priorities	▼
Departmental quality	Dept. is successful at faculty recruitment	▲

Strengths. Our one area of strength came under mentoring: the items on the importance of faculty mentoring. Unfortunately, those particular items do not measure into the benchmark of mentoring. Two additional items, “Budgets encourage interdisciplinary work” and “Department is successful at faculty recruitment,” rated as strengths.

Weaknesses. On 6 of 17 benchmarks, John Jay faculty satisfaction rates as a weakness. Those benchmarks are “Nature of Work: Service,” “Nature of Work: Teaching,” “Promotion,” “Leadership: Divisional,” “Departmental collegiality,” and “Appreciation and recognition.” The additional items rated as a weakness fell under the benchmarks of “Personal and family polices (family and related care) and “Facilities and work resources” (space and clerical support).

Next, Tables 2 and 3 list the best and worst aspects, respectively. Reported here are those that were selected by more than 5% of respondents. (Appendices 4 and 5 contain the complete list of responses.)

Table 2. Best aspects of working at John Jay.

	John Jay	Rank Among Peer Institutions	Rank Among All Institutions
Geographic location	47%	4	40
Quality of colleagues	36%	5	56
My sense of "fit" here	20%	2	43
Support of colleagues	15%	4	39
Diversity	14%	1	8
Academic freedom	14%	4	40
Quality of undergraduate students	7%	1	14

Table 3. Worst aspects of working at John Jay.

	John Jay	Rank Among Peer Institutions	Rank Among All Institutions
Teaching load	53%	3	28
Lack of support for research/creative work (e.g., leave)	17%	5	44
Too much service/too many assignments	17%	2	44
Compensation	16%	4	59
Cost of living	12%	1	7
Quality of colleagues	9%	0	11
Support of colleagues	9%	0	2
Commute	9%	0	3
Quality of undergraduate students	8%	3	27

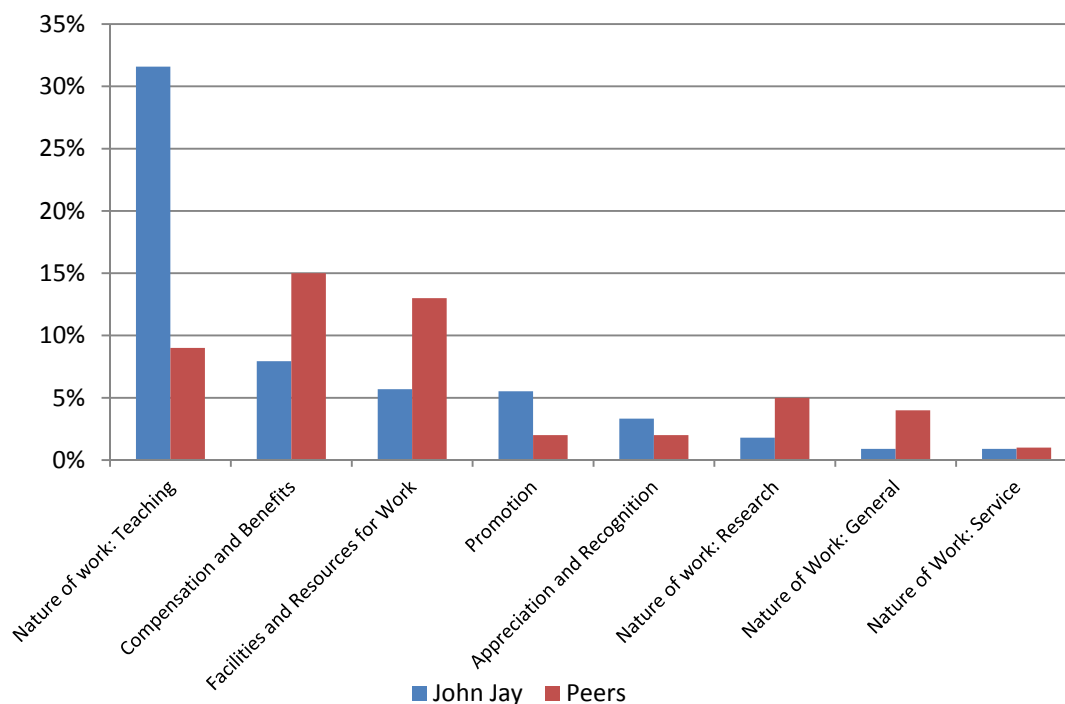
The one aspect least likely to ever change, “geographic location,” rated as the best aspect. Cultural characteristics fell into both lists. Workload aspects made it into the worst aspects but not into the best aspects. Interestingly, “quality of colleagues,” “support of colleagues,” and “quality of undergraduate students” made it onto both lists of aspects. (This may or may not be due to the differences among faculty ranks, as suggested in Appendix 2, Figure 4. Note that

Associate and Assistant faculty comments fell under departmental benchmarks but full professor comments did not.)

Improvements to the workplace

Workload issues related to the retention of faculty as well as areas that can be improved are reported next. Figure 3 presents the tabulated, coded comments provided as responses to “... the number one thing that...your institution could do to improve your workplace.”

Figure 3. Open ended comments on improvement to workplace, coded into benchmarks deemed critical to faculty success.



Here, the higher the percentage the more comments in that benchmark. They can be either positive or negative. In fact, most of the comments under “Nature of work: Teaching” stated a reduction in teaching load as the most important aspect that the John Jay could change to improve their workplace. One comment suggested that the required teaching workload at John Jay is higher than at other CUNY institutions. A copy of the comments is not provided in this report but is available upon request. The leadership related comments are coded and charted as well. (See Appendix 2.) The comments are also reported by faculty rank. Those charts can also be found in Appendix 2.

In Table 4, the workload items across benchmarks and comments are tabulated. Twice as many faculty report dissatisfaction with teaching load than our peer institutions and would negotiate it in their contract if they could. They are also more dissatisfied with time spent on administrative work. They disagree that they are able to balance their time spent on teaching, performing

research and in service. Tenured faculty at John Jay are more dissatisfied with their base salary than tenured faculty peer institutions.

Table 4. Workload related items that may impact faculty retention.

	Overall		
	John Jay	Peer Institutions	All Institutions
If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust?			
teaching load (e.g., course release)	59%	25%	14%
base salary	23%	32%	40%
Satisfaction with the number of courses you teach			
Satisfied	31%	61%	71%
Dissatisfied	56%	25%	17%
Satisfaction with the portion of time spent on administrative tasks.			
Satisfied	17%	30%	32%
Dissatisfied	53%	42%	38%
I am able to balance teaching, research, and service activities expected of me.			
Agree	32%	49%	53%
Disagree	59%	41%	38%
If you were to choose to leave your institution, what would be your primary reason?			
sabbatical or other leave time	26%	26%	26%
base salary	14%	16%	15%
tenure clock	14%	14%	10%
employment for spouse/partner	10%	10%	7%
Satisfaction with salary			
Satisfied	38%	37%	40%
Dissatisfied	49%	41%	42%
Which of the following have you done at this institution in the past five years?			
actively sought an outside job offer	21%	17%	23%
received a formal job offer	17%	9%	14%
renegotiated the terms of your employment	7%	7%	11%

For the complete list of responses to the item on “if you could negotiate adjustments...,” and ‘if you were to choose to leave...,’ see Appendix 6.

Communication

Individual items found under the various benchmarks suggested there is an issue with communication.

Table 5. Items relating to communication.

	Overall		
	John Jay	Peer Inst.	All Inst.
My institution's priorities are stated consistently across all levels of leadership (replied "Very unclear," "Somewhat unclear," or "I don't know")	51%	48%	47%
Dissatisfaction with Communication			
My institution's president's/chancellor's: Communication of priorities to faculty	36%	33%	27%
My institution's chief academic officer's: Communication of priorities to faculty	45%	38%	33%
My dean's or division head's: Communication of priorities to faculty	41%	33%	32%
My department head's or chair's: Communication of priorities to faculty	28%	18%	24%
Lack of clarity on...			
Process or promotion from associate to full professor	31%	20%	18%
Criteria for promotion from associate to full professor	33%	21%	20%
Standards for promotion from associate to full professor	40%	26%	25%
The body of evidence for promotion from associate to full professor	34%	17%	18%
Timeframe for applying for promotion from associate to full professor	45%	30%	25%
I don't know...			
How interdisciplinary work is awarded	15%	19%	12%

Faculty are dissatisfied with the communication of university priorities by all levels of leadership above the department level. Only departmental heads/chairs rated with a lower dissatisfaction. There seems to be a problem with communicating the processes involved in promotion

Results

The most significant finding here was dissatisfaction with faculty workload. "Time spent on teaching" rated as a weakness under "Nature of Work: Teaching." It appeared under Worst Aspect, and appeared as the most frequent comment on the one thing that John Jay could change to improve their workplace. There was also a corresponding large dissatisfaction with "Time spent on administrative work." Additionally "Too much service/too many assignments" was listed one of the worst aspects.

The promotion process remains unclear to a significant number of tenured faculty. At least 30% of faculty responded “unclear” or “very unclear” to the process, criteria, standards, body of evidence and timeframe for applying for promotion.

Communication is an area of concern. Tenured faculty are dissatisfied with Leadership’s communication of priorities. As mentioned above, a significant number of tenured faculty are unclear on the promotion process. This also relates to communication of such processes.

Family policies are an area of concern. The items related to family and care and spousal hiring rated as weaknesses. Even so, the benchmark of “personal and family policies” did not rate as a weakness overall.

Departmental quality is rated as satisfactory among tenured faculty even if departmental collegiality and engagement are not.

Final Notes

The data reported here is also available for reporting by faculty rank, gender, and white/faculty of color.

The means of assistant professors were omitted from the frequencies data and reports generated by COACHE, save for the comments.

The data used in this analysis were not provided in a format that would facilitate testing for statistical significance. Thus, no tests were performed.

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Summary Report**

Appendices

Appendix 1
Basic demographics and characteristics, population and respondents, vs peers

Response Rate	Overall	Male	Female	White Faculty	Faculty of Color¹
<i>John Jay College</i>					
Population	222	123	99	160	62
Respondents	102	57	45	81	21
Response rate	46%	46%	45%	51%	34%
<i>Peer institutions</i>					
Population	1548	875	673	1162	386
Respondents	592	302	290	445	147
Response rate	38%	46%	43%	38%	38%

¹ Any respondent who did not self-identify as White or was not identified by their institution as White was counted as faculty of color.

Respondent Characteristics	John Jay	Peer Institutions
	Respondents %	Respondents %
	(N = 102)	(N = 592)
Personal characteristics		
Female	46%	48%
Faculty of color	16%	21%
40 or younger	10%	9%
Supporting one or more child	58%	48%
Spouse employed at institution ¹	4%	6%
Professional characteristics		
Professor/Full Professor	37%	41%
Associate Professor	52%	51%
Assistant Professor	11%	7%
Appointed to this rank 2000 to present	72%	63%
Appointed to this rank prior to 2000	22%	30%
Tenured at prior Institution	34%	37%
Department Chair	12%	16%
Director (Center or Program)	7%	9%

¹ Survey did not differentiate between being employed full-time or part-time.

Appendix 2
Comments coded as benchmarks.

Figure 1. Benchmarks deemed critical to faculty success.

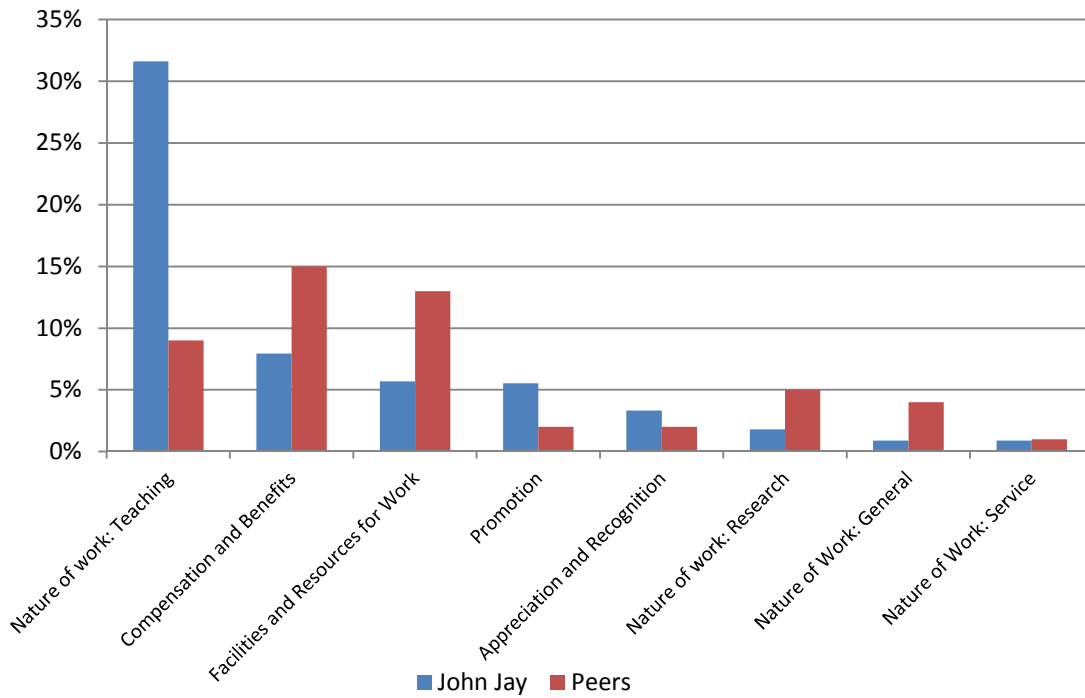


Figure 2. Benchmarks related to organization and leadership.

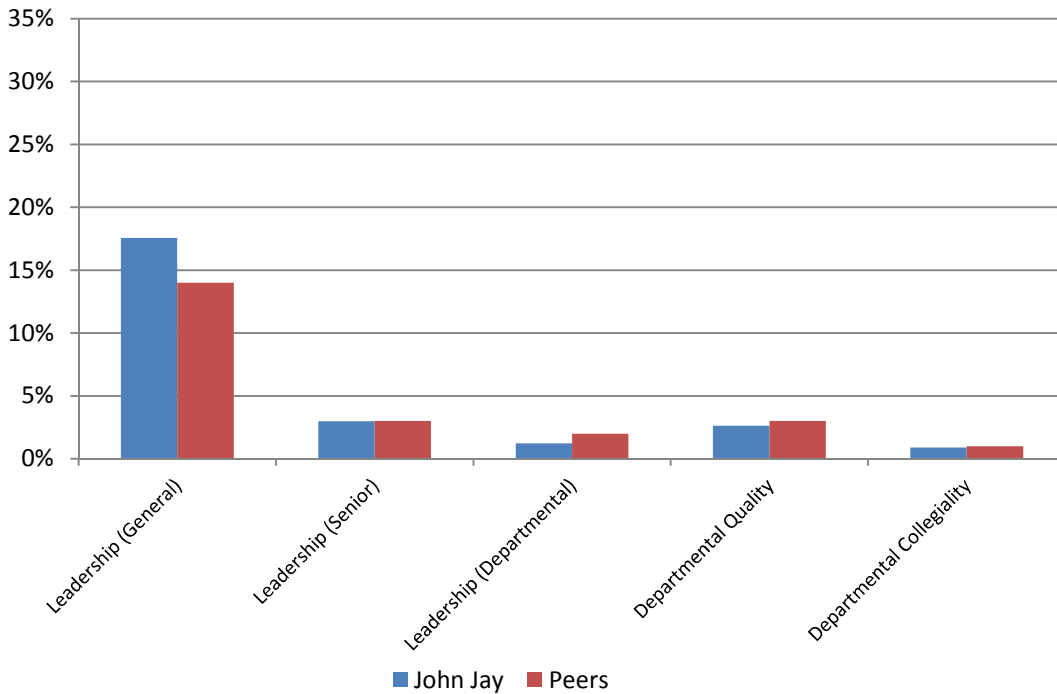


Figure 3. Benchmarks deemed critical to faculty success, by faculty rank.

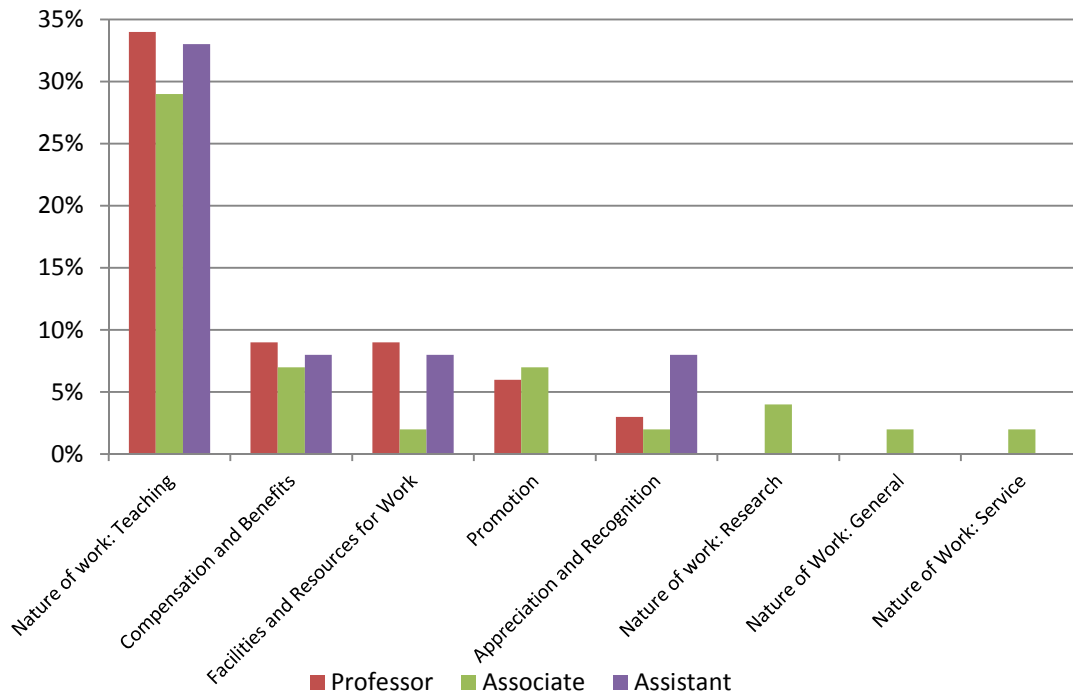
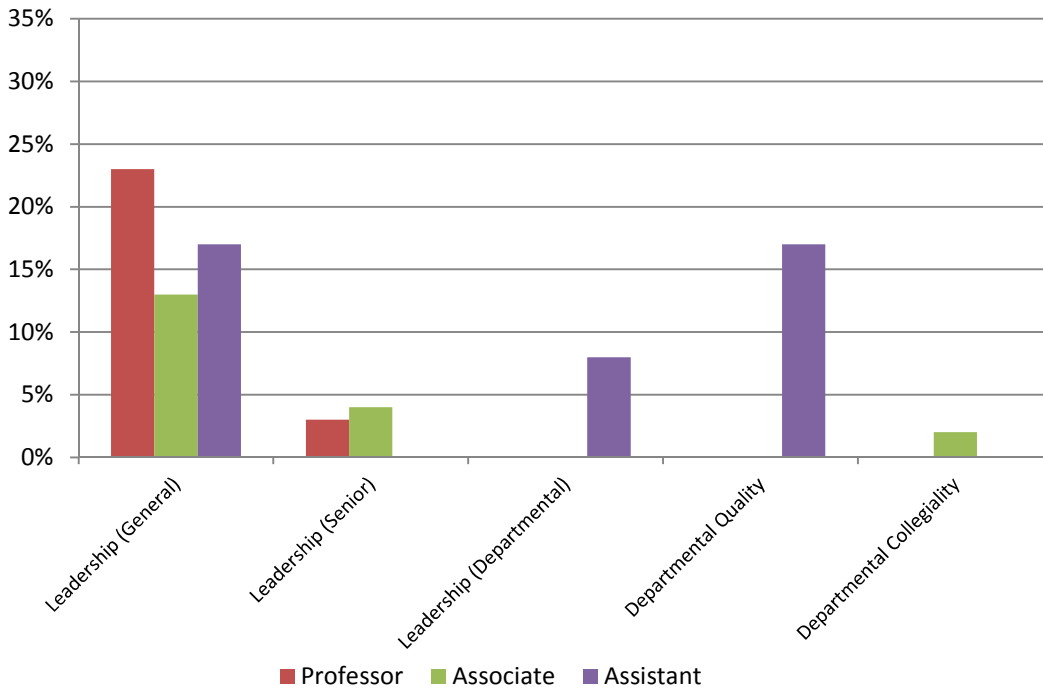


Figure 2. Benchmarks related to organization and leadership, by faculty rank.



Appendix 3
Complete list of survey items by benchmark, with mean, ranks, and decile.

Item Short Name	Mean	Rank ¹	Decile ²	Strength or Weakness	Rank vs Peers		Pct-ile vs All Institutions	
					Top 2	Bottom 2	Top 20%	Bottom 20%
<i>Benchmark: Nature of Work Research</i>	<i>3.03</i>	<i>3</i>	<i>4</i>					
Time spent on research	2.97	5	4			Bottom 2		
Expectations for finding external funding	3.05	3	4					
Influence over focus of research	4.30	4	5					
Quality of grad students to support research	2.98	2	6		Top 2			
Support for research	2.70	3	5					
Support for engaging undergrads in research	2.98	3	5					
Support for obtaining grants (pre-award)	3.07	3	6					
Support for maintaining grants (post-award)	3.06	3	6					
Support for securing grad student assistance	2.55	3	3					
Support for travel to present/conduct research	3.13	2	6		Top 2			
Availability of course release for research	2.20	5	3			Bottom 2		
<i>Benchmark: Nature of Work: Service</i>	<i>3.10</i>	<i>5</i>	<i>1</i>	<i>Weakness</i>		<i>Bottom 2</i>		<i>Bottom 20%</i>
Time spent on service	3.14	5	2	Weakness		Bottom 2		Bottom 20%
Support for faculty in leadership roles	2.54	4	3					
Number of committees	3.10	5	1	Weakness		Bottom 2		Bottom 20%
Attractiveness of committees	3.26	6	1	Weakness		Bottom 2		Bottom 20%
Discretion to choose committees	3.52	6	4			Bottom 2		
Equitability of committee assignments	2.99	5	4			Bottom 2		
Number of student advisees	3.41	4	4					
<i>Benchmark: Nature of Work: Teaching</i>	<i>3.25</i>	<i>6</i>	<i>1</i>	<i>Weakness</i>		<i>Bottom 2</i>		<i>Bottom 20%</i>
Time spent on teaching	3.42	6	1	Weakness		Bottom 2		Bottom 20%
Number of courses taught	2.71	6	1	Weakness		Bottom 2		Bottom 20%
Level of courses taught	3.57	6	1	Weakness		Bottom 2		Bottom 20%
Discretion over course content	4.27	6	1	Weakness		Bottom 2		Bottom 20%
Number of students in classes taught	3.22	5	1	Weakness		Bottom 2		Bottom 20%
Quality of students taught	2.82	5	1	Weakness		Bottom 2		Bottom 20%
Equitability of distribution of teaching load	3.01	6	2	Weakness		Bottom 2		Bottom 20%
Quality of grad students to support teaching	2.62	5	2	Weakness		Bottom 2		Bottom 20%
Time spent on outreach	3.56	2	6		Top 2			
Time spent on administrative tasks	2.47	5	1	Weakness		Bottom 2		Bottom 20%
Ability to balance teaching/research/service	2.59	5	1	Weakness		Bottom 2		Bottom 20%
<i>Benchmark: Facilities and work resources</i>	<i>3.11</i>	<i>4</i>	<i>2</i>					<i>Bottom 20%</i>
Support for improving teaching	3.06	4	3					
Office	3.50	6	1	Weakness		Bottom 2		Bottom 20%
Laboratory, research, studio space	2.53	6	1	Weakness		Bottom 2		Bottom 20%
Equipment	3.08	2	3		Top 2			
Classrooms	2.99	4	2					Bottom 20%
Library resources	3.67	2	5		Top 2			
Computing and technical support	3.18	4	3					
Clerical/administrative support	2.55	5	1	Weakness		Bottom 2		Bottom 20%

Item Short Name	Mean	Rank ¹	Decile ²	Strength or Weakness	Rank vs Peers		Pct-ile vs All Institutions	
					Top 2	Bottom 2	Top 20%	Bottom 20%
<i>Benchmark: Personal and family policies</i>	<i>2.58</i>	<i>4</i>	<i>1</i>					<i>Bottom 20%</i>
Housing benefits	1.42	6	1	Weakness		Bottom 2		Bottom 20%
Tuition waivers, remission, or exchange	2.08	4	2					Bottom 20%
Spousal/partner hiring program	2.29	5	2	Weakness		Bottom 2		Bottom 20%
Childcare	1.90	6	1	Weakness		Bottom 2		Bottom 20%
Eldercare	2.33	6	1	Weakness		Bottom 2		Bottom 20%
Family medical/parental leave	3.02	6	1	Weakness		Bottom 2		Bottom 20%
Flexible workload/modified duties	3.24	2	3		Top 2			
Inst. does what it can for work/life compatibility	2.61	4	2					Bottom 20%
Right balance between professional/personal	3.09	5	2	Weakness		Bottom 2		Bottom 20%
<i>Benchmark: Health and retirement benefits</i>	<i>3.24</i>	<i>3</i>	<i>3</i>					
Health benefits for yourself	3.15	4	2					Bottom 20%
Health benefits for family	3.16	3	4					
Retirement benefits	3.41	2	5		Top 2			
Phased retirement options	2.82	4	2					Bottom 20%
Salary	2.73	4	4					
<i>Benchmark: Interdisciplinary work</i>	<i>2.70</i>	<i>3</i>	<i>7</i>					
Budgets encourage interdiscip. work	2.64	1	8	Strength	Top 2		Top 20%	
Facilities conducive to interdiscip. work	2.55	3	6					
Interdiscip. work is rewarded in merit	2.46	4	5					
Interdiscip. work is rewarded in promotion	2.52	3	5					
Dept. knows how to evaluate interdiscip. work	3.01	3	8				Top 20%	
<i>Benchmark: Collaboration</i>	<i>3.46</i>	<i>4</i>	<i>4</i>					
Opportunities for collab. within dept.	3.46	5	2	Weakness		Bottom 2		Bottom 20%
Opportunities for collab. outside dept.	3.38	2	5		Top 2			
Opportunities for collab. outside inst.	3.55	3	6					
<i>Benchmark: Mentoring</i>	<i>2.84</i>	<i>5</i>	<i>3</i>					
Effectiveness of mentoring from within dept.	3.57	5	5			Bottom 2		
Effectiveness of mentoring from outside dept.	3.46	5	6			Bottom 2		
Effectiveness of mentoring from outside inst.	2.89	6	2	Weakness		Bottom 2		Bottom 20%
Mentoring of associate faculty	2.51	4	6					
Support for faculty to be good mentors	2.17	4	3					
Being a mentor is fulfilling	4.16	4	7					
Importance of mentoring within dept.	4.13	3	6					
Importance of mentoring outside dept.	3.72	2	8	Strength	Top 2		Top 20%	
Importance of mentoring outside inst.	3.84	2	9	Strength	Top 2		Top 20%	
Effectiveness of mentoring outside the inst.	4.00	2	10	Strength	Top 2		Top 20%	
<i>Benchmark: Promotion</i>	<i>3.25</i>	<i>6</i>	<i>1</i>	<i>Weakness</i>		<i>Bottom 2</i>		<i>Bottom 20%</i>
Reasonable expectations: Promotion	3.28	6	1	Weakness		Bottom 2		Bottom 20%
Dept. culture encourages promotion	3.33	4	5					
Clarity of promotion process	3.37	6	1	Weakness		Bottom 2		Bottom 20%
Clarity of promotion criteria	3.33	6	1	Weakness		Bottom 2		Bottom 20%
Clarity of promotion standards	3.21	6	1	Weakness		Bottom 2		Bottom 20%
Clarity of body of evidence for promotion	3.32	6	1	Weakness		Bottom 2		Bottom 20%
Clarity of time frame for promotion	2.93	6	1	Weakness		Bottom 2		Bottom 20%

Item Short Name	Mean	Rank ¹	Decile ²	Strength or Weakness	Rank vs Peers		Pct-ile vs All Institutions		
					Top 2	Bottom 2	Top 20%	Bottom 20%	
<i>Benchmark: Promotion (cont'd)</i>									
Clarity of whether I will be promoted	2.79	5	1	Weakness		Bottom 2		Bottom 20%	
Decision to remain here based on promotion	3.38	1	10	Strength	Top 2		Top 20%		
Priorities are stated consistently	2.59	5	3			Bottom 2			
Priorities are acted on consistently	2.30	6	2	Weakness		Bottom 2		Bottom 20%	
Changed priorities negatively affect my work	3.14	4	5						
<i>Benchmark: Leadership: Senior</i>									
Pres/Chancellor: Pace of decision making	2.99	4	4						
Pres/Chancellor: Stated priorities	3.25	3	6						
Pres/Chancellor: Communication of priorities	3.13	4	4						
CAO: Pace of decision making	3.01	4	4						
CAO: Stated priorities	2.97	4	4						
CAO: Stated priorities	2.72	5	2	Weakness		Bottom 2		Bottom 20%	
CAO: Communication of priorities	2.83	5	3			Bottom 2			
<i>Benchmark: Leadership: Divisional</i>									
Dean: Pace of decision making	2.78	5	2	Weakness		Bottom 2		Bottom 20%	
Dean: Stated priorities	2.96	5	2	Weakness		Bottom 2		Bottom 20%	
Dean: Stated priorities	2.77	5	1	Weakness		Bottom 2		Bottom 20%	
Dean: Communication of priorities	2.78	5	2	Weakness		Bottom 2		Bottom 20%	
Dean: Ensuring faculty input	2.55	5	1	Weakness		Bottom 2		Bottom 20%	
Dean: Support in adapting to change	2.12	5	1	Weakness		Bottom 2		Bottom 20%	
<i>Benchmark: Leadership: Departmental</i>									
Head/Chair: Pace of decision making	3.55	5	4			Bottom 2			
Head/Chair: Stated priorities	3.48	6	4			Bottom 2			
Head/Chair: Stated priorities	3.48	5	5			Bottom 2			
Head/Chair: Communication of priorities	3.40	6	2	Weakness		Bottom 2		Bottom 20%	
Head/Chair: Ensuring faculty input	3.57	6	3			Bottom 2			
Head/Chair: Fairness in evaluating work	3.80	6	4			Bottom 2			
Head/Chair: Support in adapting to change	3.27	4	6						
<i>Benchmark: Departmental collegiality</i>									
Colleagues support work/life balance	3.77	6	2	Weakness		Bottom 2		Bottom 20%	
Colleagues support work/life balance	3.55	6	1	Weakness		Bottom 2		Bottom 20%	
Meeting times compatible with personal needs	3.82	6	1	Weakness		Bottom 2		Bottom 20%	
Amount of personal interaction w/Pre-tenure	3.68	4	3						
How well you fit	3.76	4	4						
Amount of personal interaction w/Tenured	3.59	5	1	Weakness		Bottom 2		Bottom 20%	
Colleagues pitch in when needed	3.65	5	2	Weakness		Bottom 2		Bottom 20%	
Dept. is collegial	4.00	5	5			Bottom 2			
Colleagues committed to diversity/inclusion	4.09	6	5			Bottom 2			
<i>Benchmark: Departmental engagement</i>									
Discussions of undergrad student learning	3.35	5	2	Weakness		Bottom 2		Bottom 20%	
Discussions of undergrad student learning	3.56	5	3			Bottom 2			
Discussions of grad student learning	2.68	5	3			Bottom 2			
Discussions of effective teaching practices	3.55	4	5						
Discussions of effective use of technology	3.16	5	2	Weakness		Bottom 2		Bottom 20%	
Discussions of current research methods	2.97	5	3			Bottom 2			
Amount of professional interaction w/Pre-tenure	3.81	3	4						
Amount of professional interaction w/Tenured	3.72	4	2					Bottom 20%	

Item Short Name	Mean	Rank ¹	Decile ²	Strength or Weakness	Rank vs Peers		Pct-ile vs All Institutions	
					Top 2	Bottom 2	Top 20%	Bottom 20%
<i>Benchmark: Departmental quality</i>	<i>3.59</i>	<i>3</i>	<i>6</i>					
Intellectual vitality of tenured faculty	3.54	4	4					
Intellectual vitality of pre-tenure faculty	3.99	3	6					
Scholarly productivity of tenured faculty	3.39	4	5					
Scholarly productivity of pre-tenure faculty	3.91	2	7		Top 2			
Teaching effectiveness of tenured faculty	3.65	3	4					
Teaching effectiveness of pre-tenure faculty	3.96	2	7		Top 2			
Dept. is successful at faculty recruitment	3.73	2	8	Strength	Top 2		Top 20%	
Dept. is successful at faculty retention	3.52	5	5			Bottom 2		
Dept. addresses sub-standard performance	2.81	4	7					
<i>Benchmark: Appreciation and recognition</i>	<i>3.12</i>	<i>5</i>	<i>2</i>	<i>Weakness</i>		<i>Bottom 2</i>		<i>Bottom 20%</i>
Recognition: For teaching	3.02	6	1	Weakness		Bottom 2		Bottom 20%
Recognition: For advising	2.69	6	1	Weakness		Bottom 2		Bottom 20%
Recognition: For scholarship	3.12	5	2	Weakness		Bottom 2		Bottom 20%
Recognition: For service	2.97	5	3			Bottom 2		
Recognition: For outreach	2.79	6	1	Weakness		Bottom 2		Bottom 20%
Recognition: From colleagues	3.73	4	6					
Recognition: From CAO	3.00	3	6					
Recognition: From Dean	2.81	5	1	Weakness		Bottom 2		Bottom 20%
Recognition: From Head/Chair	3.69	4	6					
School/college is valued by Pres/Provost	3.54	3	6					
Dept. is valued by Pres/Provost	3.22	4	5					
CAO cares about faculty of my rank	2.89	5	3			Bottom 2		
Outside offers are necessary in negotiations	1.96	5	2	Weakness		Bottom 2		Bottom 20%
Visible leadership for support of diversity	3.95	5	7			Bottom 2		
I would again choose this institution	3.65	4	6					
Department as a place to work	3.79	4	4					
Institution as a place to work	3.29	4	2					Bottom 20%

Strength is defined as ranking in Top 2 among peers and Top 20% among all institutions. Weakness is defined as ranking in the Bottom 2 among peers and Bottom 20% among all institutions.

¹ Rank is 1-6 from among 5 peers.

² Decile 1 indicates "Bottom 10%" among all participating institutions; decile 10 indicates "Top 10%."

Appendix 4
Best aspects

	John Jay	Rank Among Peer Institutions	Rank Among All Institutions
geographic location	47%	4	40
quality of colleagues	36%	5	56
my sense of "fit" here	20%	2	43
support of colleagues	15%	4	39
diversity	14%	1	8
academic freedom	14%	4	40
quality of undergraduate students	7%	1	14
opportunities to collaborate with colleagues	5%	0	4
commute	5%	0	0
quality of graduate students	4%	0	4
manageable pressure to perform	4%	0	1
support for research/creative work (e.g., leave)	2%	0	0
compensation	2%	0	1
protections from service/assignments	2%	0	0
tenure/promotion requirements in general	2%	0	0
there are no positive aspects	1%	N/A	N/A
quality of the facilities	1%	0	2
support for professional development	1%	0	0
assistance for grant proposals	1%	0	0
spousal/partner hiring program	1%	0	0
presence of others like me	1%	0	0
research requirements for t and p	1%	0	0
support for teaching	0%	0	3
childcare policies/practices	0%	0	0
availability/quality of childcare facilities	0%	0	0
cost of living	0%	0	15
teaching load	0%	0	0
tenure/promotion criteria clarity	0%	0	0
tenure/promotion process clarity	0%	0	0
other (please specify)	10%	N/A	N/A
decline to answer	0%	N/A	N/A

Appendix 5
Worst aspects

	John Jay	Rank Among Peer Institutions	Rank Among All Institutions
teaching load	53%	3	28
lack of support for research/creative work (e.g., leave)	17%	5	44
too much service/too many assignments	17%	2	44
compensation	16%	4	59
cost of living	12%	1	7
quality of colleagues	9%	0	11
support of colleagues	9%	0	2
commute	9%	0	3
quality of undergraduate students	8%	3	27
quality of the facilities	5%	2	21
lack of support for teaching	4%	0	3
lack of support for professional development	4%	0	6
tenure/promotion criteria clarity	4%	0	0
quality of graduate students	3%	0	2
my lack of "fit" here	3%	0	0
unrelenting pressure to perform	3%	0	2
childcare policies/practices (or lack thereof)	2%	0	0
availability/quality of childcare facilities	2%	0	1
there are no negative aspects	1%	N/A	N/A
opportunities to collaborate with colleagues	1%	0	1
geographic location	1%	0	14
lack of diversity	1%	0	4
absence of others like me	1%	0	0
tenure/promotion requirements in general	1%	0	1
academic freedom	1%	0	0
lack of assistance for grant proposals	0%	0	0
spousal/partner hiring program (or lack thereof)	0%	0	2
research requirements for t and p	0%	0	1
tenure/promotion process clarity	0%	0	0
other (please specify)	5%	N/A	N/A
decline to answer	0%	N/A	N/A

Appendix 6
Negotiaton items and reasons for leaving

If you could negotiate adjustments to your employment, which one of the following items would you most like to adjust?

	Overall			Women			Faculty of Color		
	John	Peer	All	John	Peer	All	John	Peer	All
	Jay	Institutions	Institutions	Jay	Institutions	Institutions	Jay	Institutions	Institutions
teaching load (e.g., course release)	59%	25%	14%	65%	26%	17%	73%	25%	12%
base salary	23%	32%	40%	27%	30%	37%	27%	40%	46%
administrative responsibilities	3%	8%	5%	5%	9%	5%	0%	7%	3%
sabbatical or other leave time	2%	6%	8%	0%	7%	9%	0%	7%	8%
supplemental salary (e.g., overload)	1%	4%	4%	0%	3%	4%	0%	2%	3%
leave time	1%	2%	2%	3%	3%	2%	0%	2%	2%
lab/research support	1%	7%	9%	0%	7%	8%	0%	7%	9%
employment for spouse/partner	1%	2%	3%	0%	1%	3%	0%	3%	4%
tenure clock	0%	0%	0%	0%	0%	0%	0%	0%	0%
equipment	0%	2%	2%	0%	2%	2%	0%	1%	2%

If you were to choose to leave your institution, what would be your primary reason?

	Overall			Women			Faculty of Color		
	John	Peer	All	John	Peer	All	John	Peer	All
	Jay	Institutions	Institutions	Jay	Institutions	Institutions	Jay	Institutions	Institutions
sabbatical or other leave time	26%	26%	26%	20%	22%	23%	22%	13%	15%
base salary	14%	16%	15%	10%	15%	13%	17%	21%	19%
tenure clock	14%	14%	10%	20%	14%	11%	11%	16%	11%
employment for spouse/partner	10%	10%	7%	10%	12%	9%	17%	11%	8%
teaching load (e.g., course release)	7%	9%	10%	5%	10%	9%	0%	10%	9%
to improve geographic location	7%	3%	6%	3%	2%	6%	6%	2%	5%
supplemental salary (e.g., overload)	5%	4%	4%	5%	3%	5%	6%	5%	4%
administrative responsibilities	3%	3%	5%	8%	4%	5%	0%	4%	7%
leave time	2%	1%	1%	3%	2%	1%	0%	2%	1%
lab/research support	1%	3%	5%	3%	4%	6%	6%	5%	6%
equipment	0%	2%	2%	0%	2%	3%	0%	1%	3%
to improve your prospects for promotion	0%	1%	1%	0%	0%	1%	0%	0%	1%