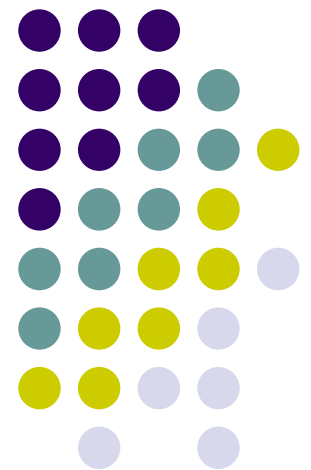


New York City College Of Technology

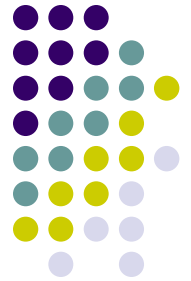
Faculty Survey



December 2006

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Introduction



Introduction

To obtain information about faculty experiences at City Tech, a working group of faculty and staff designed a faculty survey. Each survey item was designed to address one of the 14 Standards of Excellence outlined by the Middle States Commission on Higher Education. These data will be reviewed by the City Tech working groups preparing the Middle States Self-Study; they will cite this information as one form of evidence that the college is or is not meeting the Standards of Excellence.

Methodology

On behalf of the Middle States Self-Study working groups, the Provost and Vice President for Academic Affairs emailed all full-time and part-time faculty to invite them to complete the online survey. All participation was voluntary and responses were anonymous.

- There was no sampling design because this survey was conducted as a census of all faculty.
- Overall 184 faculty completed the survey. Out of the 321 full-time faculty, 145 completed the survey (response rate of 45%).
- Only about 5% of all adjunct faculty (n=39) responded. Although chairpersons encouraged adjunct faculty to participate, it is likely that many do not use the GroupWise email accounts assigned to them by the college.

Key Findings



Strengths

At least 60% of respondents agreed or strongly agreed with the following statements:

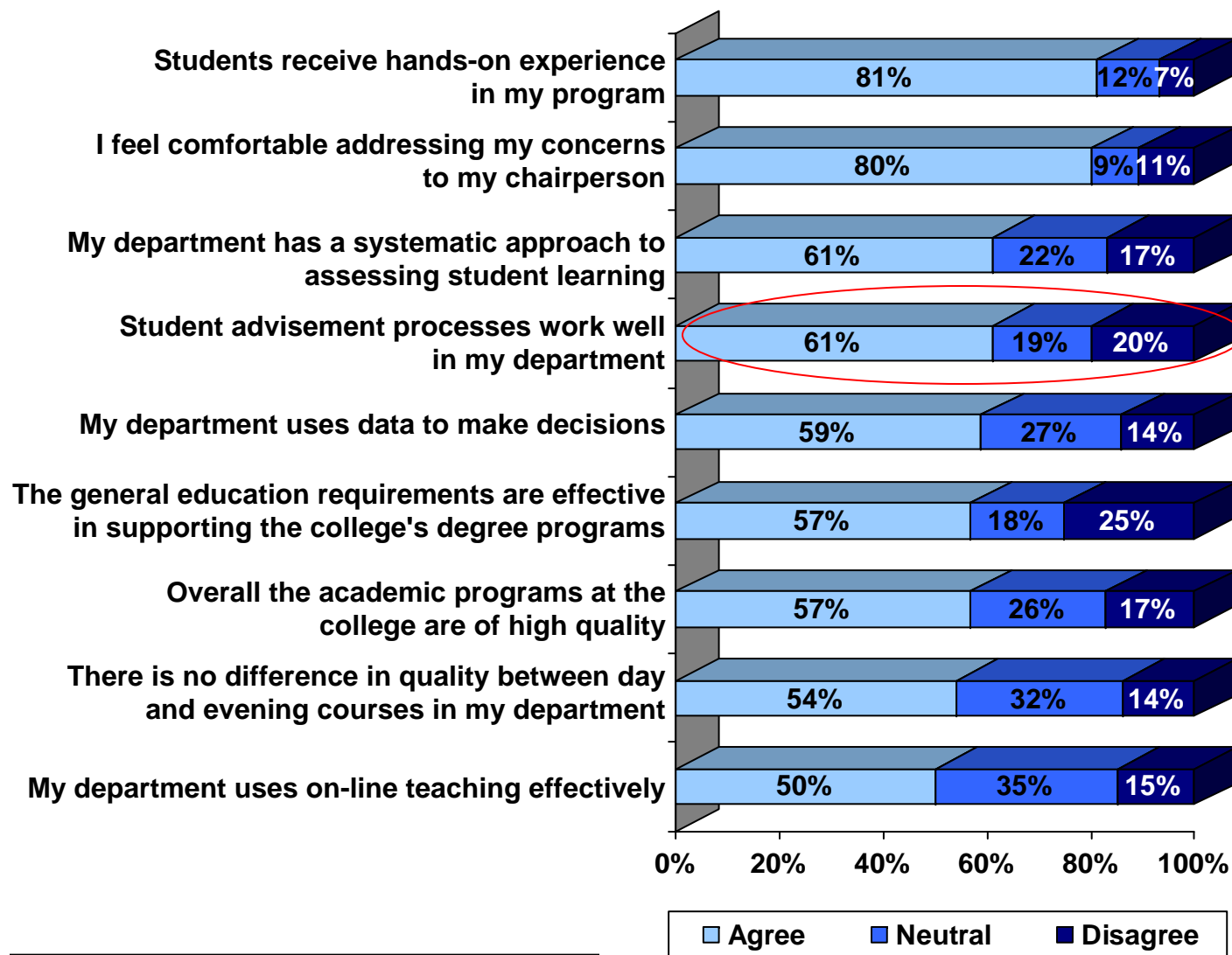
- Students receive hands-on experience in my program (81%)
- I feel comfortable addressing my concerns to my chairperson (80%)
- Faculty members follow their grading policies as set in course syllabi (72%)
- The programs of the college are consistent with its mission (67%)
- The mission statement guides planning at the college (65%)
- Faculty are provided clear information about job responsibilities (64%)
- The college provides appropriate information technology training to faculty (63%)
- The college represents itself accurately (61%)
- Student advisement processes work well in my department (61%)
 - Newer faculty had a different perspective than more seasoned faculty. 70% of faculty who have taught at City Tech for 5+ years agreed with this statement compared to 49% of faculty who have taught at City Tech for five years or less.
- My department has a systematic approach to assessing student learning (61%)

Areas for Improvement

At least 30% of the respondents disagreed or strongly disagreed with the following statements:

- I have adequate office space (60%)
- Facilities are adequate to support the college's educational programs and services (59%)
- The college provides appropriate resources for my professional development activities (47%)
- Adjunct faculty are encouraged to participate in curriculum development (41%)
- The college provides adequate laboratories for my department (44%)
- The current faculty evaluation process encourages improvement (35%)
- There is a mechanism in place to improve faculty teaching (33%)
- Mentoring between full- and part-time faculty occurs effectively in my department (33%)
- The college clearly informs incoming students about the rigor of the programs they are pursuing (32%)

Departmental & Curriculum Issues



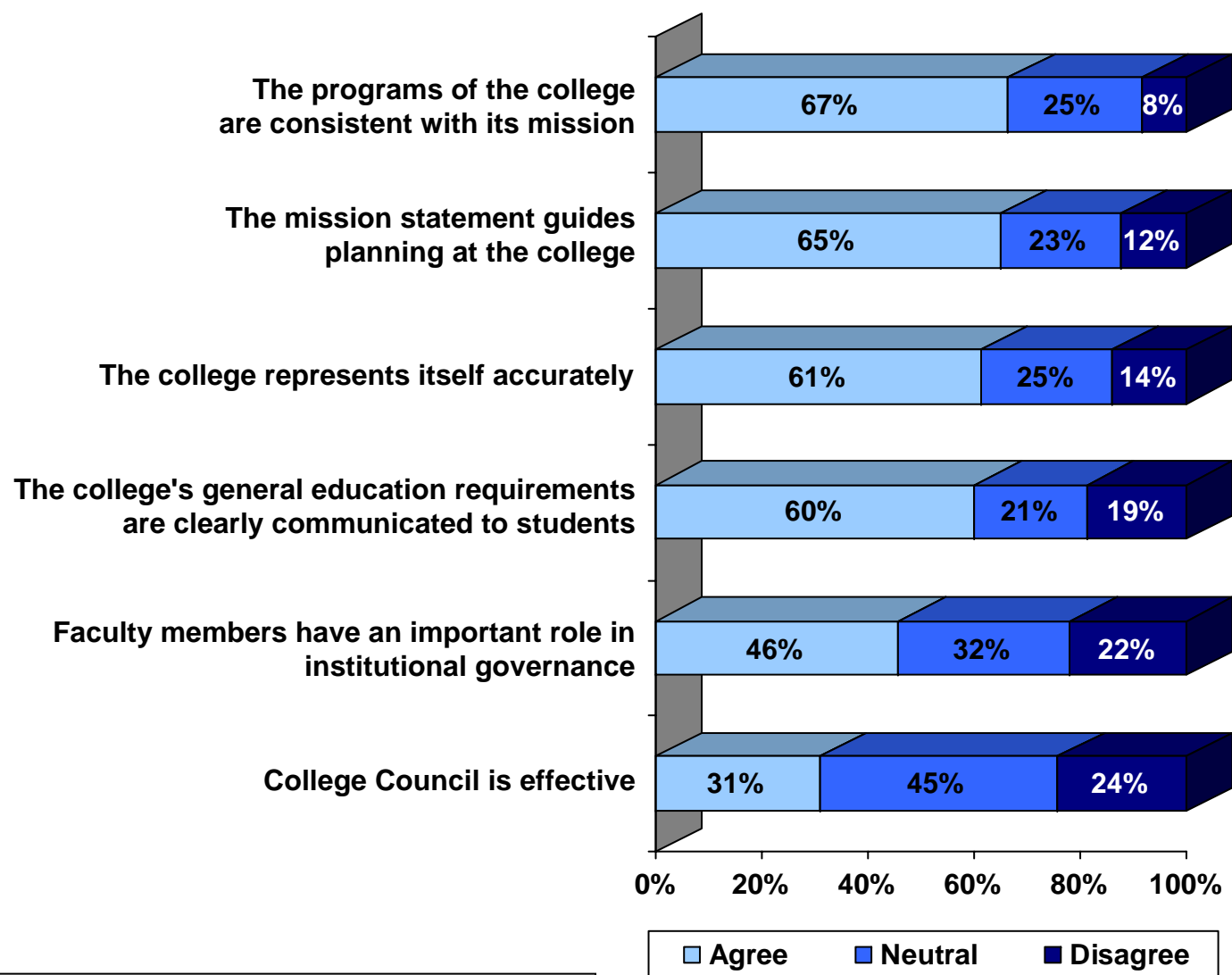
Most faculty agreed that students receive hands-on experience and that faculty/chair relations are good.

Note: Only 49% of newer faculty (at City Tech < 5 years) compared to 70% of more experienced faculty agreed that advisement works well in their departments.

City Tech may need to explore the issues of advisement and the general education requirements.

Scale: Strongly Agree/Agree = Agree, Neutral = Neutral, Strongly Disagree/Disagree = Disagree

Mission and Governance

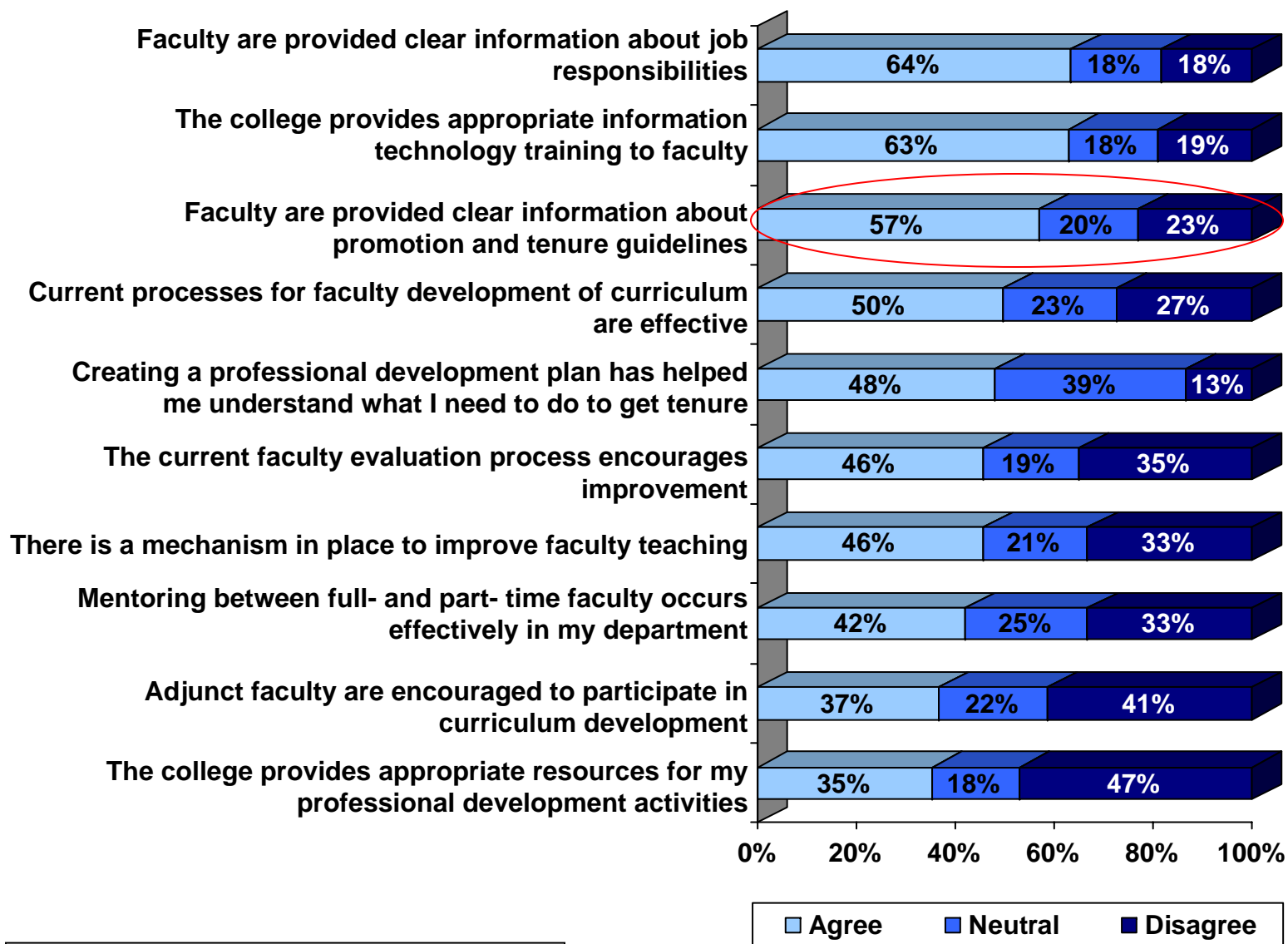


Most faculty agreed that the programs offered are consistent with the mission and that the mission guides planning at the college.

Faculty may have concerns about institutional governance at City Tech.

Scale: Strongly Agree/Agree = Agree, Neutral = Neutral, Strongly Disagree/Disagree = Disagree

Professional Development/Tenure/Promotion

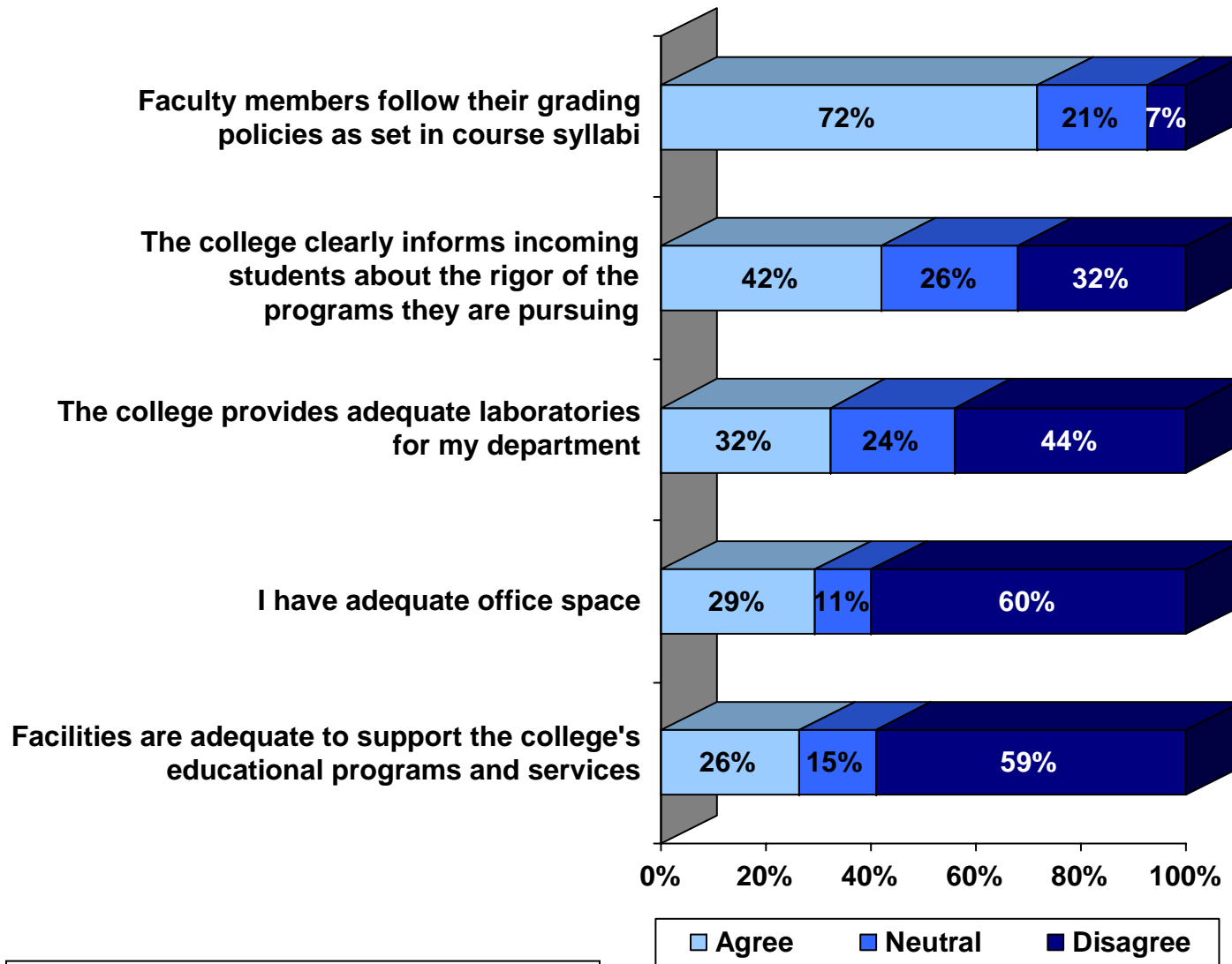


Note: Only 43% of newer faculty (at City Tech < 5 years) compared to 66% of more experienced faculty agreed that they had clear information about promotion and tenure guidelines.

Faculty may welcome greater resources, information, and training for faculty development.

Scale: Strongly Agree/Agree = Agree, Neutral = Neutral, Strongly Disagree/Disagree = Disagree

College-Wide Issues (Integrity, Facilities, Communication)



Faculty and staff may need a new approach to communicating with prospective students.

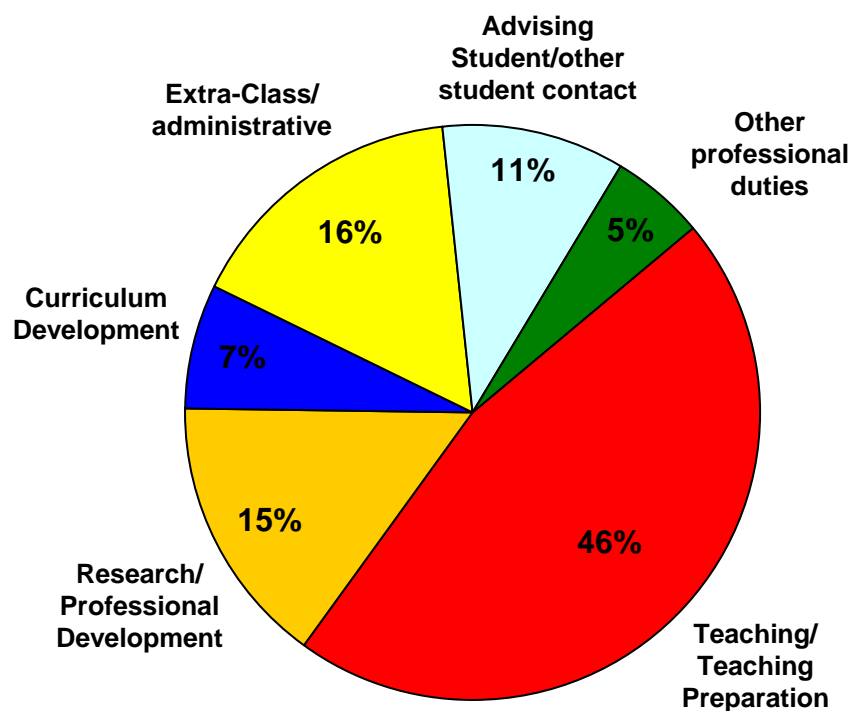
Faculty do not think the college facilities are adequate. These statements elicited the most disagreement in the survey.

Scale: Strongly Agree/Agree = Agree, Neutral = Neutral, Strongly Disagree/Disagree = Disagree



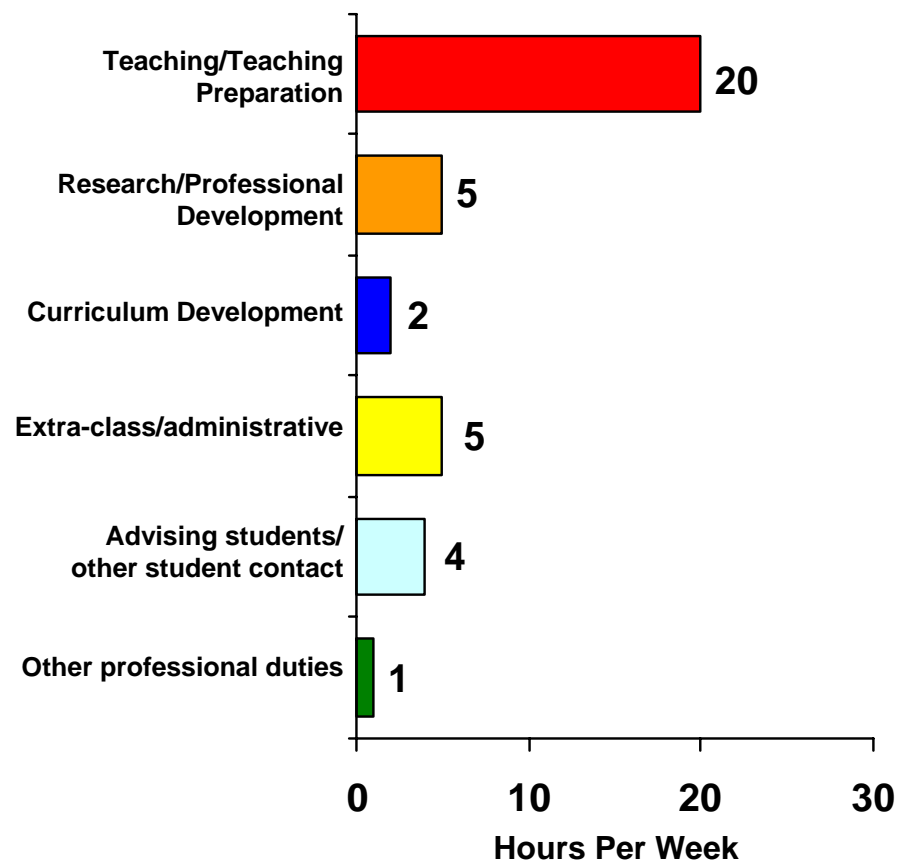
Full-Time Faculty Only: Time Per Activity

Percent of Total Time Per Activity*



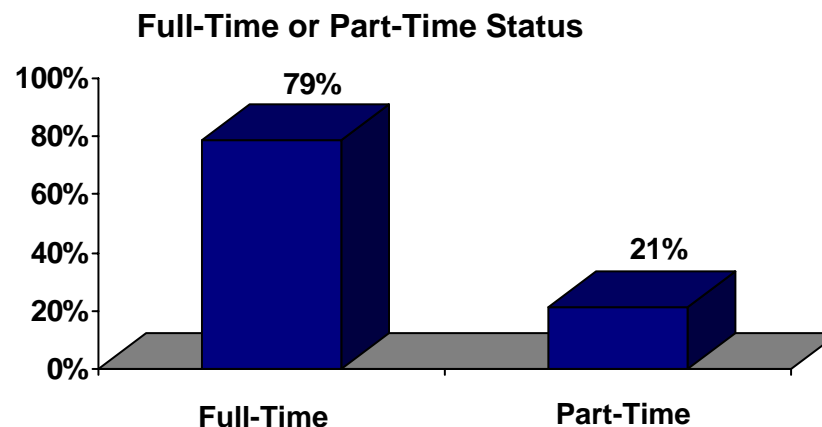
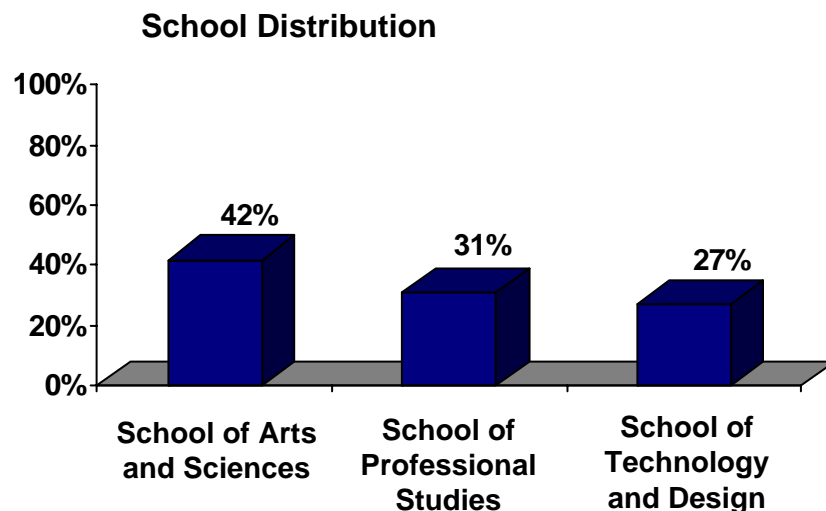
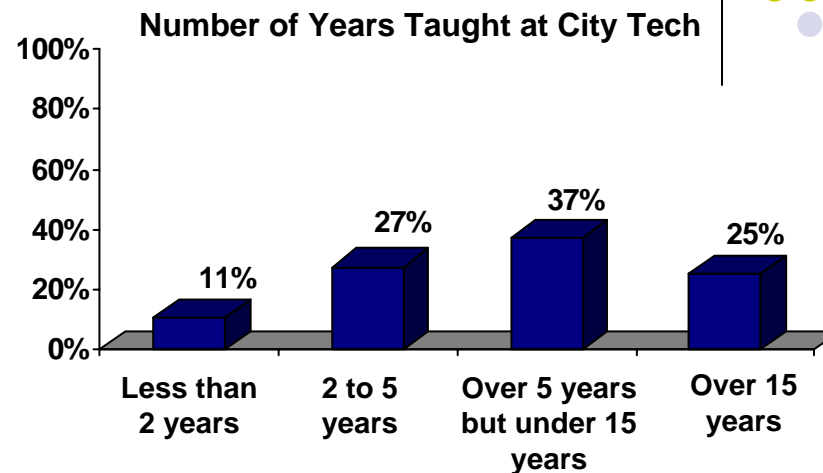
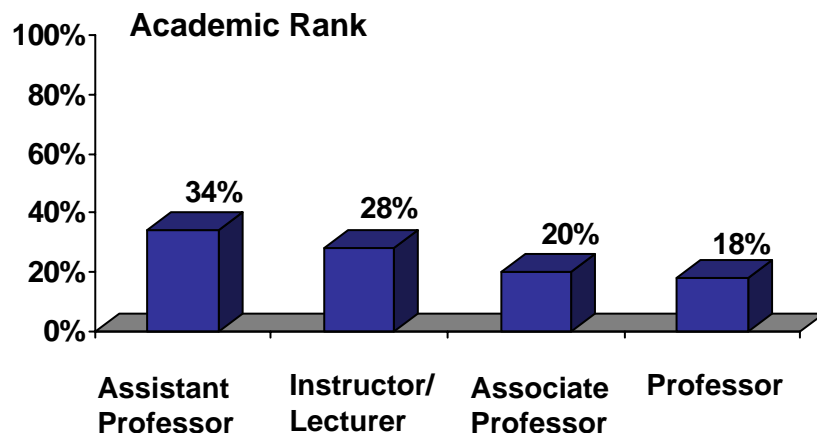
* Percent calculated based on total number of hours per week reported per respondent

Median* Number of Hours Per Week Per Activity



* Median number shown because two outliers greater than 100 hrs/week skewed the mean results

Demographic Profile of Respondents





Appendix: Survey Questions

1. The mission statement guides planning at the college.
2. I have adequate office space.
3. Student advisement processes work well in my department.
4. The college represents itself accurately.
5. The college provides adequate laboratories for my department.
6. College Council is effective.
7. The college clearly informs incoming students about the rigor of the programs they are pursuing.
8. Faculty are provided clear information about promotion and tenure guidelines.
9. Faculty members follow their grading policies as set in course syllabi.
10. My department has a systematic approach to assessing student learning.
11. The college provides appropriate information technology training to faculty.
12. There is a mechanism in place to improve faculty teaching.
13. The current faculty evaluation process encourages improvement.
14. Faculty members have an important role in institutional governance.
15. Current processes for faculty development of curriculum are effective.
16. The college provides appropriate resources for my professional development activities.
17. The general education requirements are effective in supporting the college's degree programs.
18. Faculty are provided clear information about job responsibilities.
19. My department uses data to make decisions.
20. Creating a professional development plan has helped me understand what I need to do to get tenure.



Appendix: Survey Questions

21. Mentoring between full and part time faculty occurs effectively in my department.
22. Adjunct faculty are encouraged to participate in curriculum development.
23. Facilities are adequate to support the college's educational programs and services.
24. I feel comfortable addressing my concerns to my chairperson.
25. My department uses on-line teaching effectively.
26. Students receive hands-on experience in my program.
27. The college's general education requirements are clearly communicated to students.
28. Overall the academic programs at the college are of high quality.
29. There is no difference in quality between day and evening courses in my department.
30. The programs of the college are consistent with its mission.
On average how many HOURS PER WEEK do you spend on...
teaching/teaching preparation?
research/professional development?
curriculum development?
extra-class/administrative responsibilities?
advising students/other student contact?
other professional duties?
(Please specify "other" duties.)
What can City Tech do to improve? (Feel free to write as much as you want because the box will expand.)