

The background of the entire page is a photograph of the Bowling Green State University building facade, featuring a prominent portico with several tall, white columns. The image is overlaid with a semi-transparent orange filter. The text is centered and overlaid on this background.

2008-09

Faculty Welfare Review

**A report by the Faculty Welfare Committee on the status of
faculty welfare at Bowling Green State University**

BGSU Faculty Welfare Review 2008-09

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Introduction

The Bowling Green State University Academic Charter outlines the function of the Faculty Welfare Committee as,

- (1) review all policies in this charter relating to faculty welfare;
- (2) investigate and make studies of any matters affecting the general welfare of faculty members including those at Firelands College;
- (3) receive suggestions, initiate consideration, and make recommendations to the SEC on matters including, but not limited to, the following: the economic status, working environment and professional development of the faculty including a routine review, normally occurring every three, but no more than five years, of the analysis from the Office of Institutional Research regarding salary, tenure and promotion by gender; the withholding or revocation of faculty benefits; the quality of administrative services available to the faculty including those at Firelands College; and, any external or internal measures that appear to conflict with faculty welfare. (Article IV.F.3.)

To accomplish these goals we undertook the task of researching what we believed to be the most important welfare issues experienced by BGSU faculty. The results of our research is compiled into this Faculty Welfare Review in the hopes of sharing our understanding of these important issues with the greater university community, to spur dialogue about the current state of faculty welfare on campus and ultimately, to lead to improvements in the near future.

Our review of faculty welfare should not be construed as an attack or neglect of the other constituencies on campus. It is instead a result of our committee's limited mandate and resources. While our review focuses on faculty welfare, we would hope that other constituent groups will produce a similar document for their members so that we can all be better informed on how to adapt our university to the continuing challenges we face. Bowling Green State University is a complex community that is only as strong as the weakest of its members and it is in all of our best interests to be sensitive to the welfare of all.

In the following pages, we provide collected data on the following issues: general university comparison to our peers, faculty attrition, faculty benefits, faculty composition and faculty salary. On each issue, we have endeavored to collect and analyze the available data and provide logical conclusions and recommendations. Much of the data has been summarized and illustrated in charts, diagrams and tables but references are also provided for others to confirm or further research the issues. Collecting this data has been a major undertaking and we are indebted to the offices of the President, Provost, Finance and Administration, Human Resources and Institutional Research for their support and assistance.

While we each may claim some expertise in our individual areas of scholarship, none of us do so in the fields of human resources or administration and for that reason we are sensitive to the fact that there may be some flaws in our review. If such flaws do exist they are ones of honest mistake and not by design. We have undertaken this effort with the intention of fulfilling our committee's responsibilities and allowed the data and analysis to lead to our conclusions regardless of their reflection on university.

University at a Glance

In this section, the four Ohio universities known as the “Four Corners” are compared on the following criteria: enrollment, colleges at each university, budget totals for 2008-09, number of faculty, research dollars acquired in 2007-08, number of graduate programs, tuition costs, and student to faculty ratio. The Four Corners universities are: Bowling Green State University (BGSU), Miami University (Miami U), Ohio University (Ohio U), and Kent State University (KSU). While both BGSU and KSU will celebrate their respective centennial campaigns in 2010, the other two universities date back to the early eighteen hundreds.

Campuses

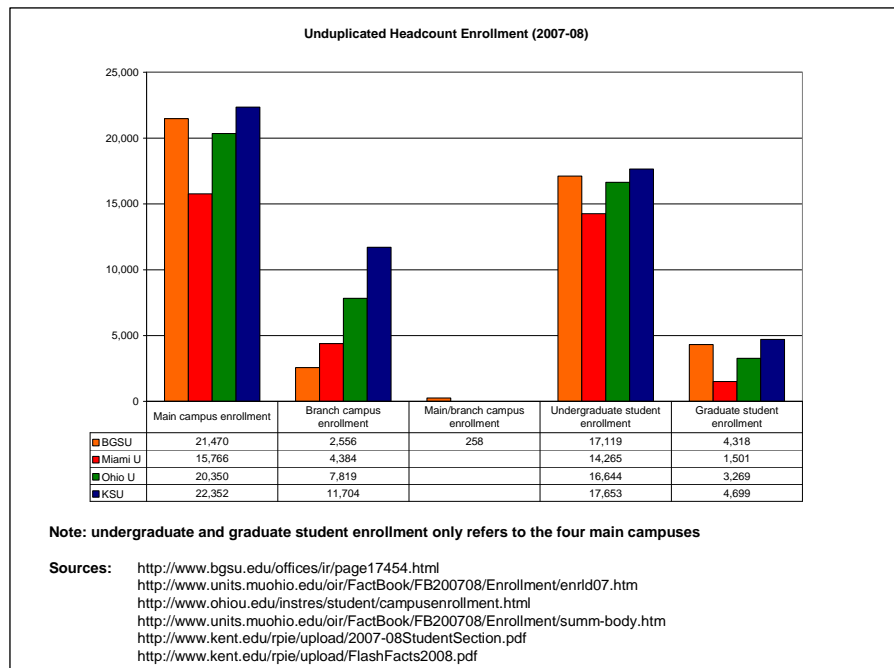
The number of regional campuses varies largely between the four universities. While all other universities have several campuses, BGSU has only one regional campus. KSU has an eight-campus system (i.e. seven regional campuses), Ohio U has five regional campuses and two regional centers, and Miami U has two regional campuses, one learning center and one European campus.

Enrollment

The difference in the number of campuses is clearly mirrored in the branch enrollment figures for 2007-08. Branch campus enrollment at BGSU is half of the enrollment at Miami U, almost one fourth of the enrollment at Ohio U and only one fifth of the branch campus enrollment at KSU.

The gap between the largest and smallest student body in main campus enrollment is not as big as the gap in branch campus enrollment. Among the peers, KSU (22,352) has the largest main campus enrollment with BGSU (21,470) and Ohio U (20,350) both also having more than 20,000 students on their main campuses. Miami U has the smallest overall main campus enrollment of the peers.

In general, the number of undergraduate students is much higher than that of graduate students at all four institutions. For 2007-08, the number of graduate students is also the largest at KSU (4,649), followed by BGSU (4,318) and Ohio U (3,269). Miami U has the smallest number of graduate students (1,501).

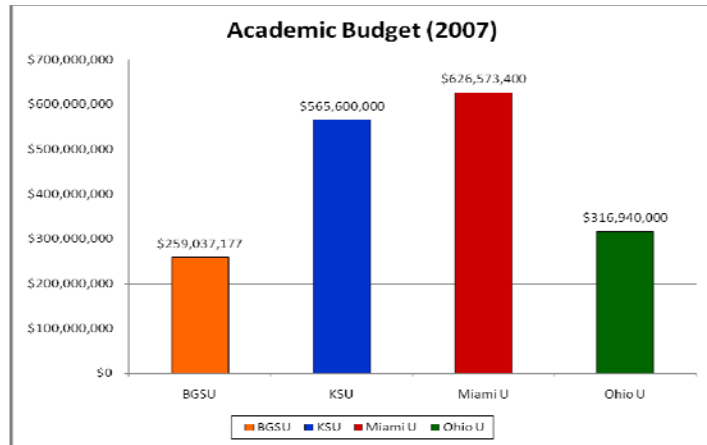


Colleges

The number of colleges also varies between the different universities. While KSU has the largest number of colleges (twelve), Ohio U has nine, BGSU eight, and Miami U six.

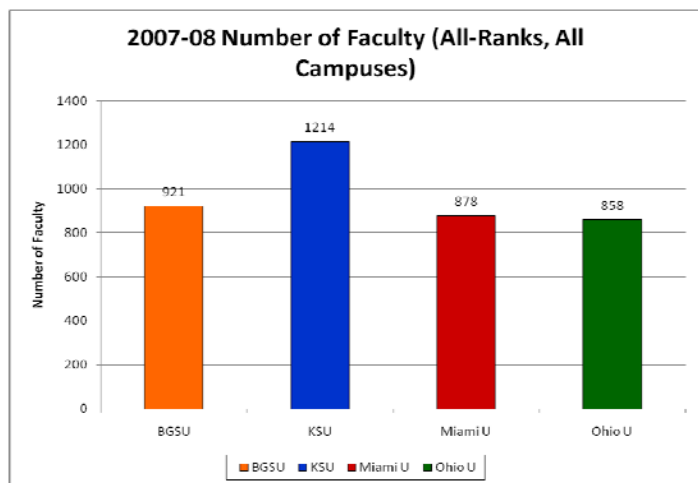
Budget

With \$626,573,400, Miami U is at the top of budget totals for the FY 2007. KSU has an operating budget of \$565,600,000, Ohio U has a total budget of \$316,940,000 and BGSU's educational budget for the FY 2007 is \$259,037,177.



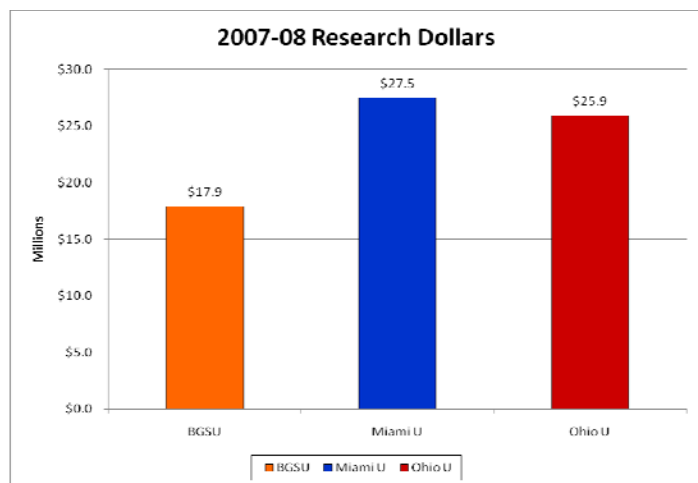
Faculty

Information on the number of faculty is hard to compare because of differing categories. In 2008-09, KSU had the most fulltime faculty members (1214). Miami U (878), BGSU (921) and Ohio U (858) each had smaller numbers that fall in line with the smaller number of branch campuses than KSU.



Research Dollars

The universities also differ in the amount of research dollars acquired in 2007-08. While we were unable to find reliable data for KSU, of the three remaining universities Miami U. has the highest amount of research dollars (\$27.5 million), followed closely by Ohio U. (\$25,977,573). BGSU acquired approximately one third less than the two other universities (\$17,915,691).

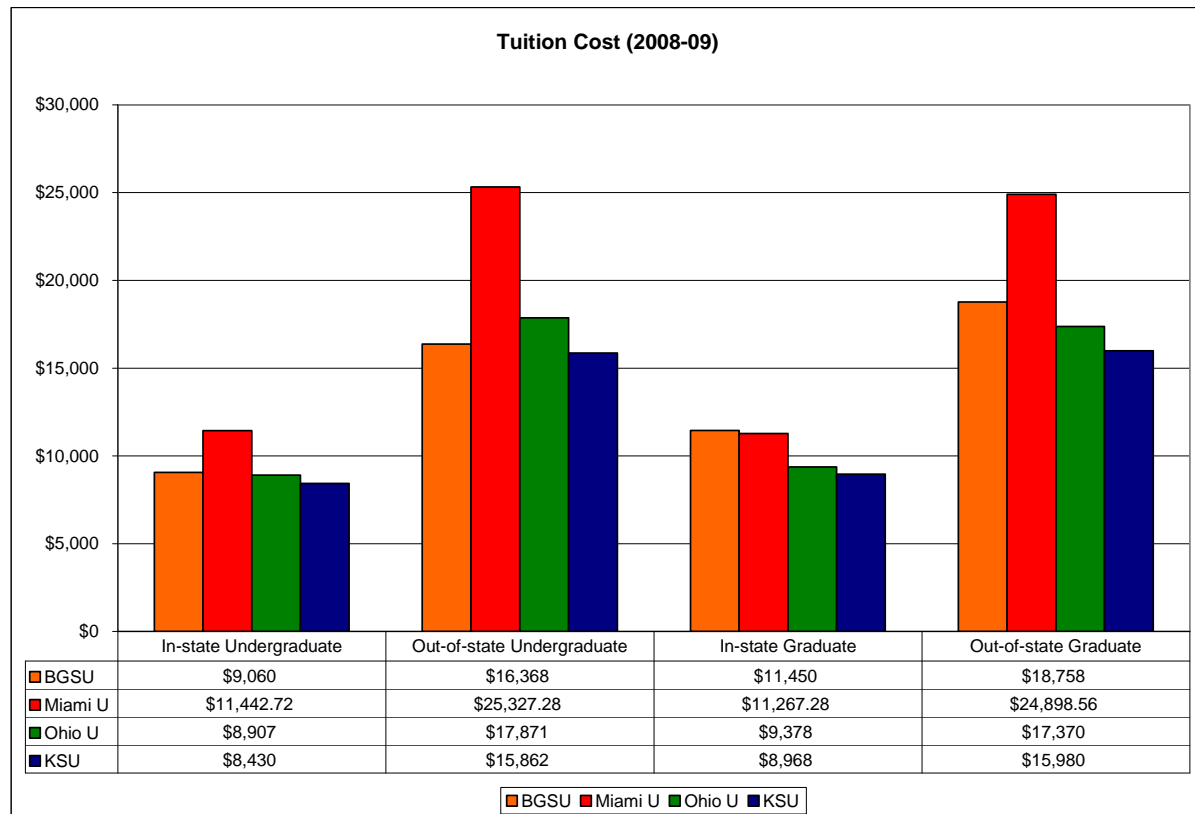


Graduate Programs

Comparing the number of graduate programs is difficult because categories differ among the universities. While KSU has 49 Master’s degree programs and 21 Doctoral degree programs, it also offers more than 100 areas of specialization. Ohio U offers 89 Master’s degree programs, 10 Graduate Certificates and 31 Doctoral degree programs. BGSU has 68 Master’s degree programs, 2 specialist degree programs and 16 Doctoral degree programs. Miami U has 55 Master’s degree programs and 12 Doctoral degree programs.

Tuition Cost

Tuition cost is lowest at KSU in all respects. Tuition cost for undergraduates is almost the same at BGSU and Ohio U (ca. \$9,060 for in-state students and \$16,368 and \$17,871 respectively for out-of-state students). Miami U has the highest tuition cost: In-state students have to pay \$11,442 whereas out-of-state students have to pay \$25,327. While KSU is the most inexpensive university for graduate students, BGSU and Miami U are the two most expensive universities for in-state graduate students and Miami U is by far the most expensive for out-of-state graduate students (the cost is more than double the amount for in-state students). BGSU is the second most expensive university in two respects and it is most expensive for in-state graduate students.



Student to Faculty Ratio

Identifying comparable student to faculty ratios is a difficult task. In an effort to be consistent, we have utilized the data available on Petersons.com which is a popular, online college search engine. For the Four Corners universities, Peterson’s reports student to faculty ratio is highest at Ohio U (19:1) followed by BGSU (18:1), KSU (17:1) and Miami U (16:1).

U.S. News and World Report Ranking

Among the Four Corners universities, Miami U ranks highest in the current U.S. News & World Report’s ranking as a Tier One, followed by Ohio U. Both BGSU and KSU are labeled Third Tier. Overall and Peer Assessment scores follow the same trend with Miami U and Ohio U (36) ranked the highest among the Four Corners universities.

Best Colleges School Comparison	BGSU	KSU	Miami U	Ohio U
Tier	3	3	1	1
U.S. News rank	165	180	66	116
U.S. News overall score	23	20	47	36
U.S. News peer assessment score	2.5	2.5	3.2	2.9

Source: U.S. News & World Report (Ed.) (2008). *America’s Best Colleges. 2009 ed.* Washington, DC: U.S. News & World Report LP.

Summary of Findings

When we review the major categories of comparison between the several Four Corners universities we conclude that BGSU is performing admirably well under difficult conditions. While having the least financial resources and facilities, BGSU faculty are teaching nearly the highest overall number and ratio of students among our peers. In addition, our undergraduate students are paying nearly the highest tuition costs and our graduate students have nearly the highest number of degree program choices.

Given these factors, BGSU faculty should be pleased with the US News and World Report ranking of 3rd among our peer group as it demonstrates their commitment to the academic mission of the university and their ability to perform under difficult circumstances.

BGSU Comparison to Four-corners Peers	
Category	Rank (Highest = 1)
Number of Campuses	4
Total Enrollment	2
Number of Colleges	3
Academic Budget	4
Research Dollars	4
Number of Graduate Programs (Masters & Doctoral)	2
Undergraduate Tuition Costs	2
Student/Faculty Ratio	2
US News Ranking	3

References

Budget: <http://www.bgsu.edu/downloads/finance/file24709.pdf>;
<http://www.bgsu.edu/downloads/finance/file24741.pdf>;
<http://www.units.muohio.edu/bpa/FY2007/Total%20Summary%20FY07%20seq5.pdf>;
<http://www.ohiou.edu/instres/Factbook/budget.html>; <http://www.kent.edu/rpie/upload/2007-08FinancialSection.pdf>

Faculty: <http://hr.osu.edu/statistics/ohfacsa109.pdf>

Research Dollars: <http://www.bgsu.edu/offices/spar/GrantsContractsActivity/ExecutiveSummary20072008.pdf>;
http://www.research.ohiou.edu/upload_files/files/awardsreport_FY08.pdf;
http://www.muohio.edu/working_at_miami/profile.cfm

Graduate Programs: http://www.bgsu.edu/offices/mc/media_room/page15781.html;
<http://www.miami.muohio.edu/graduate/programs.cfm>; <http://www.ohio.edu/graduate/programs.cfm> ;
<http://www.rags.kent.edu/Apptable/>

Tuition Costs: <http://www.bgsu.edu/offices/bursar/page25739.html#IUMAIN>;
http://www.units.muohio.edu/bur/fees/Oxfees_new.php; http://www.units.muohio.edu/bur/fees/Oxfees_grad.php;
<http://www.ohio.edu/admissions/fees.cfm>; <http://www.ohio.edu/finance/bursar/athenstuition.cfm>;
<http://www.kent.edu/bursar/Spring-Tuition-and-Fees.cfm>

Student/Faculty Ratios:

http://www.petersons.com/ugchannel/code/searches/srchCrit1.asp?sponsor=1&path=ug_fas.college

Faculty Attrition

All universities experience a normal amount of faculty attrition each year. By faculty attrition we are referring to the separation of faculty from their institution for a variety of reasons including retirement, taking positions at other universities or leaving academic life all together. Understanding attrition trends is critically important to faculty welfare as they can provide indicators of the general perception of faculty welfare at any given institution. These trends are also important for universities to understand since faculty are expensive to recruit, hire and develop and are the basis for institutional mission completion. In this section, we look at national, state and university trends in faculty attrition in order to better understand how the patterns of faculty leaving BGSU compare not only to our state peers but also to other schools around the nation.

National trends

National research¹ suggests that there are three main reasons why faculty leave their institutions:

1. Salaries
2. Professional advancement
3. Quality of life
 - a. Intellectual isolation
 - b. Intellectual incompatibility with senior colleagues
 - c. Spousal employment (or lack thereof)

Studies have consistently found that while salaries and professional advancement are listed as high priorities in general, there were also several important “quality of life” issues. Of the eight categories identified in the table below, the top three are related to the institution while the remaining ones are more personal in nature.

Breaking down this study’s results, it can be seen that faculty leave the university for different reasons at different points in their career. Full professors were most likely to leave for reasons of salary, professional advancement or difficulties with the university. Associate professors were most likely to leave because of institutional reasons or to join the private sector with salary as their second most likely reason. Assistant Professors who left their institutions mostly cited reasons related to geography, dual-career couples or the lure of the private sector.

Number and Percent of Departing Faculty Citing Each Reason for Leaving

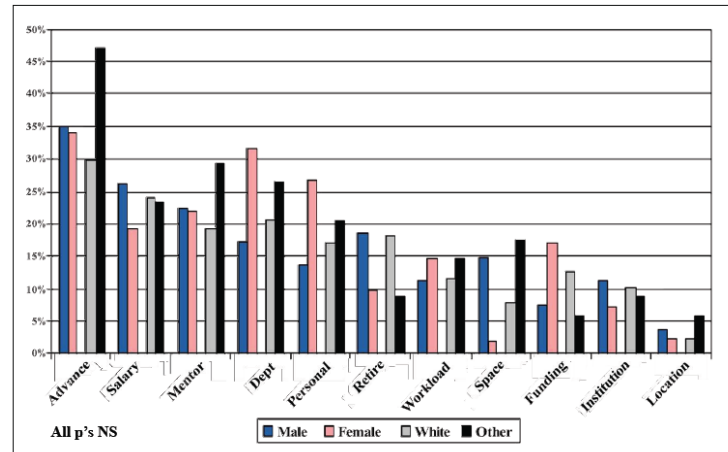
	Assistant Professor		Associate Professor		Full Professor		Total	
	N	%	N	%	N	%	N	%
Tenure	59	98	1	2	0	0	60	18
Salary	54	38	42	29	47	33	143	43
Prof. Advancement	26	27	23	25	44	47	93	28
Inst. Issues	26	36	26	36	21	29	73	22
Private Sector	27	44	22	36	13	21	62	19
Dual Career s	12	48	7	28	6	24	25	8
Personal	20	40	15	30	15	30	50	15
Geography	11	50	7	32	4	18	22	7
Total Departing	160		83		87		330	

Note: Percentages do not sum to 100 percent, since faculty could give multiple reasons for leaving. The table excludes the reasons of retirement and death.

¹ Amey, M.J. (1996, Spring). The Institutional Marketplace and Faculty Attrition. *Thought & Action*, 12(1), 23-33.

When broken down by gender, men cite—in order of importance—reasons of professional advancement, salaries and institutional issues. These conditions were found to be more important than tenure or tenure-related decisions. Women, on the other hand, also cite salary as the main reason for leaving but followed closely by personal issues and professional advancement.

Figure 3: Reasons for Faculty Attrition by Gender and Race



In summary, while salary is an important factor, other related “welfare” issues such as spousal or partner employment are growing in importance. The article also notes that since reasons for leaving are so varied—by rank, gender and school—current school policies are usually not applicable, meaning that schools should allow for “negotiation” at the unit level so that idiosyncrasies of internal and external labor markets may be more fully addressed.

Ohio Trends in Faculty Attrition

Collecting data on Ohio trends in faculty attrition is difficult. We found no recent study that refers to Ohio faculty attrition in general. However, we believe that the factors studied concerning Computer Science faculty attrition can be illustrative of most general trends.

Current research² in faculty attrition in Ohio for CS faculty has found that it has become a significant problem with reasons cited as being similar to national trends. Factors mentioned most by department chairs as influencing departures include:

- Appeal of industry
- Personal reasons
- Salary
- Department ranking/reputation

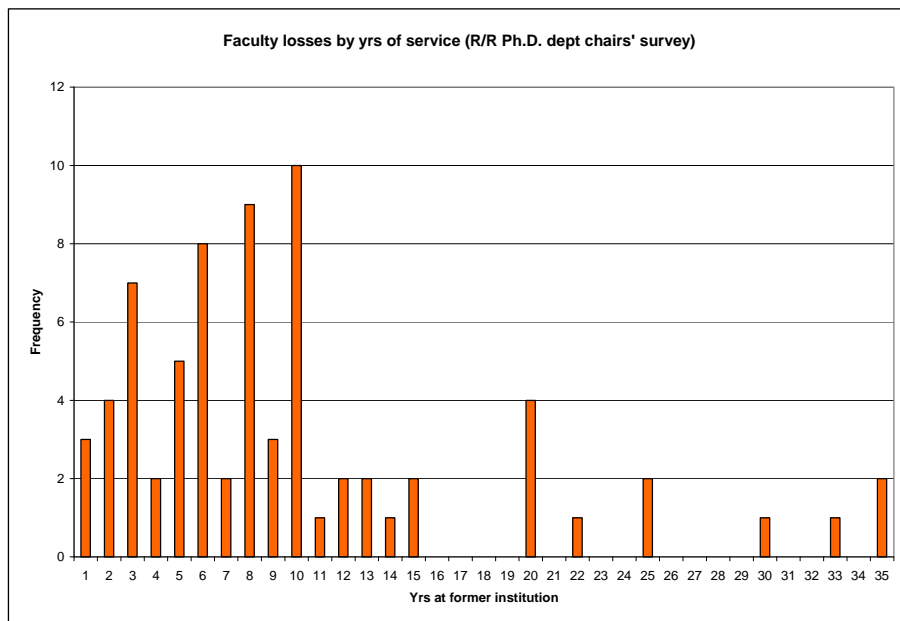
In addition, factors mentioned most by recent job-changers as main reasons why they left were:

- Access to quality grad students
- Department morale/culture
- Salary
- Presence of research colleagues

² “Retention of CS Faculty”, Ohio State University: By Stu Zweben. For more data: <http://www.cra.org/statistics/survey/03/03.pdf>

Lastly, better institutional support was cited most frequently as making a difference in their willingness to stay at their former institution.

In summary, it appears that Ohio trends mirror national trends. While salary is an important factor it is not the only factor. In fact, many non-budgetary factors are often cited as being more important overall.



BGSU Trends

The following information comes from a presentation by BGSU VPAA Baugher (July, 2008) made at a special meeting of the Faculty Senate: “*Trend Analysis of Retirement and Termination/Resignation by Age*”.

Looking only at faculty—and excluding retiring faculty—we see over the period from 2005 to 2008 that faculty have left the institution at an average age of 42.72 (N=138). This is a shocking revelation when one realizes that these are arguably the most productive years for faculty. And while the University has little data to indicate the reasons why these faculty left, they likely are similar to reasons noted in studies by other institutions.

	FY 05/06 Average Age	Count	FY 06/07 Average Age	Count	FY 07/08 Average Age	Count
Retirement	61.99	15	63.44	17	65.84	14
Resignations/Separation	42.97	53	41.86	43	43.34	42

Unfortunately, BGSU has not developed a comprehensive system for tracking the reasons for faculty attrition beyond the above categories. This makes reporting and understanding the reasons for faculty attrition at the University difficult and thus nearly impossible to correct.

Recommendations

The Faculty Welfare Committee recommends the following actions to address the issue of faculty attrition:

1. *The University should develop and implement a comprehensive attrition-data collection procedure to have better information available for analysis and future policy making;*
2. *Given the high cost of faculty turnover, institutional leadership should develop intervention strategies to retain faculty;*
3. *During times of budgetary constraints that limit faculty salary increases, the University should increase non-dollar benefits for faculty to increase their satisfaction in other aspects of their institutional life;*
4. *As spousal consideration is becoming a major concern for faculty around the country, new policies should be developed to support existing and future faculty spouse employment;*
5. *Intellectual isolation has been identified in a number of studies as a major cause for faculty to leave their institutions. BGSU should develop and implement policies for all faculty – but specifically for junior, probationary faculty—that would “encourage” mentoring, collaborative activities and support for their active involvement with professional organizations;*
6. *Improve the departmental/unit leadership to encourage communication between faculty and administrators in order to alleviate the immediate stressors for faculty. In addition, there should be unit-level support for freedom of research activities along with monetary support and appropriate release time.*

Faculty Benefits

Introduction

Essential elements of faculty welfare are the health and other benefits packages they earn. The quality and amount of benefits available directly affects the quality of life for both the faculty employee and their dependents. High quality benefits can make a significant difference in faculty welfare, recruitment and retention.

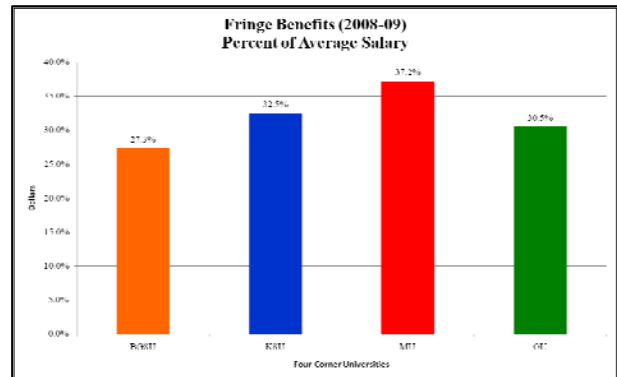
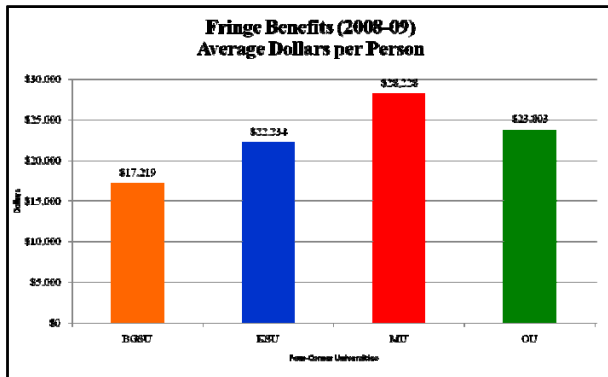
Current Benefits Status

According to the “2008-09 Ohio Universities Faculty Salary Survey,” BGSU ranks lowest among all Ohio public institutions of higher education in the state of Ohio in amount spent on fulltime faculty healthcare and benefits packages. Obviously, this also means we compare poorly to our “Four Corners” (BGSU, Kent State, Miami, and Ohio University) peers.

Since fringe benefits are directly linked to the amount of faculty salaries paid and to the rank of the faculty (all of which are low at BGSU) it is not surprising that our benefits are lower than our Four Corner peers. To understand this difference, however, also requires a detailed breakdown of the fringe benefits into categories to make direct comparisons at levels of faculty rank. To make this direct comparison, we have examined the most current detailed data available (which comes from the 2007-08 academic year).

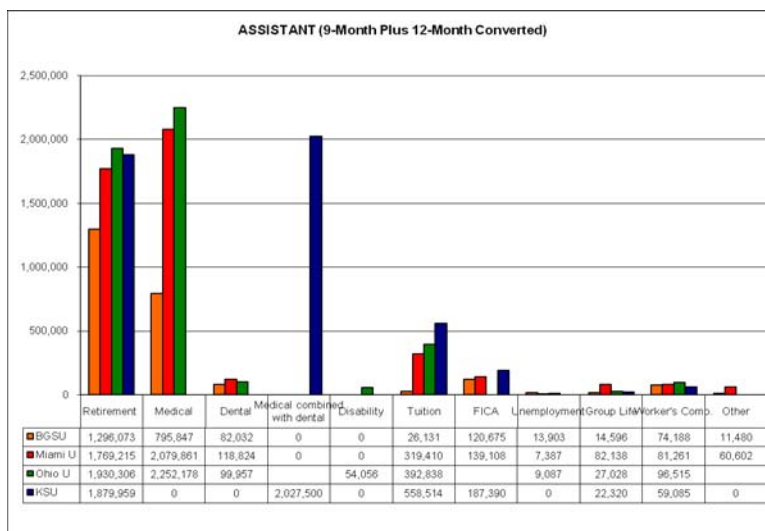
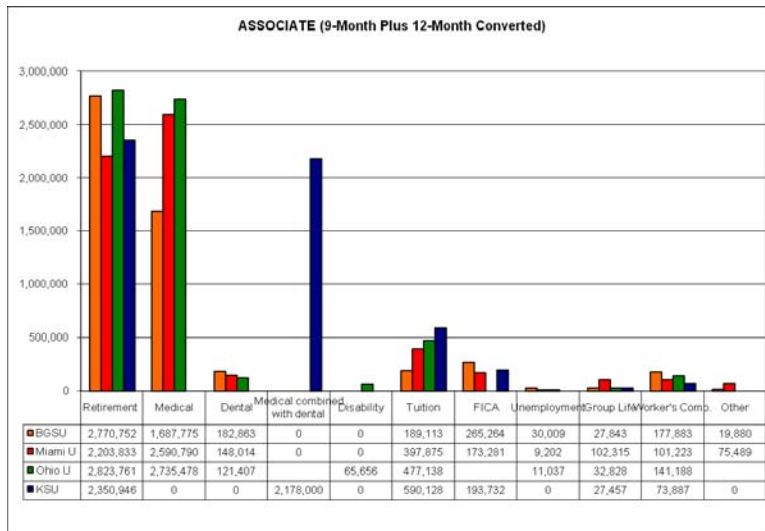
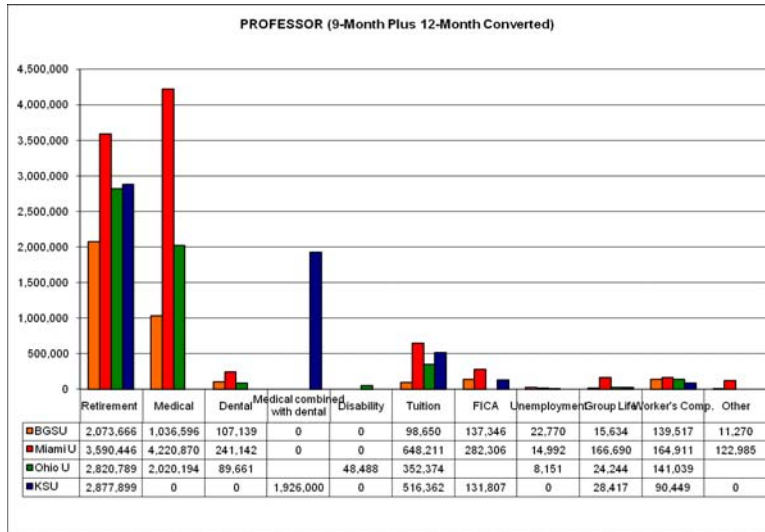
Comparison of Benefits for All Rank, Full-Time Instructional Faculty, 2008-09

University	Rank
Miami	1
Cincinnati	2
Shawnee State	3
Ohio State	4
Ohio University	5
Toledo	6
Kent State	7
Cleveland State	8
Wright State	9
Akron	10
Youngstown State	11
Bowling Green	12

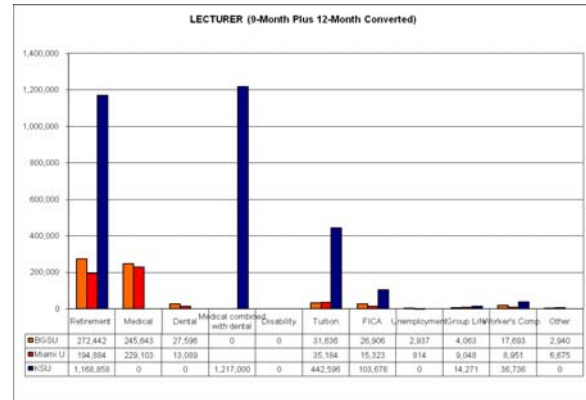
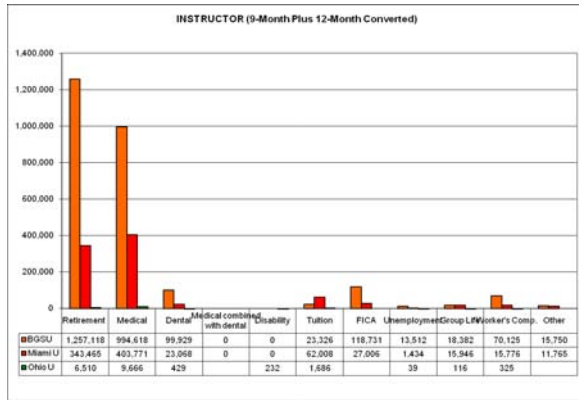


Four Corners Comparison (2007-08)

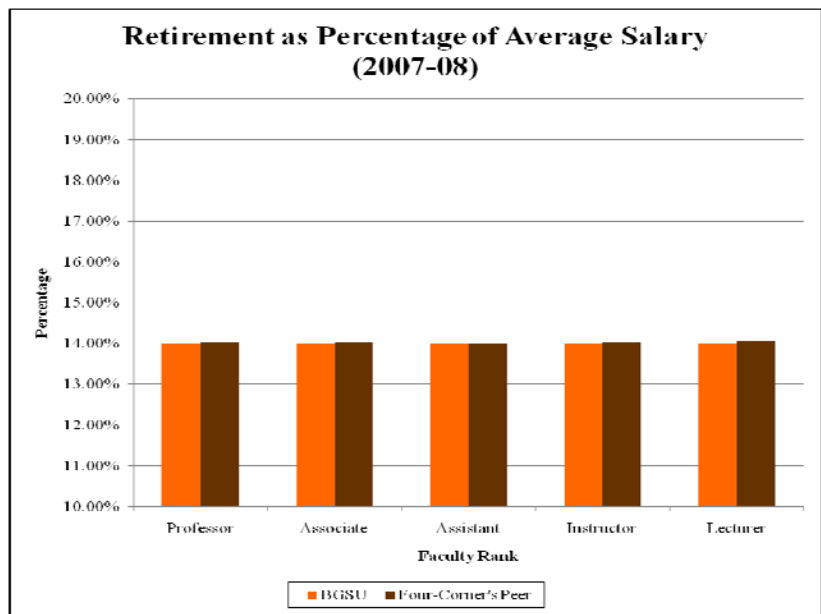
Each of these charts shows the detailed breakdown of the major benefits received by fulltime faculty for 2007-08 by rank. The charts include data for each of the Four Corner universities to provide easy comparison of dollar amounts expended by each university for each part of the benefits. Since benefits amounts are linked to salary amounts, then lower paying institutions at each rank will likely have lower benefits amounts as well. Also, a lower amount per category does not necessarily mean lower benefits since some benefit categories (medical, dental, tuition, etc) are not necessarily equal dollar for dollar. In other words, it is conceivable that an equal quality of benefit could be purchased at a lower cost.



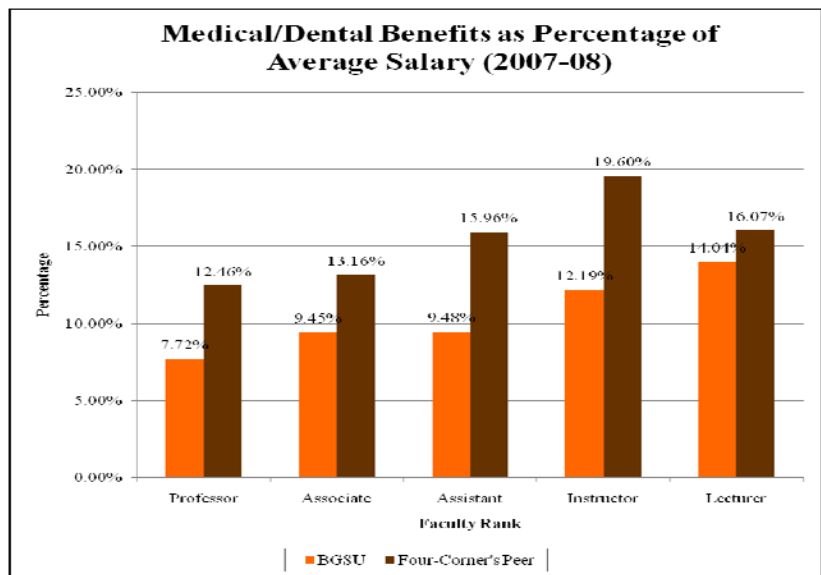
On the next page, charts are shown for non-tenure track faculty (NTTF). The NTTF charts provide the same data as shown on the tenured and tenure track faculty charts. The only difference is that some Four Corners universities (KSU & OU) do not have some classifications of NTTF. For this reason, some of the charts do not include data for those universities.



To attempt to control for difference in salaries, we also calculated the dollar amount of retirement as a percentage of the average salary per rank. As can be seen, the percentage spent on retirement is approximately equal for all of the Four Corner universities at all ranks.



To attempt to control for difference in salaries, we also calculated the dollar amount of medical and dental coverage as a percentage of the average salary. We found that BGSU expends less than the average of our peers. This may result from either lesser coverage or more cost-efficient coverage. At this point we do not have evidence to definitively determine which of these scenarios is most accurate.



Summary of Findings

In summary, we have found the benefits analysis particularly difficult to analyze due to their linkage to salary amounts at

different ranks and universities. However, when we did attempt to compensate for these issues we concluded that BGSU faculty benefits do appear to be lower overall when compared to our Four Corners peers. The amounts differ at different ranks and for different universities. When controlling for salary amounts, we found that the amount paid by the universities for retirement was approximately the same (14%). However, using the same analysis we found that BGSU expends significantly less on medical/dental benefits than our peers and that this difference varies by rank.

Benefits Recommendations

The Faculty Welfare Committee recommends the following actions to address the inequities of BGSU's major benefits for full-time faculty:

1. *The University Standing Committee on Health, Wellness and Insurance should work with the administration on a complete and detailed review of faculty benefits in comparison to our peers to ascertain the current quality of faculty benefits at BGSU;*
2. *BGSU should offer its full-time faculty immediate medical coverage (on the first day of hire) instead of making them wait a month for coverage to begin. (Kent, Miami and OU all offer coverage on the first full day of employment);*
3. *BGSU should consider offering vision coverage to its full-time faculty. (Kent and OU offer vision);*
4. *BGSU should offer its full-time faculty a choice of at least two medical and dental plans so that each individual employee can choose the most cost effective plan for his/her family. (Kent, Miami and OU offer several options);*
5. *BGSU should provide a shorter wait time for tuition waivers for a faculty spouse or family member. (Kent – 1 semester or 120 days; Miami – 3 years of full time employment; OU – immediate);*
6. *BGSU should consider offering paid parental leave to its full-time faculty. (Miami offers 6 weeks of paid leave for mothers and 3 weeks for fathers for the birth or adoption of a baby).*

References

Current Benefits Status: <http://hr.osu.edu/statistics/ohfacsal09.pdf>

Faculty Benefits Detail (2007-08): <http://hr.osu.edu/statistics/ohfacsal08.pdf>

See also:

<http://www.bgsu.edu/offices/ohr/benefits/page11203.html>

<http://www.kent.edu/hr/forms/upload/BENE%20BRIEF%20FT%202008.pdf>

<http://www.units.muohio.edu/prs/benefits/Index.htm>

<http://www.ohio.edu/hr/benefits/index.cfm>

Faculty Composition

Introduction

The composition of BGSU's faculty has a direct impact on the type, ranking and mission of the University. Any strategic plan for the future must be premised on faculty composition or risk being undermined by it. Fulltime faculty fall into two categories: Tenured/tenure track (TTF) and Non-tenure track (NTTF).

Tenured & tenure-track faculty (TTF): TTF faculty are tasked with the conduct of research (knowledge discovery, knowledge creation), teaching (knowledge dissemination) and service (Governance) and are recruited and hired from national/international candidate pools. The more TTF the more you would expect the University to be research-oriented and have a national/international character and recognition.

Non-tenure track faculty (NTTF): NTTF faculty are tasked with teaching (knowledge dissemination) and are recruited and hired from local candidate pools. The more NTTF the more you would expect the University to be teaching-oriented and have a local character and recognition.

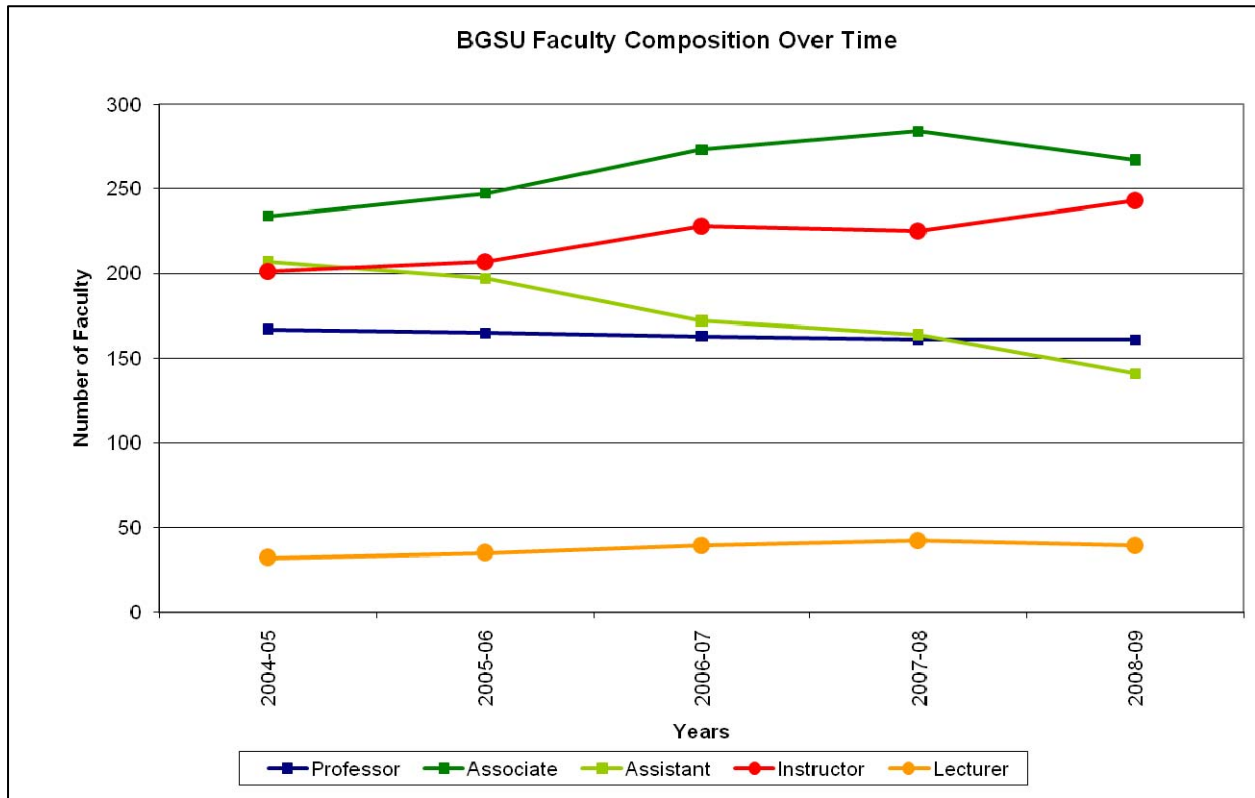
Both types of faculty are important to the health and operation of all universities. Since faculty activities determine what is produced by the university, understanding and adjusting the composition of the faculty is critically important. Given the different roles that each type of faculty fills, the overall composition of the faculty can impact faculty welfare since the demands on faculty match must also match its composition. For this reason, the administration should support and recognize the contributions of both types of faculty because the composition of the faculty greatly determines the institution itself.

BGSU Historical Review

The Carnegie Foundation (2004) assigned BGSU the institutional classification 'high research activity' (RU/H) based on 2002-03 data. Among the criteria examined were: doctoral conferrals, per capita research dollars, development expenditures and faculty counts in assigned positions. At that point, nearly **75%** of BGSU faculty were tenured or tenure-track. Since that time, there has been a steady decline in the number of research faculty (tenure) and an increase in teaching faculty (non-tenure) at BGSU. We have found that the decline in numbers of research faculty is largely due to a decrease in assistant professors and an increase in instructors.

In contrast, the number of full professors has been quite stable. Over the last five years, the number of faculty members at BGSU was consistently highest for the rank of associate professor and consistently lowest for the rank of lecturer. In the AY 2004-05, the second largest represented group of faculty members at BGSU was assistant professors, followed by instructors. Since then, the number of assistant professors has decreased significantly while the number of instructors steadily increased. Ever since AY 2005-06, instructors ranked second highest in BGSU's faculty composition. The following charts demonstrate these trends.

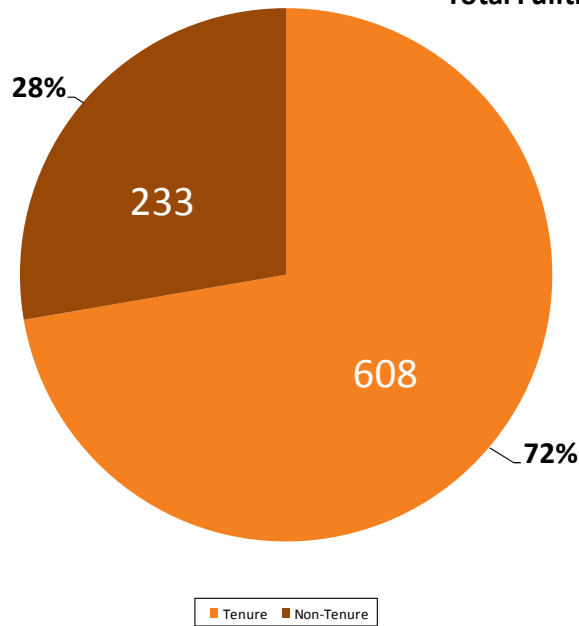
Changes in BGSU Faculty Composition over Time



Year	Professor	Associate	Assistant	Instructor	Lecturer	All Ranks
2004-05	167 20%	234 28%	207 25%	201 24%	32 4%	841 100%
2005-06	165 19%	247 29%	197 23%	207 24%	35 4%	851 100%
2006-07	163 19%	273 31%	172 20%	228 26%	39 4%	875 100%
2007-08	161 18%	284 32%	164 19%	225 26%	42 5%	876 100%
2008-09	161 19%	267 31%	141 17%	243 29%	39 5%	851 100%

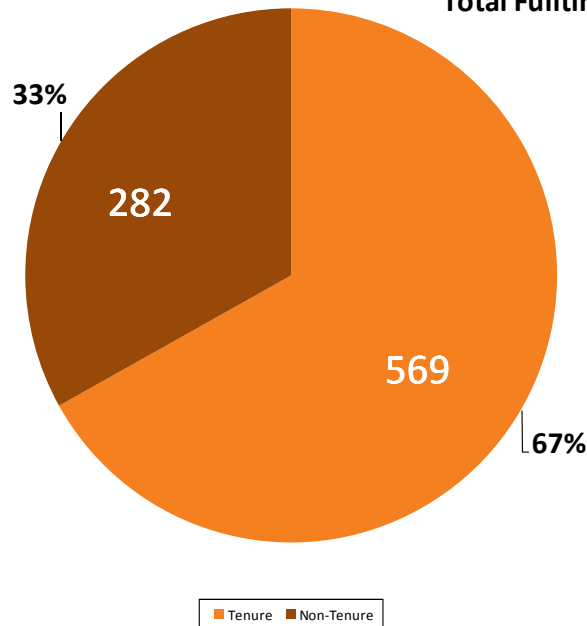
BGSU Faculty Composition (2004-05)

Total Fulltime Faculty = 841



BGSU Faculty Composition (2008-09)

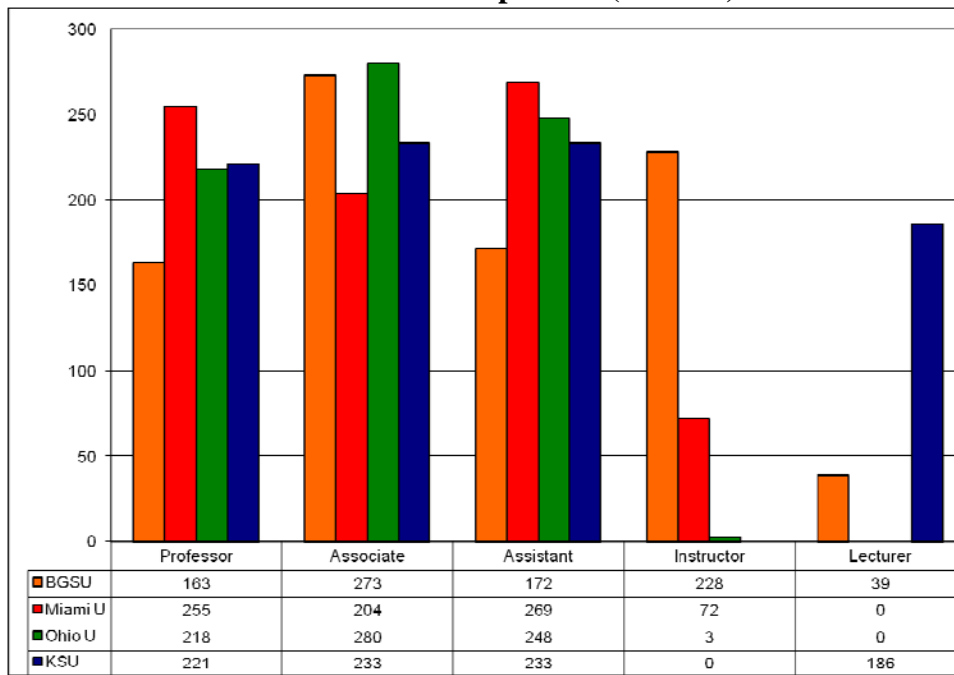
Total Fulltime Faculty = 851



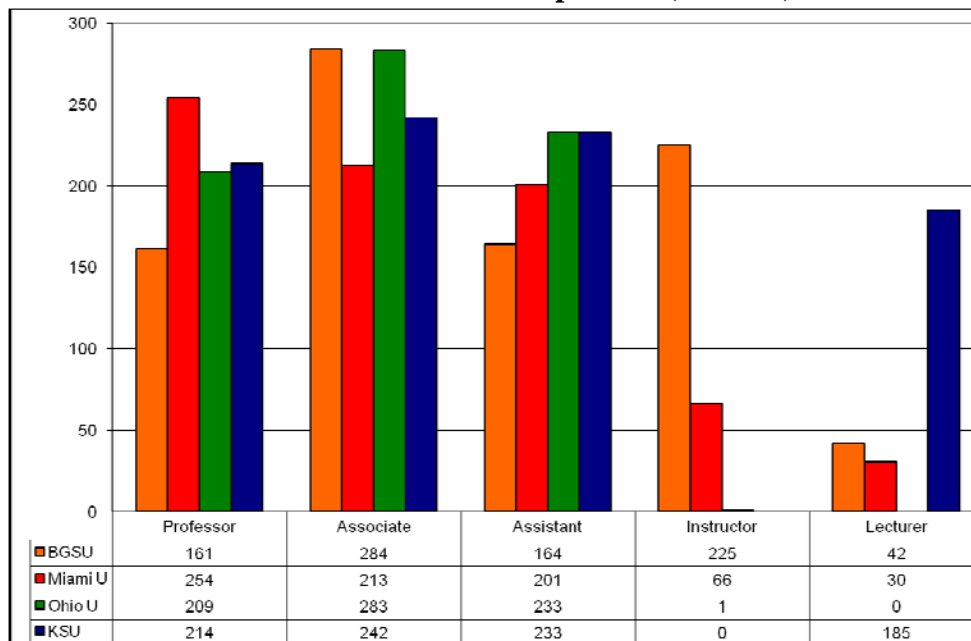
Four Corners Comparison

Compared with the other Four Corner universities, BGSU had the lowest number of professors both in 2006-07, 2007-08 and 2008-09. BGSU also had the smallest number of assistant professors during the same period. Regarding associate professors, BGSU ranked second during 2006-08 and third in 2008-09. However, the largest difference between BGSU and the other peer universities concerns the number of instructors. The number of instructors at BGSU exceeded that of the other Four Corner universities during the period of 2006-09. The following charts demonstrate these differences.

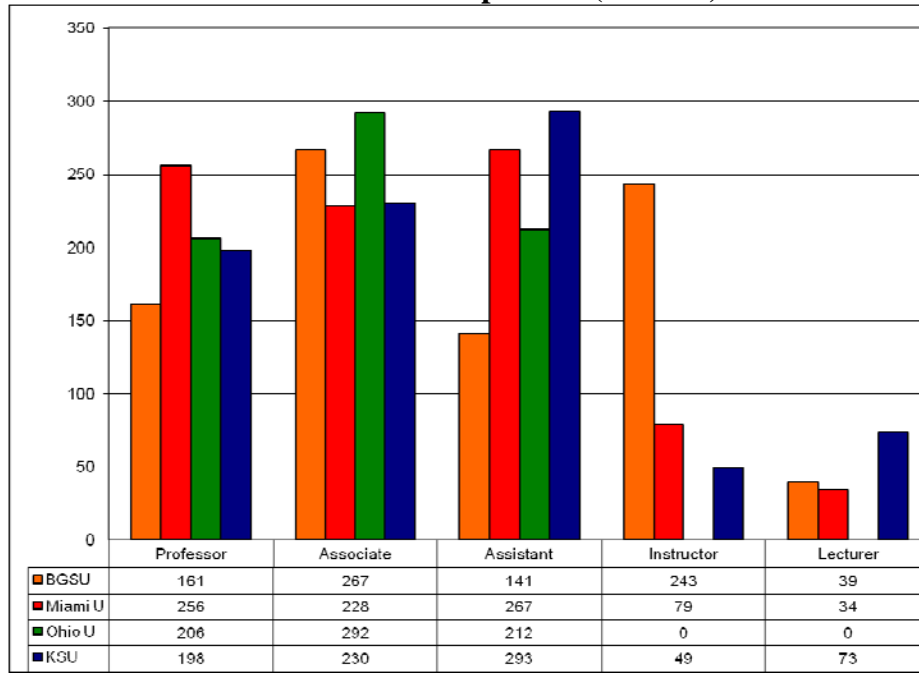
Four Corners Comparison (2006-07)



Four Corners Comparison (2007-08)

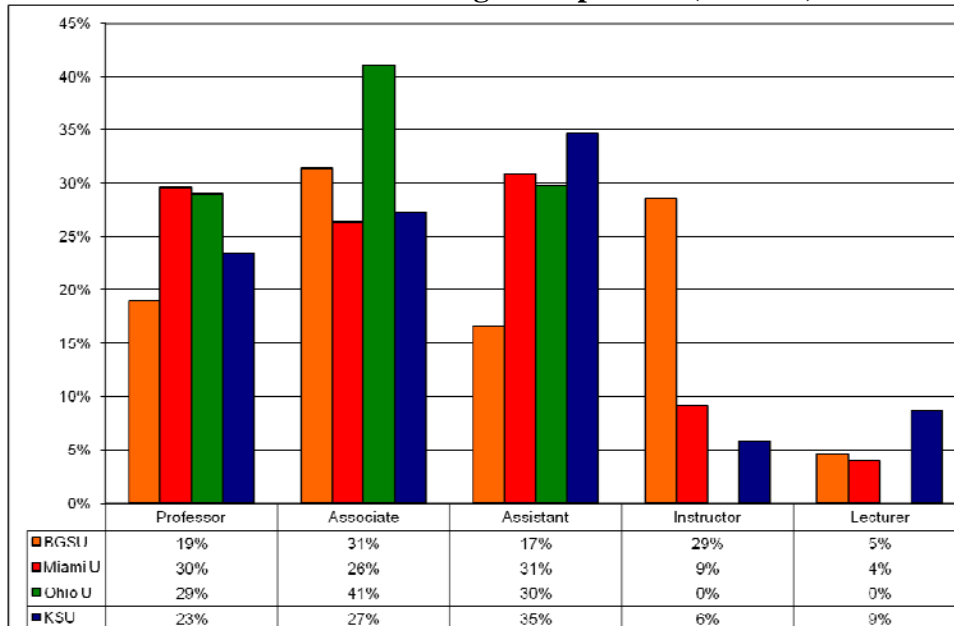


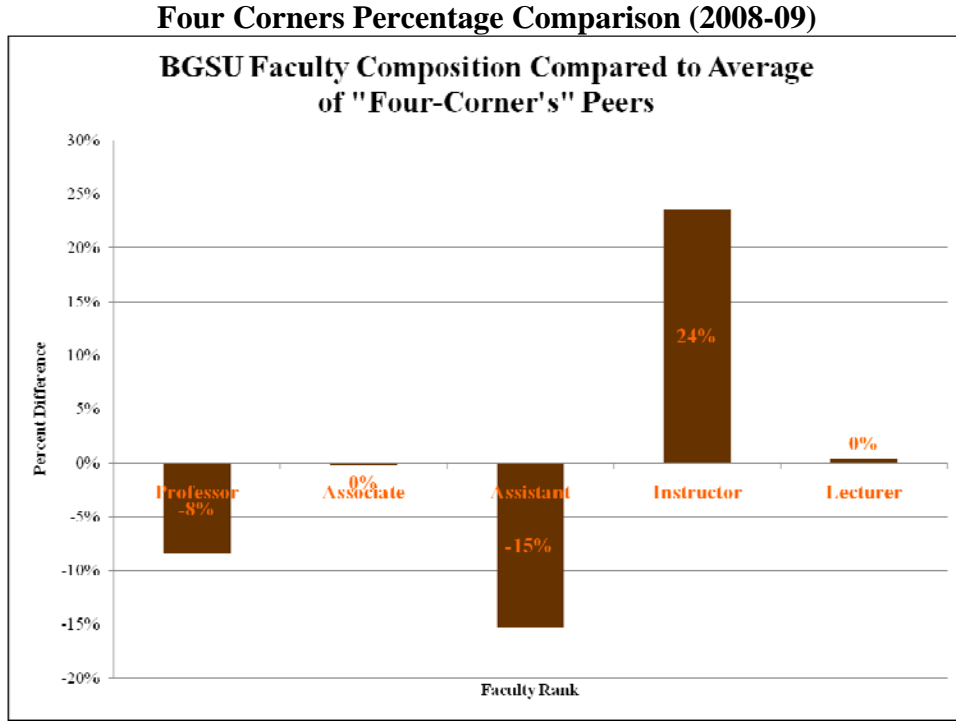
Four Corners Comparison (2008-09)



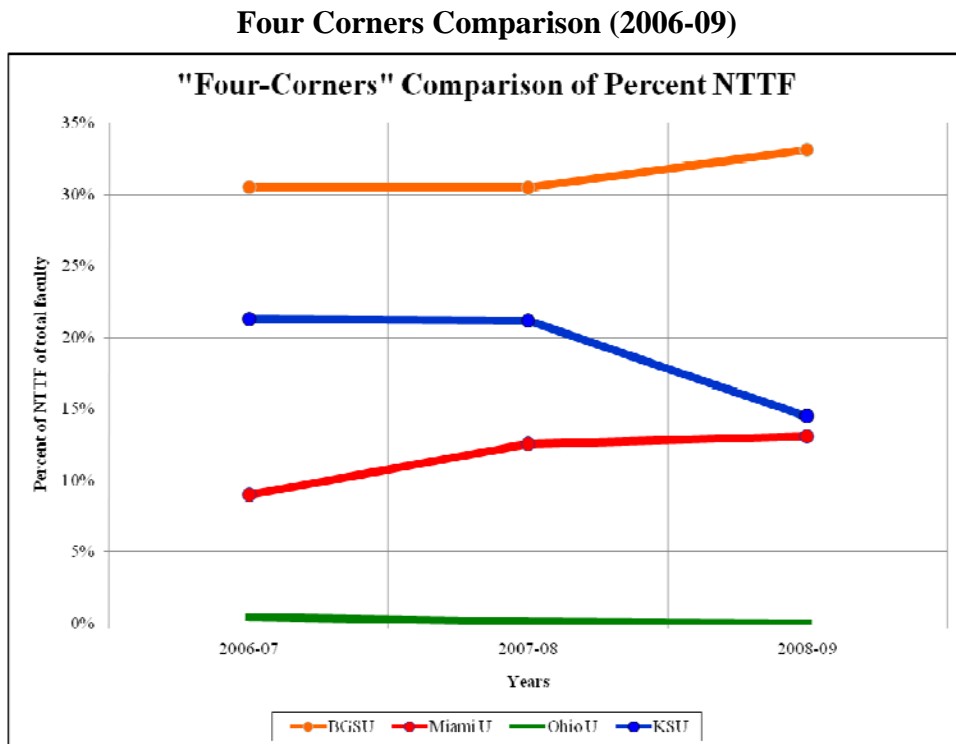
In an attempt to control for the difference of faculty sizes of each campus, we have also calculated each rank as a percentage of each whole faculty of each campus for the current year. Missing data for individual universities at any particular rank means that university did not report any faculty of that rank.

Four Corners Percentage Comparison (2008-09)





Since BGSU’s greatest difference from our peers is at the instructor level, we also calculated the difference between TTF and NTTF for a Four Corners comparison over the past three year time period. This comparison appears in the chart below. It becomes readily apparent that BGSU has not only had a higher proportion of NTTF than our peers but that this proportion has been growing.



Summary of Findings

The current percentages of Professors (19%) and Associate Professors (31%) are largely consistent with the past. However, since 2004 there has been a steady decline in the number of Assistant Professors and an increase in Instructors. The reduction in the number of Assistant Professors has left too few to replace the loss of Associate and Full Professors that typically come through normal attrition factors. This trend has made BGSU's faculty composition very different in comparison to our "Four Corners" Peers. We have fewer Professors (- 8%) and Assistant Professors (-15%) and more Instructors (+24%) than our peer's average. This deficit in research faculty puts BGSU's current and future research potential at the bottom of our peer group. The current faculty composition at BGSU jeopardizes our ability to compete for state appropriations and other external resources to support our university's mission. In sum, current trends point toward BGSU increasingly becoming more of a regional, teaching university instead of a nationally-recognized, research university.

Recommendations

- 1. Any strategic planning process undertaken by the university must begin with understanding and developing hiring and retention policies to create a faculty composition that can support BGSU's historic mission, Four Corner status and future plans.*
- 2. All vacant fulltime faculty positions must be allocated towards tenure faculty to rebuild BGSU's research capacity and competitiveness;*
- 3. The goal for BGSU's faculty composition must be to increase tenure faculty by 23% to align with the average of our Four Corners peers;*
- 4. Efforts must be made to support Associate Professors to continue their progress towards Professor;*
- 5. In addition, efforts must also be made to promote and retain all tenure faculty to avoid the expense and loss of additional research potential.*

References

Carnegie Foundation (2004). *Carnegie Classifications: Bowling Green State University*. Downloaded March 11, 2009 from <http://www.carnegiefoundation.org/classifications/sub.asp?key=748&subkey=15651&start=782>

<http://hr.osu.edu/statistics/ohfacsal09.pdf>

<http://hr.osu.edu/statistics/ohfacsal08.pdf>

<http://hr.osu.edu/statistics/ohfacsal07.pdf>

Faculty Salaries

Introduction

While salaries are seldom the reason that faculty enter the academy, they can be the reason that they leave. The issues surrounding the level of faculty salaries at BGSU are complicated and persistent ones that have long been recognized but also unresolved. Before any problem can be adequately addressed, it must be understood. For that reason, the following pages seek to provide a detailed analysis of the historical issues, current status and recommendations for improving faculty salaries at BGSU.

YEAR	BGSU RANK	YEAR	BGSU RANK
71-72	6	90-91	10
72-73	5	91-92	10
73-74	5	92-93	9
74-75	3	93-94	7
75-76	5	94-95	9
76-77	7	95-96	10
77-78	6	96-97	9
78-79	6	97-98	11
79-80	5	98-99	11
80-81	5	99-00	11
81-82	5	00-01	11
82-83	5	01-02	11
83-84	7	02-03	11
84-85	8	03-04	11
85-86	11	04-05	11
86-87	10	05-06	11
87-88	11	06-07	11
88-89	8	07-08	11
89-90	8	08-09	11

Historical Review

Since the 1983-84 academic year, BGSU faculty salaries have been ranked in the lower half of the average salaries among the public universities in Ohio. Since the 1997-98 academic year, BGSU faculty salaries have been ranked 11th out of 12 in the state.

Last year the Faculty Welfare Committee determined that to provide competitive salaries, defined as the average of our “Four Corners” peers, BGSU would need a one-time increase of 11.75% to the nine-month salaries of full-time instructional faculty. This analysis was premised on an ‘unrestricted’ comparison of all faculty salaries at the Four Corners universities.

2008-09 Faculty Welfare Committee “Unrestricted” Findings

AVERAGE 9-MONTH SALARY OF FULL-TIME FACULTY (University Systems)						
University System	Professor	Associate	Assistant	Instructor	Lecturer	All Ranks
Bowling Green	\$81,419	\$67,701	\$51,854	\$41,976	\$48,839	\$58,251
Kent State	\$86,281	\$66,338	\$55,035	\$49,861	\$43,914	\$59,635
Miami	\$94,317	\$71,725	\$58,518	\$35,751	\$42,493	\$68,930
Ohio University	\$88,195	\$66,669	\$55,563	\$46,768		\$66,715
Peer Average	\$89,598	\$68,244	\$56,372	\$44,126	\$43,204	\$65,093
BGSU Difference	-\$8,179	-\$543	-\$4,518	-\$2,150	\$5,635	-\$6,843
Percentage needed	10.04%	0.80%	8.71%	5.12%	0%	11.75%

Responding to concerns

After that presentation, several concerns were raised about our findings. These concerns were focused on the need to ensure we were being as accurate as possible in our comparison. In general, the concern was that our analysis did not take into account the unique character of the faculty at each institution. To respond to these concerns and to try and achieve the best comparison possible, we have ‘restricted’ our analysis in the following ways:

- Focused only on ‘main campuses’ since the different systems service different constituencies, have different missions, located in different regions and are of different sizes;
- Focused primarily on tenured and tenure-track faculty since NTTF are hired regionally and are more susceptible to regional economies. However, we do provide main campus NTTF data too since all faculty are valued members of our university;
- Focused only on equivalent college-level salaries since each university is constituted of different units that might affect salary structures (e.g.. Medical colleges).

Equivalent Units – Apples to Apples

While no two universities are exactly the same, we restricted our examination to the closest equivalent academic units to attempt to get the most accurate comparison among the ‘Four Corners’ universities in Ohio. The chart below demonstrates the alignment we found across the four different universities.

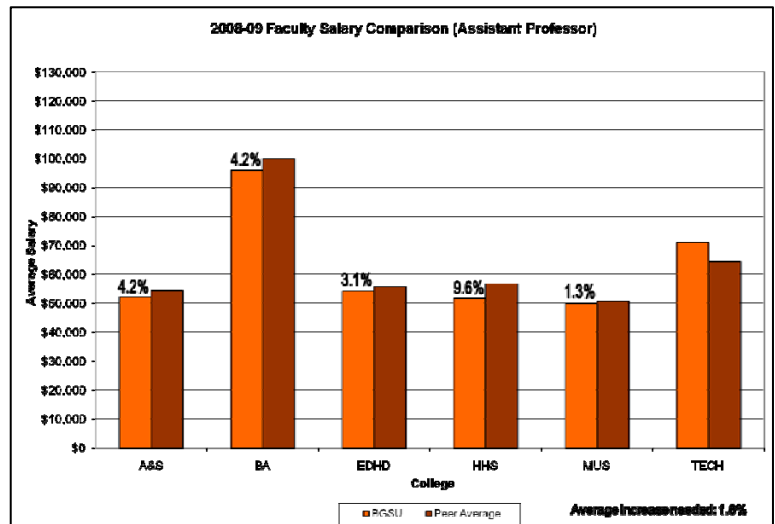
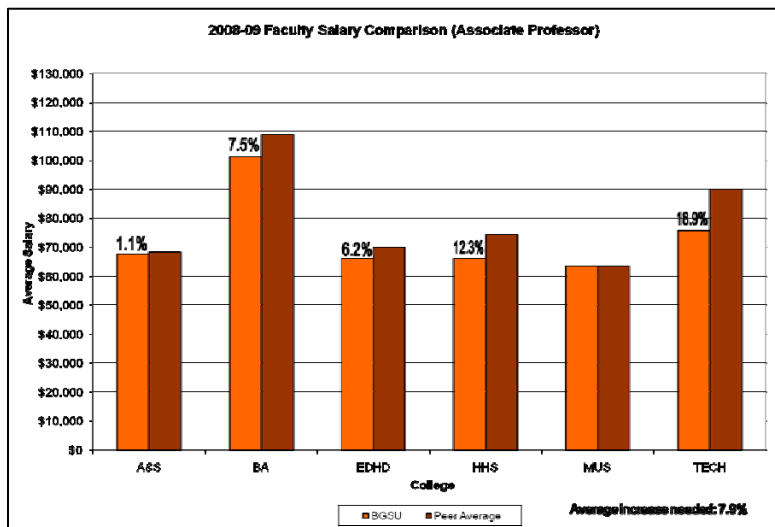
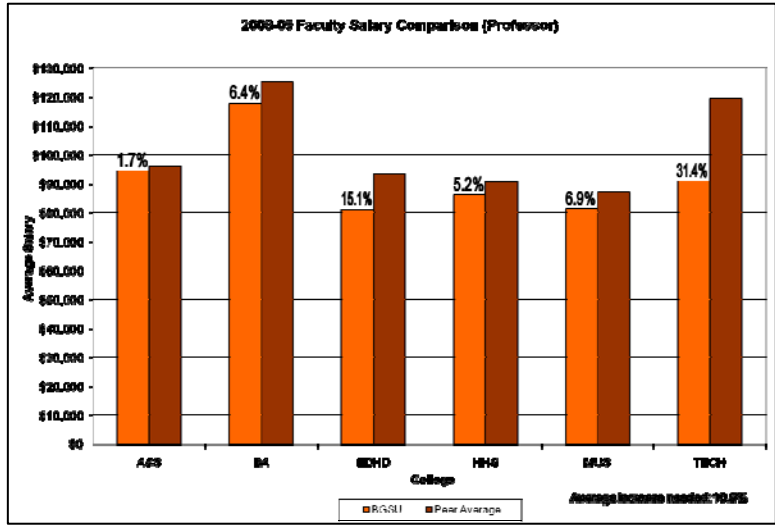
Bowling Green State University	Kent State University	Miami University	Ohio University
Arts & Sciences	Arts and Sciences	Arts & Science	Arts & Sciences
Business Administration	Business Administration	Business	Business
Education and Human Development	Education, Health & Human Services	Education, Health & Society	Education
Health & Human Services			Health & Human Services
Music	Arts	Fine Arts	Fine Arts
Technology	Technology		Engineering & Technology

Undoubtedly, this comparison of colleges will not be completely accurate. We are under no illusions that even colleges with the same name are composed of the same departments/schools. However, we are confident that this cross-college comparison will produce more accurate data for analysis than we prepared last year. In fact, we would argue that achieving a perfect comparison is an inefficient and likely impossible goal. All comparisons are going to be flawed to some degree so our goal, in consideration of our limited resources, was to attempt to improve on last year’s effort and achieve an intuitive approximation to illustrate trends. We sharpen these trends by further detailing faculty rank distinctions and averaging our peer’s salaries. In these ways, we hope to minimize the potential of basing our assertions on extreme differences that may result from college configuration.

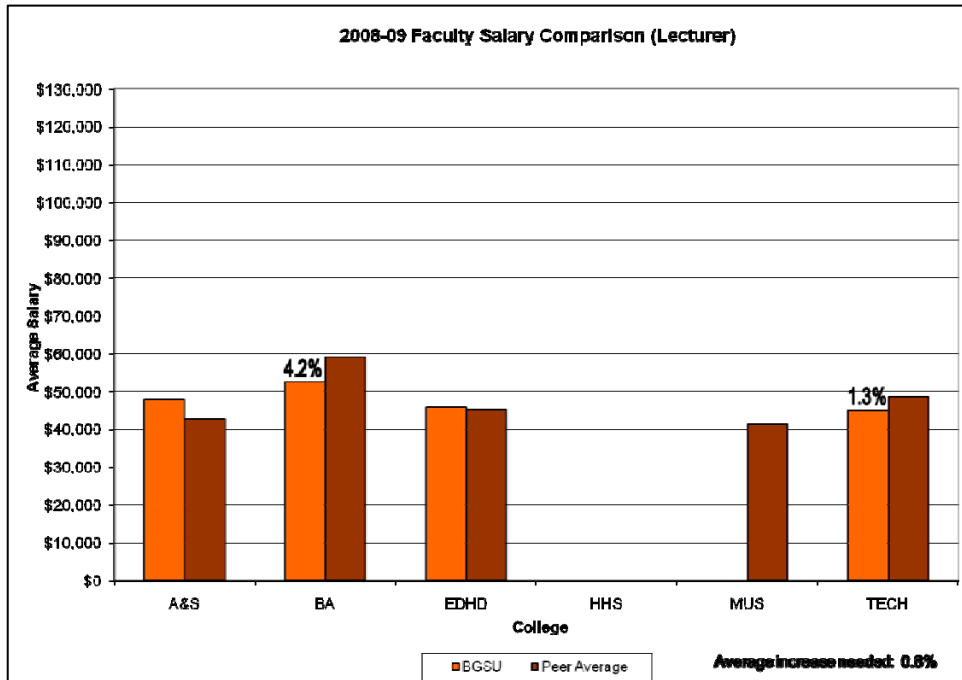
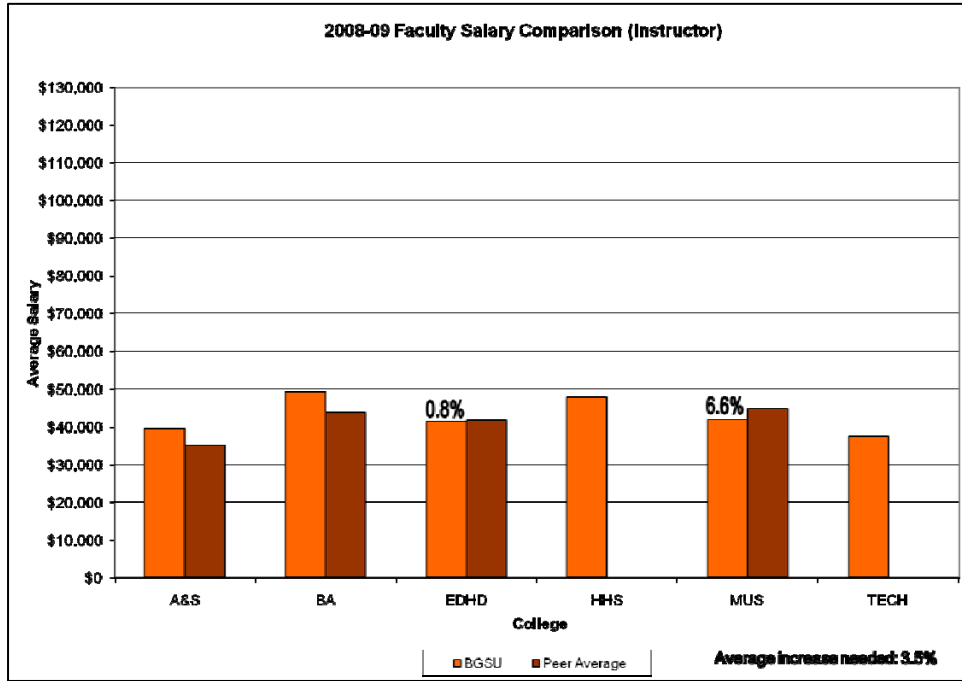
The following charts examine salaries by fulltime faculty rank using these restrictions.

Restricted Comparison of Faculty Salaries to 'Four Corners' Peers

Percentage is increase needed to reach peer-average

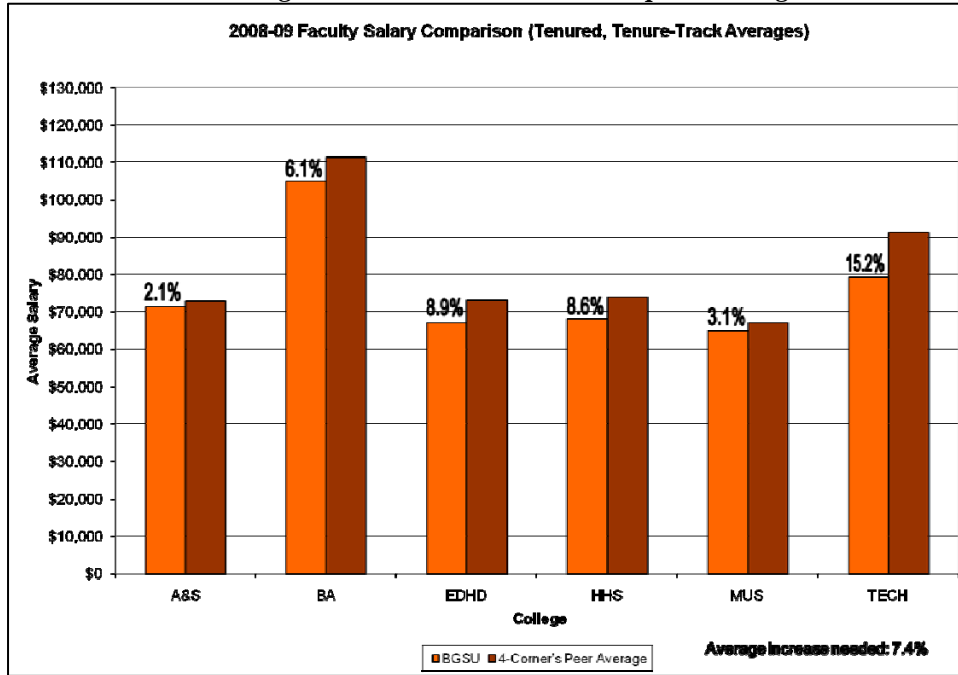


Restricted Comparison of Faculty Salaries to ‘Four Corners’ Peers
Percentage is increase needed to reach peer-average

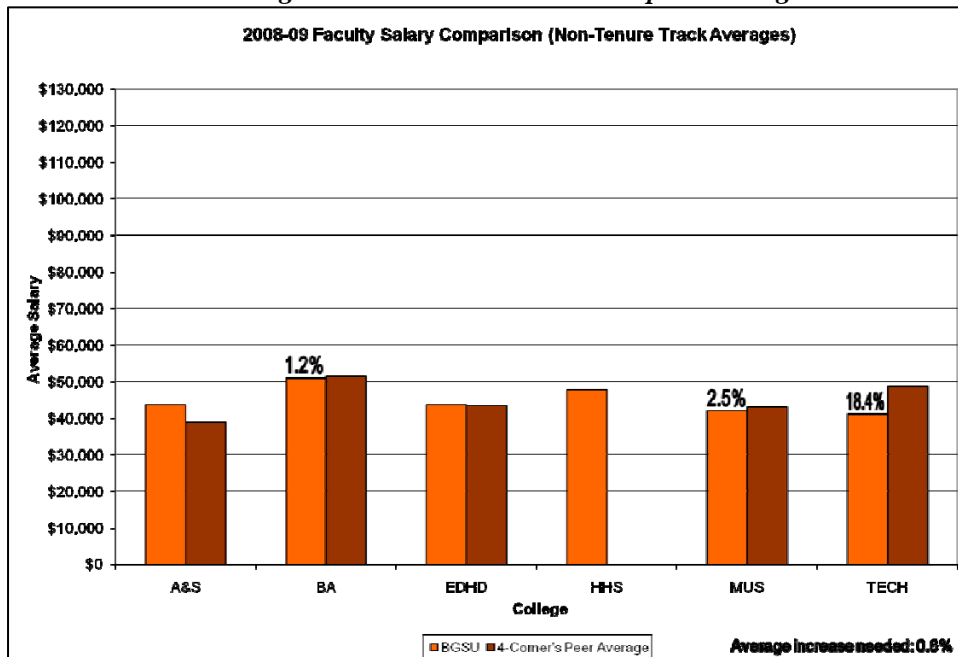


When grouping these comparisons into tenure and non-tenure faculty an apparent trend emerges. It appears that in a restricted analysis, Tenure faculty are much more likely to be paid less than their peers than Non-tenure faculty.

Restricted Comparison of Faculty Salaries to ‘Four Corners’ Peers
Percentage is increase needed to reach peer-average



Restricted Comparison of Faculty Salaries to ‘Four Corners’ Peers
Percentage is increase needed to reach peer-average



Summary of Findings

When attempting to control for college, rank and status BGSU salaries are below the average salaries of the other “four corners” universities (Kent, Miami and Ohio University). The amount of difference between salaries varies greatly between colleges, universities, faculty rank and status with **Tenure faculty averaging 7.4%** and **Non-tenure .6%** below the “Four Corners” average. Among Tenure faculty, Arts & Sciences faculty salaries are closest to the “Four Corners” peer average (2.1% below) and Technology is the farthest (15.2% below). Among Non-tenure faculty, Business and Administration faculty salaries are closest to the “Four Corners” peer average (1.2% below) and Technology is the farthest (18.4% below). Two colleges exceed the “Four Corners” peer averages (Arts and Sciences and Education and Human Development).

What is even more troubling are the trends evidenced by considering the impact on salaries related to faculty rank. Among **Non-tenure faculty, increasing in rank is positively related** to meeting the “Four Corners” average salary: Lecturer (.8% below) and Instructor (3.5% below).

Conversely, for **Tenure faculty, increasing in rank is negatively related** to meeting the “Four Corners” average salary: Assistant Professor (1.8% below), Associate Professor (7.9% below) and Professor (10.9% below).

The above data suggests that the longer Tenure faculty remain at BGSU, the farther behind their average salaries will fall compared to the average salaries of their “Four Corner” peers.

Faculty Salary Recommendations

The Faculty Welfare Committee recommends the following actions to address the continuing inequities of BGSU faculty salaries:

1. *A Faculty Compensation Committee consisting of faculty, administrative and Board of Trustee representatives should be immediately constituted to develop and implement dramatic changes to improve faculty salaries at BGSU;*
2. *The administration should contract with an independent consultant to conduct a professional salary study to provide guidance to the Faculty Compensation Committee;*
3. *The administration should adopt a faculty salary policy, based on a 2-year budget allocation, that brings BGSU salaries and benefits into alignment with our Four Corners peers;*
4. *The Board of Trustees should immediately adopt the approved faculty senate merit policy instituting an across the board ‘cost-of-living’ increase for any merit pool below 3%; and*
5. *Adopt an increase of full-time faculty salaries by 4% for both 2009-10 and 2010-11 (which is the estimated two-year increase) necessary to bring BGSU salaries up to the average All-Rank salaries of our Four Corners peer institutions when comparing colleges and ranks.*

Summary

Our university community is much more than just the faculty, however it is the purview of our committee to respond to faculty welfare concerns and not to the university at whole. For that reason, the Faculty Welfare Committee has conducted this analysis in the spirit of providing our best attempt at understanding some critical factors that we believe are important to the welfare of our faculty. Unfortunately, the majority of the findings in our review are neither positive nor easy to correct. Many of the concerns raised by our review are ones that have long been recognized on our campus but have either been ignored or proved resistant to change. The following section seeks to summarize the various findings by each section of our review in the hopes of providing an overview of the major findings we have discovered.

Major Findings

In this review, we have selected the following topics for consideration: general university comparison, faculty attrition, faculty benefits, faculty composition and faculty salary. From our review of these topics we have identified several major findings.

- General Comparison: While having the least financial resources and facilities, BGSU faculty are teaching nearly the highest overall number and ratio of students among our peers. In addition, our undergraduate students are paying nearly the highest tuition costs and our graduate students have nearly the highest number of degree program choices.
- Faculty Attrition: Faculty have been most likely to leave BGSU as associate professors which is typically the most productive years for scholars. The university does not seem to have any comprehensive program for collecting data to better understand and thus address this attrition.
- Faculty Benefits: BGSU faculty benefits are typically reported among the lowest in the state largely because they are tied to low faculty salaries. While retirement percentages seem to be on par with our peers, medical/dental benefits appear to be much lower. All of our Four Corner peers enjoy some specific benefit advantages that we do not.
- Faculty Composition: BGSU faculty composition looks very different from our Four Corners peers. We have fewer professors and assistant professors and more instructors than our peers. The proportion of our overall faculty that are NTTF has long been higher than our peers but appears to be growing even larger. The growth in NTTF appears to have replaced the hiring of assistant professors.
- Faculty Salaries: BGSU faculty salaries are typically reported among the lowest in the state. While this issue has been raised to the administration for more than a decade, the relatively low salaries of the faculty have continued and have developed into a trend that negatively affects faculty longevity at the university. Under careful analysis, tenured and tenure track faculty increasingly fall behind the salary levels of their peers the longer they remain at BGSU.

Major Trends

Three trends suggest themselves from the findings listed above:

Trend 1: BGSU has low financial resources compared to our peers. Across all of the categories of our review we have found low funding to be a pervasive issue. Whether it is the overall budget, amounts dedicated for salaries and benefits or the rationale for faculty leaving, BGSU's relatively low financial resources compared to our peers continually exacerbates existing problems and creates the conditions for future ones. This trend impacts faculty welfare on a daily basis and makes addressing faculty welfare issues difficult for the administration in the long term.

Trend 2: BGSU teaches more students in more areas than our peers. In an attempt to be both a large undergraduate and graduate university with a wide variety of programs in each, BGSU has seemingly followed policies that leave faculty teaching higher numbers of students in more degree programs than our peers. To accomplish this goal we have altered the composition of our faculty to be more teaching and less research focused. In the process, we have undercut our overall salary structure by relying on having a large number of non-tenure track faculty which has left our faculty composition and faculty salary and benefits appearing out of line with our peers. By pursuing large numbers of students and programs we have also exacerbated our low financial resources by reducing our ability to grow our budget through research dollars. Lastly, this trend has also tied our budget to need tuition increases since annual appropriations from the Ohio legislature have not kept up with the costs of running the university. This strategy has left our tuition at a non-competitively high level that requires large amounts of 'discounting' to maintain high enrollment in search of fiscal health.

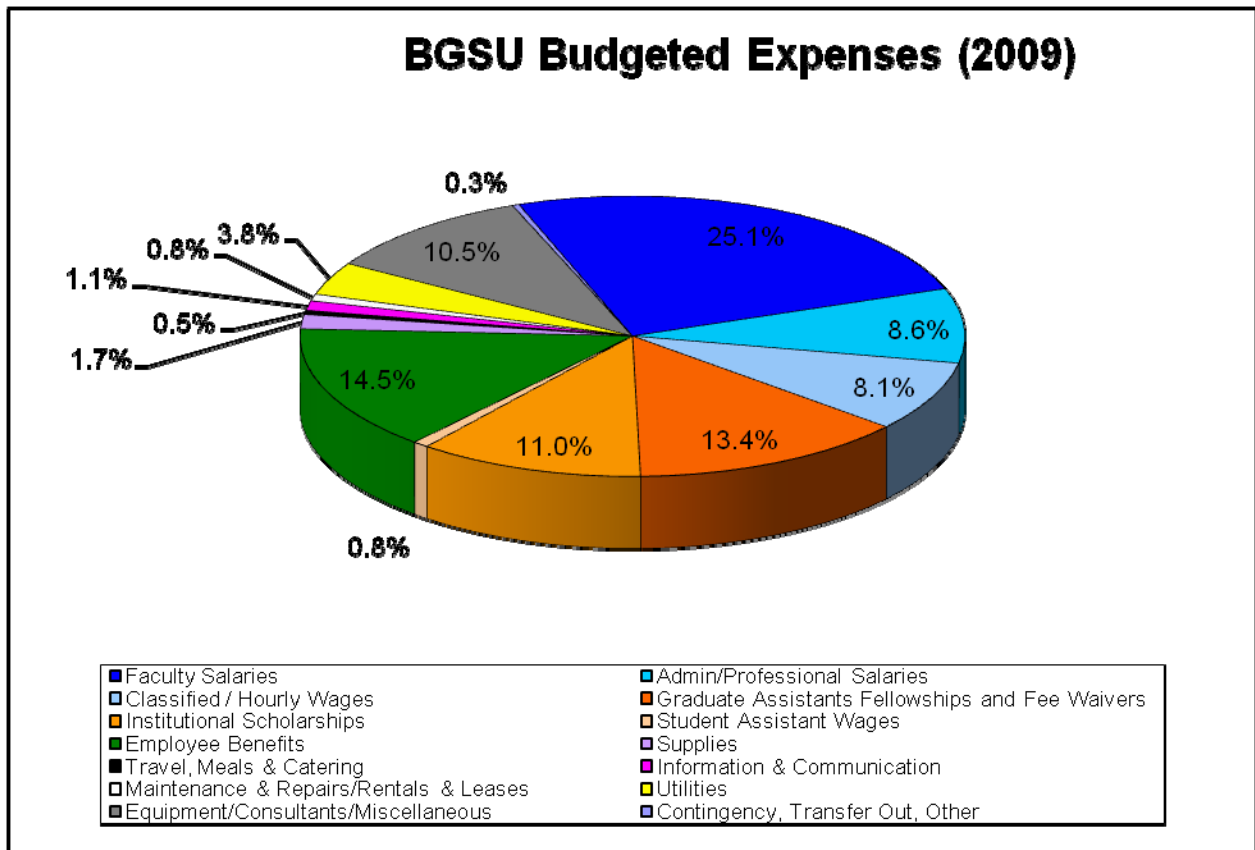
Trend 3: BGSU faculty welfare has been deteriorating over a long period of time and has remained a relatively low priority for the administration. In comparison after comparison, the welfare of faculty on this campus is significantly lower than our peers at the other Four Corner universities. In many instances it appears that BGSU faculty are doing more with and for less. Faculty at Kent, Miami and Ohio universities are earning more, with better benefits and under better conditions than faculty doing the same job at BGSU. Perhaps more importantly, this trend is not a recent one but instead one that has emerged over an extended period of time and attention. While evidence of recognition of the issues highlighted in this review in previous years is readily available, positive reaction or correction of these issues are not so easy to find. One can only assume that either the administration has been unable to resolve these faculty welfare issues or has made them a lower priority than others.

Conclusions

Unfortunately, the conclusions that result from this analysis are not overly positive. While we have endeavored to provide recommendations under each section of this review to address the various issues we have uncovered, the solution of so many and such persistent problems are not readily at hand. Ultimately, the conclusion that we must face is that faculty welfare at Bowling Green State University is in a poor position after a long period with little resources to bring to bear to correct their decline. In fact, our final conclusion is that the university is likely reaching

a ‘tipping point’ in faculty welfare that could possibly trigger a large-scale defection of faculty. If this is the case, the national economic turmoil that is affecting all universities is likely helping to forestall this scenario as it has left fewer and fewer places for disenchanting faculty to go. Thus, it is likely that BGSU is experiencing a temporary reprieve for a short period of time to make dramatic changes in faculty welfare to avoid this potential loss. Of course, the same economic turmoil that is hurting other universities is also present for our university so it makes addressing these critical faculty welfare issues even more difficult than in the past.

If we are correct, addressing faculty welfare must become a top priority of the administration and the Board of Trustees. This will require making budgetary decisions to promote faculty welfare during a time when budget scenarios are very difficult. Currently, the university has an academic budget that is distributed in the manner of the pie chart below. Unless there is an overall growth in the budget, the increase in one slice of the pie will require a decrease in one or more of the others. All such budget decisions have mission, program and human impacts that are likely to be uncomfortable to many among our university community. While such decisions may be difficult they are not impossible. In fact, if these decisions are made well they can lead to a better university not only for the welfare of our faculty but also for everyone, students, staff and administration. If the decisions are made poorly or not at all, we believe the university risks a dangerous exodus of faculty that will leave it under-manned and in increasing decline.





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