Report of the Results of the 2010 BGSU Faculty Climate Survey

BGSU

Office of Institutional Research
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Background and Methodology

BGSU's participation in IDEAL (Institutions Developing Excellence in Academic Leadership), a funded project designed to promote the success of female faculty members in STEM disciplines, led to development and administration of a faculty climate survey. While a separate report provides a comprehensive analysis of results for that group, this brief provides the results for all BGSU full-time instructional faculty members at both campuses. Email messages inviting participation in the web-based survey were sent on March 1 with reminders on March 19 and 29; data collection concluded and analysis began on April 5. A total of 392 responses were received from a population of 847, providing for a 46% response rate; this compares to a 40% response rate for BGSU's last faculty survey, which was administered in Fall 2004. As shown below, the survey participants closely matched the overall population in terms of race/ethnicity, age, college, years employed at BGSU, rank, tenure status, and whether or not they served as a department chair or school director, while females were slightly over-represented in the survey. The survey matched one administered in 2007 to full-time faculty members at Case Western Reserve University (another IDEAL project participant) with the exception that one section was added to provide for comparison with previous BGSU faculty surveys.

	Survey Participants	Population
Gender		
Female	51%	45%
Male	45%	55%
Missing	4%	
Racial/Ethnic Minority		
Yes	19%	17%
No	76%	83%
Missing	6%	
Age Range		
20-29	1%	4%
30-39	18%	22%
40-49	35%	32%
50-59	26%	26%
60-69	15%	14%
70+	Less Than 1%	1%
College/A&S Unit		
A&S: Arts and Hum.	27%	26%
A&S: Social Sciences	7%	7%
A&S: Sciences and Math.	14%	16%
A&S: Comm. St.	5%	4%
Business Admin.	7%	9%
Ed. And Hum. Dev.	14%	15%
Firelands	5%	6%
Health and Hum. Svc.	5%	4%
Musical Arts	4%	6%
Technology	3%	5%
Missing	10%	

Years Employed BGSU		
0-4	21%	30%
5-9	24%	24%
10-14	19%	18%
15-19	9%	11%
20+	16%	17%
Missing	11%	
Rank		
Professor	17%	19%
Associate	36%	31%
Assistant	16%	17%
Lecturer	6%	6%
Instructor	17%	27%
Missing	7%	
Tenure		
Tenured	55%	50%
Tenure-Track	15%	16%
Non-Tenure-Track	25%	34%
Missing	5%	
Chair/Director		
Yes	8%	6%
No	86%	94%
Missing	6%	

Please note that Arts and Sciences was divided into sub-units so that STEM disciplines could be recognized in the companion report about female faculty members in STEM disciplines that was noted above.

The results were analyzed by noting the number and percentage of participants who provided responses for each item. Please note that percentages may not always sum to 100 due to rounding. Additionally, significant group differences were explored by cross-tabulation and the Chi squared statistic; significant differences are reported at the $p < .05$ level. Reponses to two open-ended questions were analyzed by grouping them into themes.

<div align="center">Results</div>

Overall Experience

The majority of participants agreed or strongly agreed with each of the items listed below.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Missing
Overall experience of community at BGSU	8%	24%	51%	15%	2%

Overall experience of collegiality in your primary unit (department/school)	9%	17%	36%	36%	2%
Overall experience of being a faculty member in your primary unit (department/school)	6%	15%	42%	35%	2%
Overall work environment	7%	21%	48%	21%	2%
Opportunities to collaborate with faculty members in your primary unit (department/school)	9%	16%	37%	35%	4%

Female participants reported being significantly more satisfied with the overall experience of collegiality in their units. Male participants reported being significantly more satisfied with opportunities to collaborate with other faculty members in their primary units.

Participants who did not identify themselves as members of racial/ethnic minority groups were significantly more likely to indicate that they were satisfied with the overall experiences of community, collegiality, and of being a faculty member in their primary units, and the overall work environment at BGSU.

Participants in the 40-49 age range were significantly less likely to be satisfied with the overall experience of collegiality in their units. Participants in the 30-49 age range were significantly less likely to be satisfied with the overall experience of being a faculty member in their primary units.

There was a significant difference by college in participants' satisfaction with their overall work environment, with participants at Firelands reporting the greatest level of satisfaction and those in Technology reporting the least.

Participants who were employed at BGSU for fewer than five years were significantly more satisfied with their overall experience of community at BGSU.

Participating instructors and lecturers were significantly more satisfied with the overall experience of collegiality in their primary units.

There was a significant difference in the overall experience of community, with participating tenured faculty members more satisfied and tenure-track participants less satisfied. Participants who were non-tenure-track were significantly more satisfied and those who were tenured were significantly less satisfied with the overall experience of collegiality in their primary units and with the overall work environment.

Teaching/Advising/Research/Administrative Service

The plurality of participants was somewhat or strongly satisfied with each of the aspects of their employment below with the exception of time available for scholarly work.

	Strongly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Strongly Satisfied	Does Not Apply	Missing
Teaching Responsibilities	4%	10%	35%	47%	2%	3%
Access to Teaching Assistants	15%	14%	20%	25%	24%	3%
Advising Responsibilities	5%	11%	29%	28%	24%	3%
Quality of Graduate Students	5%	16%	30%	21%	23%	4%
Time Available for Scholarly Work	27%	27%	22%	12%	8%	3%
Committee and Administrative Responsibilities	10%	22%	44%	16%	4%	3%

Female participants were significantly more likely to report that access to teaching assistants and that the quality of graduate students "does not apply." Male participants were significantly more likely to report that they were satisfied with their advising responsibilities and with the time available for scholarly work.

Participants who did not identify themselves as members of racial/ethnic minority groups were significantly more likely to indicate that they were satisfied with their teaching responsibilities.

Participants in the 30-49 age range were significantly less likely to be satisfied with their teaching responsibilities. Participants are significantly less satisfied with access to teaching assistants and with time available for scholarly work as their age decreases. Participants in the 60+ age range were significantly more likely to be satisfied with committee and administrative responsibilities.

There was a significant difference by college in participants' satisfaction with the quality of graduate students, with participants in social sciences and in Musical Arts most satisfied and those in STEM areas least satisfied.

Participants employed at BGSU for 20 years or longer were significantly more satisfied and those employed at BGSU fewer than 5 years and between 15 and 19 years were significantly less satisfied with access to teaching assistants. Participants employed at BGSU between 15 and 19 years were significantly more satisfied with their advising responsibilities.

Participants were significantly more satisfied with access to teaching assistants and with their advising responsibilities with increasing rank. Participants who were professors were significantly more satisfied than were participants at other ranks with time available for scholarly work. Participating professors were significantly less satisfied with their committee and/or administrative responsibilities.

Participants who were tenured were significantly more satisfied with access to teaching assistants. Participants with non-tenure-track appointments were significantly more satisfied with committee and/or administrative responsibilities.

Participants who are department chairs were more likely to be satisfied with access to teaching assistants and with the quality of graduate students.

<u>Resources</u>

The plurality of participants was somewhat or strongly satisfied with each of the resource issues noted below with the exception of lab or research space, technical and research staff, support for securing grants, and other resources to support research, where sizeable percentages indicated that these issues did not apply to them.

	Strongly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Strongly Satisfied	Does Not Apply	Missing
Availability of Nearby Parking	6%	11%	28%	48%	4%	2%
Office Space	5%	13%	33%	46%	1%	3%
Lab or Research Space	10%	8%	20%	12%	47%	3%
Classroom Space	8%	27%	40%	20%	3%	3%
Library Resources	4%	10%	39%	42%	2%	3%
Computer Resources	7%	14%	37%	40%	0%	2%
Clerical and Administrative Staff	6%	13%	27%	51%	2%	3%
Technical and Research Staff	6%	13%	25%	19%	34%	3%
Computing Support Staff	9%	15%	39%	28%	4%	3%
Support for Securing Grants	18%	24%	22%	7%	24%	4%
Other Resources to Support Research	17%	25%	24%	6%	22%	6%

Male participants reported being significantly more satisfied with other resources to support research.

Participants who identified themselves as members of racial/ethnic minority groups were significantly more likely to indicate that they were satisfied with lab or research space. Participants who did <u>not</u> identify themselves as members of racial/ethnic minority groups were significantly more likely to indicate that they were satisfied with clerical/administrative, technical/research, and computing support staff members, and with other resources to support research.

Participants in the 40-49 age range were significantly <u>less</u> satisfied with computing support staff. Participants were significantly <u>less</u> satisfied with support for securing grants as their ages decreased. Participants aged 60 and older were significantly more satisfied with other resources to support research.

There was a significant difference by college in participants' satisfaction with the availability of nearby parking, with participants in social sciences, Business Administration, Firelands, and Musical Arts most satisfied and those in Communication Studies least satisfied. There were also significant college-based differences concerning classroom space, with participants in the social sciences most satisfied and those in Health and Human Services and Technology least satisfied. Satisfaction with library resources was also significantly different by college, with participants in Business Administration, Education and Human Development, and Musical Arts most satisfied and those in Technology least satisfied. There was also a significant difference by college in satisfaction with computer resources, with participants from mathematics and science fields and from Technology least satisfied. Satisfaction with library resources was also significantly different by college, with participants from Business Administration, Education, and Musical Arts more satisfied and those from mathematics and science fields least satisfied. There was a significant difference by college in satisfaction with computer resources, with participants from mathematics and science fields and Technology less satisfied.

Participants who were employed at BGSU fewer than 5 years were significantly more likely to be satisfied and those employed at BGSU between 5 and 9 years were significantly less likely to be satisfied with clerical and administrative staff members. Participants employed at BGSU between 5 and 9 years were significantly less likely to be satisfied with support for securing grants.

Participating professors and lecturers were significantly less satisfied with library resources than those at other ranks.

Participants with tenure-track appointments were significantly less satisfied with their office space. Participants who were non-tenure-track were significantly more satisfied with classified and administrative staff and with computing support staff. Those who were non-tenure-track were significantly less satisfied with other resources to support research.

Compensation

The majority of participants was dissatisfied or strongly dissatisfied with salary, and satisfied or strongly satisfied with benefits. The plurality was dissatisfied with start-up packages, although 45% indicated that this did not apply to them.

	Strongly Disatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Strongly Satisfied	Does Not Apply	Missing
Salary	38%	29%	25%	6%	0%	2%
Benefits	17%	30%	37%	14%	0%	3%
Start-Up Package	16%	13%	15%	7%	45%	5%

Participants were significantly <u>less</u> satisfied with start-up packages as their ages decreased.

Participants who were employed at BGSU between 5 and 9 years were significantly more likely to indicate that they were satisfied with their start-up package.

<u>Professional Development</u>

The majority of the participants were satisfied or strongly satisfied with their opportunities for professional development and with the mentoring that they have received within their primary units, but dissatisfied or strongly dissatisfied with the mentoring they have received within the University.

	Strongly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Strongly Satisfied	Missing
Professional Development Opportunities	14%	21%	48%	13%	4%
Mentoring You Have Received in Your Primary Unit (department/school)	18%	26%	35%	16%	5%
Mentoring You Have Received Within the University	21%	35%	31%	7%	6%

Male participants reported being significantly more satisfied with mentoring that they have received within the University.

Participants were significantly <u>less</u> satisfied with the mentoring they have received within the University as their ages decreased.

<u>Interaction with Colleagues and Others in Your Primary Department/Unit</u>

The majority or plurality of participants provided positive responses to all but one of the items indicated below. The percentage who agreed that they do a great deal of teaching that is not formally recognized by their departments was 1% greater than the percentage who disagreed.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Missing
I am treated with respect by colleagues.	6%	11%	33%	48%	2%
I feel isolated at BGSU overall.	31%	22%	32%	12%	4%

I feel like a full and equal participant in the problem-solving and decision-making in my department.	17%	23%	25%	33%	2%
I am treated with respect by department staff.	3%	8%	23%	63%	3%
I feel excluded from informal networks in my department.	37%	24%	27%	9%	3%
Colleagues regularly solicit my opinion about work-related matters (such as teaching, research, and service).	10%	15%	42%	30%	4%
I feel isolated in my department.	44%	24%	21%	8%	3%
I feel that colleagues value my research.	14%	22%	40%	17%	7%
I do a great deal of research that is not formally recognized by my department.	26%	27%	26%	12%	10%
I am treated with respect by students.	1%	8%	33%	56%	2%
I do a great deal of teaching that is not formally recognized by my department.	23%	24%	28%	20%	5%
I have a voice in how resources are allocated within my department.	22%	24%	34%	17%	4%
I do a great deal of service that is not formally recognized by my department.	17%	24%	30%	25%	5%
I am treated with respect by my department head or chair.	9%	6%	24%	57%	4%
Faculty meetings allow for all participants to share their views.	11%	14%	25%	47%	3%
I feel I can voice my opinions openly in my department.	13%	16%	28%	41%	3%

Committee assignments are rotated fairly to allow for participation of all faculty.	16%	16%	32%	33%	4%

Male participants were significantly more likely to indicate that they feel like full and equal participants in the problem-solving and decision-making in their departments and to agree that they can voice their opinions openly in their departments.

Participants who did not identify themselves as members of racial/ethnic minority groups were significantly more likely to agree that they are treated with respect by their colleagues, department staff members, and their department chairs and that they can voice opinions openly in their departments. Participants who identified themselves as members of racial/ethnic minority groups were significantly more likely to agree that they do a great deal of service that is not recognized by their departments.

Participants in the 40-59 age range were significantly more likely to report that they feel isolated. Participants of age 60 and older were significantly more likely to indicate that they feel like full and equal participants in the problem-solving and decision-making in their departments. Participants were significantly less likely as their ages decreased to agree that they have a voice in how resources are allocated within their departments, that they can voice their opinions openly in their departments, and that committee assignments are rotated fairly to allow for participation of all faculty members.

There was a significant difference by college in participants' agreement that they were treated with respect by colleagues, with those in the social sciences most likely to agree and those in Technology least likely to agree. There was also a significant college-based difference in participants' agreement that they were excluded from informal networks in their departments; participants in Musical Arts and technology were more likely to agree that this was the case, while those in Business Administration were less likely. A significant difference by college was also found in responses to the statement "I feel isolated in my department;" participants in social sciences, Musical Arts and Technology were more likely to agree and those in Business Administration were less likely to agree. There was also a significant difference by college in participants' agreement with the statement that their colleagues value their research; those in social sciences and Education and Human development were more likely to agree and those in mathematics and sciences were less likely to agree.

Instructors were significantly less likely to indicate that they feel like full and equal participants in the problem-solving and decision-making in their departments. Instructors and lecturers were significantly less likely to agree that they have a voice in resource allocation within their departments.

Participants who were on non-tenure-track appointments were significantly less likely to feel that they have a voice in how resources are allocated in their departments and were significantly more likely to indicate that they are treated with respect by their department chairs.

Participants who are department chairs were significantly more likely to agree that they feel like full and equal participants in the problem-solving and decision-making in their departments and that they have a voice in how resources are allocated in their departments.

<u>Primary Department/Unit's Support of Family Obligations</u>

The majority of participants gave positive responses to each of the items noted below.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Missing
Most faculty members in my department are supportive of colleagues who want to balance their personal and career lives.	4%	14%	36%	41%	5%
It is difficult for faculty members in my department to adjust their work schedules to care for children or other dependents.	38%	34%	17%	5%	6%
Department meetings frequently occur outside of the 9-5 workday.	82%	7%	4%	3%	4%
The department is supportive of family leave.	4%	9%	35%	40%	13%
The head of the department understands the existing policies regarding family leave (e.g., Family Medical Leave Act).	4%	6%	25%	49%	15%

Male participants were significantly more likely to agree that most faculty members in their departments are supportive of colleagues who want to balance their personal and career lives.

Participants who did <u>not</u> identify themselves as members of racial/ethnic minority groups were significantly more likely to agree that most faculty members in their departments are supportive of colleagues who want to balance their personal and career lives, that their department is supportive of family leave, and that the head of their department understands the existing policies regarding family leave (e.g., Family Medical Leave Act).

Participants aged 60 and older were more likely to agree that the head of their departments understand the existing policies regarding family leave (e.g., Family Medical Leave Act).

Participants who were employed at BGSU fewer than five years were significantly more likely to agree that most faculty members in their departments are supportive of colleagues who want to balance their personal and career lives.

Participants who were on non-tenure-track appointments were more likely to feel that their department chairs understand the existing policies regarding family leave (e.g., Family Medical Leave Act).

Participating department chairs were significantly more likely than non-chairs to agree that their departments are supportive of family leave.

<u>Satisfaction with My Job</u>

The items listed below were also asked in the last (2004) BGSU faculty survey. For both survey administrations, the majority of participants were somewhat satisfied or strongly satisfied with each of the items listed below except for salary and benefits. Although the wording was slightly different for the two sets of items and statistical significance was not examined, as a general trend, participants were more satisfied in 2010 than in 2004 with social relationships with other faculty members, relationships with administration, teaching load, office/lab space, and the quality of students, and less satisfied with salary and benefits.

	Strongly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Strongly Satisfied	Does Not Apply	Missing
Autonomy and Independence in My Overall Job						
2004	1%	1%	40%	45%		9%
2010	3%	8%	36%	50%	0%	3%
Professional Relationships with Other Faculty Members						
2004	2%	9%	53%	26%		10%
2010	6%	13%	45%	33%	0%	3%
Social Relationships with Other Faculty Members						
2004	2%	9%	44%	16%		29%
2010	6%	17%	49%	22%	3%	3%
Relationships with Administration						
2004	7%	15%	37%	12%		28%
2010	18%	22%	40%	15%	2%	4%
Opportunities to Develop New Ideas						
2004	3%	14%	41%	23%		19%
2010	9%	24%	39%	25%	1%	3%

Opportunity for Scholarly Pursuits						
2004	5%	17%	38%	19%		20%
2010	13%	24%	35%	20%	4%	4%
Job Security						
2004	4%	8%	39%	31%		17%
2010	16%	13%	37%	31%	2%	3%
Competency of Colleagues						
2004	2%	8%	46%	24%		19%
2010	5%	19%	45%	28%	1%	3%
Teaching Load						
2004	6%	18%	42%	16%		17%
2010	8%	19%	49%	19%	3%	3%
Office/Lab Space						
2004	6%	15%	40%	19%		18%
2010	8%	15%	44%	27%	3%	3%
Salary and Benefits						
2004	14%	25%	33%	7%		21%
2010	33%	34%	24%	6%	0%	3%
Quality of Students						
2004	8%	19%	37%	4%		32%
2010	8%	36%	43%	10%	1%	3%
Overall Job Satisfaction						
2004	2%	8%	57%	13%		20%
2010	7%	20%	50%	19%	1%	3%

Male participants were significantly more satisfied with job security and salary and benefits.

Participants who did not identify themselves as members of racial/ethnic minority groups were significantly more likely to be satisfied with the opportunity to develop new ideas and with their jobs overall.

Participants were significantly less likely as their ages decreased to be satisfied with job security, teaching loads, and overall.

There was a significant difference by college in satisfaction with autonomy and independence, with participants in arts and humanities and Technology less satisfied and those in social sciences most satisfied. There was a significant college-based difference in professional relationships with other faculty members, with participants in Health and Human Services most satisfied and those in Business Administration and Musical Arts least satisfied. Participants' responses were significantly different by college concerning satisfaction with the opportunity to develop new ideas; participants in social sciences were most satisfied, while those at Firelands were least satisfied. Significant differences by college were also found in satisfaction with competency of colleagues, with participants in social sciences and Health and Human Services most satisfied and those in Technology least so. There was a significant difference in satisfaction with salary and benefits by college, with participants in Business Administration most satisfied and those in social sciences, Communication Studies, and at Firelands least satisfied. Participants' responses were significantly different across colleges concerning satisfaction with the quality of students; participants in Health and Human Services were most

satisfied, while those at Firelands were least so. There was also a significant difference in overall job satisfaction based upon college, with participants in social sciences most satisfied and those in Technology least satisfied.

Participants were significantly <u>less</u> likely as their ages decreased to be satisfied with job security.

Instructors and lecturers were significantly more satisfied with professional relationships with other faculty members. Professors were significantly more satisfied with the opportunity for scholarly pursuits. Instructors were significantly <u>less</u> satisfied with job security.

Participants on non-tenure-track appointments were significantly more satisfied with relationships with administration and with teaching loads and significantly <u>less</u> satisfied with opportunities for scholarly pursuits and with job security. Tenure-track participants were significantly less satisfied with office/lab space.

Department chars who participated in the survey were significantly more likely than non-chairs to be satisfied with their job security.

<u>Sources of Stress</u>

Department/campus politics, securing funding for research, teaching responsibilities, and the review/promotion process were most often listed as extensive sources of stress.

	Not at All	Somewhat	Extensive	Does Not Apply	Missing
Timing of Departmental Meetings and Functions	57%	34%	7%	1%	3%
Managing a Research Group or Grant (e.g. Finances, Personnel)	18%	25%	8%	44%	4%
Securing Funding for Research	13%	28%	18%	37%	4%
Scholarly Productivity	13%	38%	34%	11%	4%
Teaching Responsibilities	21%	46%	28%	2%	3%
Advising Responsibilities	30%	31%	14%	22%	4%
Committee and/or Administrative Responsibilities	24%	47%	23%	3%	3%
Review/Promotion Process	23%	31%	25%	17%	3%
Department or Campus Politics	21%	37%	38%	2%	3%
My Health	43%	35%	17%	2%	3%

Care of someone who is ill, disabled, aging, and/or in need of special services	39%	19%	12%	27%	4%
Employment Situation of Your Spouse/Partner	38%	25%	16%	18%	3%
Child Care	34%	20%	8%	34%	4%

Male participants were significantly more likely to indicate that managing a research group or grant is "not at all" a source of stress, while female participants were significantly more likely to report that this "does not apply." Female participants were significantly more likely to report that scholarly productivity and advising responsibilities did not apply as a source of stress and that teaching and committee/administrative responsibilities and the review/promotion process are sources of stress.

Participants who did not identify themselves as members of racial/ethnic minority groups were significantly more likely to identify managing a research group or grant as a source of stress, while participants who did identify themselves as members of racial/ethnic minority groups were significantly more likely to report that this "does not apply." This same pattern applied to the item concerning securing funding for research.

Participants in the 40-49 age range were significantly more likely to identify the timing of departmental meetings and functions as a source of stress. Participants in the 40-59 age range were significantly more likely to identify advising responsibilities as a source of stress. Participants were significantly more likely to note the review/promotion process, the employment situation of their spouse/partner, and child care as sources of stress as their ages decreased.

There was a significant difference by college in department/campus politics as a source of stress, with participants from Musical Arts most stressed and those from Business Administration least so. There was also a significant college-based difference in one's health as a source of stress, with participants from Communications Studies indicating the most stress and those from social sciences the least. Participants from Communications Studies were significantly more likely and those from social sciences were significantly less likely to view care of someone who is ill, disabled, aging, and/or in need of special services as a source of stress. The employment situation of one's spouse/partner was also significantly different as a source of stress across colleges, with participants from Musical Arts more likely to indicate this as a source of stress. Participants who have been employed at BGSU for between 10 and 19 years were significantly more likely to identify committee and/or administrative responsibilities as a source of stress. Participants who were employed at BGSU fewer than 5 years and between 15 and 19 years were significantly more likely to cite the review/promotion process as a source of stress.

Instructors were significantly less likely to view advising responsibilities as a source of stress. Professors and instructors were significantly less likely to view committee and/or administrative responsibilities as a source of stress. Professors were significantly less likely and assistant professors were significantly more likely to view the review/promotion process as a source of

stress. Associate professors were significantly more likely to cite departmental/campus politics as a source of stress.

Participants who were on non-tenure-track appointments were significantly less likely to indicate that committee and/or administrative responsibilities were sources of stress. Those who were on tenure-track appointments were significantly more likely to view the review/promotion process and child care as a sources of stress.

Department chairs who participated in the survey were significantly less likely than non-chairs to view securing funding for research as a source of stress. Participating chairs, however, were significantly more likely to view committee and/or administrative responsibilities as a source of stress.

<u>Interactions Within My Primary Unit</u>

The majority of participants were strongly satisfied or somewhat satisfied with each of the items listed below.

	Strongly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Strongly Satisfied	Missing
Colleagues in my primary unit value my work.	9%	15%	45%	29%	3%
Colleagues in my primary unit can be trusted.	12%	20%	38%	27%	3%
I am comfortable asking my colleagues about performance expectations.	8%	16%	45%	27%	5%
Colleagues in my primary unit provide me feedback.	8%	20%	46%	21%	5%
Colleagues in my primary unit solicit my opinions.	7%	15%	49%	25%	4%
I solicit my colleagues' advice about or assistance with my research activities.	7%	18%	45%	19%	11%
Colleagues in my primary unit interact positively with me.	4%	12%	45%	36%	4%
Colleagues in my primary unit include me in social events and activities.	6%	18%	40%	30%	6%
My department/unit is a good fit for me.	7%	17%	36%	38%	3%

Participants who did <u>not</u> identify themselves as members of racial/ethnic minority groups were significantly more likely to agree that colleagues in their primary units a) value their work, b) can be trusted, c) solicit their opinions, and d) interact positively with them.

There was a statistically significant difference by college in the extent to which participants agreed that "colleagues in my primary unit interact positively with me," with those at Firelands most likely to agree and those in Musical Arts and Technology least likely to agree.

Participants who were employed at BGSU between 5 and 9 years or greater than 20 years were significantly <u>less</u> likely to report that colleagues in their primary units value their work. Participants employed at BGSU fewer than 5 years were significantly more satisfied and those employed at BGSU 20 years or more were significantly less satisfied with their comfort level in being able to ask colleagues about performance expectations. Participants who were employed at BGSU fewer than five years were significantly more satisfied with feedback provided by colleagues and were significantly more likely to report that their colleagues interacted positively with them.

Instructors and lecturers were significantly more satisfied with receiving feedback from colleagues in their primary units.

Participants on non-tenure-track appointments were significantly more likely to indicate that colleagues in their primary units provide them with feedback.

Participants who are department chairs were significantly more likely to agree that colleagues in their primary units can be trusted, that colleagues in their primary units solicit their opinions, and that their departments are a good fit for them than were non-chairs.

<u>Pressure at Work</u>

The majority of participants strongly disagreed or somewhat disagreed with each of the items shown below.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Missing
I constantly feel under scrutiny by colleagues in my primary unit.	41%	31%	19%	6%	3%
I have to work harder than my colleagues to be perceived as a legitimate scholar.	39%	24%	19%	12%	5%
I feel pressure to change my work habits to gain the respect of colleagues in my primary unit.	44%	31%	16%	5%	4%

I feel pressure to change my work interests in order to affect my tenure/ promotion/evaluation.	44%	27%	17%	8%	4%

Participants who identified themselves as members of racial or ethnic minority groups were significantly more likely to agree that they have to work harder than their colleagues to be perceived as legitimate scholars.

There was a significant difference across colleges in agreement with the item "I feel pressure to change my work interests in order to affect my tenure/ promotion/evaluation," with participants in Musical Arts and Technology most likely to agree and those in social sciences least likely to agree.

<u>Gender, Race/Ethnicity and Family</u>

The majority of participants provided positive responses for each of the items listed below.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Missing
Gender makes a difference in everyday interactions with colleagues in my primary unit.	48%	17%	21%	11%	3%
Race or ethnicity makes a difference in everyday interactions with colleagues in my primary unit.	57%	20%	13%	6%	4%
Gender makes a difference in access to resources for faculty in my primary unit.	59%	9%	10%	7%	4%
Race or ethnicity makes a difference in access to resources for faculty in my primary unit.	65%	18%	8%	4%	5%
Colleagues in my primary unit consider female faculty who have children to be less committed to their careers.	56%	20%	14%	4%	6%

Colleagues in my primary unit consider male faculty who have children to be less committed to their careers.	66%	22%	5%	1%	5%

Female participants were significantly more likely to indicate that gender makes a difference in everyday interactions with colleagues and in access to resources in their primary units. Female participants were also significantly more likely to agree that colleagues in their primary units consider female faculty who have children to be less committed to their careers.

Participants who identified themselves as members of racial or ethnic minority groups were significantly more likely to agree that race or ethnicity makes a difference in everyday interactions with colleagues in their primary units and in access to resources in their primary units.

Participants in the 40-59 age range were significantly more likely to agree that gender makes a difference in everyday interactions with colleagues and in access to resources for faculty members in their primary units. Participants ages 60 and older were significantly less likely to indicate that race or ethnicity makes a difference in access to resources for faculty in their primary units. Participants in the 30-59 age range were significantly more likely to note that colleagues in their primary units consider female faculty members who have children to be less committed to their careers.

Instructors were significantly less likely to indicate that gender makes a difference in everyday interactions with colleagues in their primary units. Professors and assistant professors were significantly more likely to agree that race or ethnicity makes a difference in everyday interactions with colleagues in their primary units. Instructors were significantly less likely to say that gender makes a difference in access to resources in their primary units.

Participants who were on non-tenure-track appointments were significantly less likely to indicate that gender makes a difference in everyday interactions with colleagues or in access to resources for faculty members in their primary units. Participants on tenure-track appointments were significantly more likely to agree that race or ethnicity makes a difference in everyday interactions with colleagues in their primary units.

My chair or director . . .

The majority of participants provided positive responses about each of the statements provided below.

Academics and Administration	Strongly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Strongly Satisfied	Does Not Apply	Missing
Maintains high academic standards.	7%	11%	28%	48%	3%	3%

	Strongly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Strongly Satisfied	Does Not Apply	Missing
Is an effective administrator.	10%	13%	29%	44%	2%	3%
Articulates clear criteria for tenure/promotion/ evaluation.	8%	11%	26%	43%	8%	5%
Shows commitment to diversity.	7%	7%	25%	51%	5%	4%
Leadership	Strongly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Strongly Satisfied	Does Not Apply	Missing
Is open to constructive criticism.	13%	15%	34%	33%	0%	5%
Treats faculty members in an even-handed way.	14%	14%	29%	40%	0%	5%
Articulates a clear vision.	15%	19%	33%	29%	0%	5%
Honors agreements.	10%	12%	30%	43%	0%	5%
Handles disputes/problems effectively.	14%	18%	29%	33%	0%	6%
Communicates consistently with faculty.	13%	15%	30%	39%	0%	4%
Creates a cooperative and supportive environment.	12%	12%	30%	41%	0%	5%
Gives me useful feedback about my performance.	11%	15%	35%	33%	0%	6%
Involves me in relevant decision-making processes.	14%	14%	31%	36%	0%	6%
Resources	Strongly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Strongly Satisfied	Does Not Apply	Missing
Articulates clear criteria for allocation of resources.	12%	19%	36%	25%	0%	8%
Helps me obtain the resources I need.	10%	16%	34%	32%	0%	8%

Participants who identified themselves as members of racial or ethnic minority groups were significantly less likely to agree that their department chair is an effective administrator, articulates clear criteria for tenure/promotion/ evaluation, shows commitment to diversity, is open to constructive criticism, articulates a clear division, honors agreements, handles disputes/problems effectively, communicates consistently with faculty, creates a cooperative and supportive environment, gives them useful feedback about their performance, articulates clear criteria for allocation of resources, and helps them obtain the resources they need.

Participants in the 40-49 age range were significantly <u>less</u> likely to agree that their department chair is an effective administrator, is open to constructive criticism, and creates a cooperative and supportive environment.

Participants at Firelands were most likely to be satisfied that their department chair maintains high academic standards, while those in Technology were least so. Participants at Firelands were most likely to be satisfied that their department chair is an affective administrator, while those in Musical Arts and Technology were least so. There was a significant college-based difference in satisfaction with the department chair's commitment to diversity, with participants at Firelands most satisfied and those in Technology least satisfied. Participants in social sciences and at Firelands were significantly more satisfied with the way in which their department chair honors agreements, while those in Technology were significantly less satisfied. There was a significant difference by college in agreement about the extent to which participants receive useful feedback about their performance from their department chairs; participants in social sciences and in Health and Human Services were most satisfied and those in Musical Arts and Technology were least so. Participants in social sciences and at Firelands were most likely to be satisfied with the extent to which their chairs involve them in the decision making process, while those in Technology were least so.

Participants who were employed at BGSU fewer than five years were significantly more satisfied with consistent communication from their department chairs and were significantly more likely to state that their chair involves them in decision-making processes.
Instructors and lecturers who responded to the survey were significantly more likely to feel that their department chairs articulate a clear vision, communicate consistently with faculty members, provide them with useful feedback, and clearly articulate criteria for resource allocation.

Participants who were on non-tenure-track appointments were significantly more likely to indicate that their department chairs maintained high academic standards, are effective administrators, articulate a clear vision, honors commitments, handles disputes/problems effectively, communicates consistently, creates a cooperative work environment, articulates clear criteria for the allocation of resources, and helps them to obtain the resources that they need. Participants who were tenured were significantly <u>less</u> likely to indicate that their department chair articulates clear criteria for tenure/promotion/evaluation and treats faculty members in an even-handed way. Participants who were on tenure-track appointments were significantly <u>less</u> likely to agree that their department chairs show commitment to diversity and give them useful feedback about their performance.

Participating department chairs were significantly more likely than their colleagues to report that they (the chairs) maintain high academic standards, are effective administrators, articulates clear criteria for tenure/promotion/ evaluation, show commitment to diversity, treat faculty members in an even-handed way, articulate a clear vision, handle disputes/problems effectively, involve colleagues in relevant decision making processes, and articulate clear criteria for evaluation of resources.

Primary Unit's (Department/School) Support for Career-Relevant Issues

The majority or plurality of participants indicated that their primary units provided extensive or moderate support for each of the career-relevant issues listed below.

	Not at All	Minimal	Moderate	Extensive	Missing
Family Leave	4%	11%	32%	34%	19%
Child Care	8%	12%	36%	26%	19%
Partner/Spousal Hiring	17%	15%	27%	21%	21%
Tenure Clock Adjustment	12%	16%	30%	17%	25%
Sabbatical Leave	5%	9%	32%	37%	18%
Health Accommodations	4%	9%	30%	38%	19%
Flexibility regarding family responsibilities	3%	12%	35%	34%	16%

Participants who identified themselves as members of racial or ethnic minority groups were significantly <u>less</u> likely to agree that their primary unit provides support for family leave, child care, partner/spousal hiring, health accommodations, and flexibility regarding family responsibilities.

Participants in the 40-49 age range were significantly <u>less</u> likely to agree that their primary unit provides support for family leave, health accommodations, and flexibility regarding family responsibilities. Participants aged 60 and older were significantly more likely to agree that their primary unit provides support for sabbatical leave.

Participating instructors were significantly more likely and participating assistant professors were significantly less likely to feel that their primary unit supports family leave.

Department chairs who participated in the survey were significantly more likely than their colleagues to report that their primary unit provides strong support for child care, partner/spousal hiring, and tenure clock adjustment.

Mentoring

The majority of participants indicated that they received minimal or no formal or informal mentoring within or outside of the University, and indicated that they did not receive effective mentoring, although they provided mentoring.

	Not at All	Minimal	Moderate	Extensive	Not Applicable	Missing
To what extent do you receive formal mentoring within the University?	48%	26%	13%	2%	7%	4%

To what extent do you receive informal mentoring within the University?	23%	34%	25%	10%	4%	4%
To what extent do you receive formal mentoring outside of the University?	46%	24%	13%	4%	9%	4%
To what extent do you receive informal mentoring outside of the University?	24%	30%	23%	12%	6%	5%
While at BGSU, to what extent do you feel as though you have received effective mentoring?	23%	34%	27%	8%	4%	5%
While at BGSU, to what extent have you served as a mentor for another faculty member?	15%	25%	33%	18%	5%	4%

Male participants were significantly more likely to report that they feel that they have received effective mentoring while at BGSU.

Participants who identified themselves as members of racial or ethnic minority groups were significantly more likely to indicate that they received formal mentoring outside the University.

Participants were more likely to indicate that they received informal mentoring within the University as they decreased in age and more likely to indicate that they had served as mentors for other faculty members as they increased in age.

Participants in Technology were significantly less likely to indicate that they received informal mentoring within the University.

Participants were significantly more likely to indicate that they received informal mentoring within the University and significantly less likely to report that they served as mentors as their number of years of employment at the University decreased.

Participating assistant professors were significantly more likely to indicate that they had received formal mentoring within the University and informal mentoring both inside and outside of the University. Assistant professors and lecturers who participated in the survey were significantly more likely to note that they had received effective mentoring. Professors, associate professors, and lecturers were significantly more likely to indicate that they had served as mentors for other faculty members.

Participants who were on tenure-track contracts were significantly more likely to indicate that they had received formal mentoring both within and outside of the University as well as informal mentoring outside of the University. Participants who were on tenured appointments were significantly more likely to indicate that they had served as mentors for other faculty members.

Statements About the BGSU Community

The majority of participants provided positive responses to all of the items listed below, although responses to the statement about faculty members at BGSU being treated with respect by campus administrators were mixed.

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	Missing
Sexist attitudes are present in faculty gatherings at BGSU.	46%	20%	23%	6%	5%
Racist or xenophobic attitudes are present in faculty gatherings at BGSU.	51%	24%	15%	4%	6%
Ageist attitudes are present in faculty gatherings at BGSU.	48%	24%	15%	6%	6%
Faculty members at BGSU have a condescending attitude towards persons from other countries.	54%	25%	12%	4%	6%
Faculty members at BGSU respect each other.	7%	19%	44%	26%	4%
Faculty members at BGSU are treated with respect by campus administrators.	29%	23%	32%	13%	3%

Female participants were significantly more likely to agree that sexist, racist/xenophobic, and aegist attitudes are present in faculty gatherings at BGSU and that faculty members at BGSU have a condescending attitude towards persons from other countries.

Participants who identified themselves as members of racial or ethnic minority groups were significantly more likely to agree that racist or xenophobic attitudes are present in faculty gatherings at BGSU and that faculty members at BGSU have a condescending attitude towards persons from other countries.

Participants in the 40-59 age range were significantly less likely to agree that faculty members at BGSU respect each other.

Participants in Arts and Sciences were significantly more likely than those in other colleges to agree that faculty members at BGSU have a condescending attitude towards persons from other countries. Participants in Business Administration were significantly more likely and those in arts and humanities, Communication Studies, and Technology were significantly less likely to agree that they are respected by campus administrators.

Participants who were employed at the University fewer than five years were more likely to agree that faculty members at BGSU respect each other.

<u>Open-Ended Results</u>

Please describe any positive changes in your department, unit, or the University in the past three years.

Fifty-three participants wrote about positive developments dealing with leadership, including their chairs or directors, the Provost and the President, and the departure of pervious leaders at all levels. Twenty participants cited colleagues, hiring of new colleagues, and the departure of difficult colleagues as positive developments over the last few years. Improvement in facilities, particularly the construction of the Wolfe Center, was noted by thirteen participants. The movement toward possible collective bargaining at BGSU was noted as a positive by seven participants. Improved access to resources, either for faculty members or students, was mentioned by six participants. Six participants noted improvement of the overall climate of their departments as a positive trend. Increased collaboration, at multiple levels, was noted as a positive trend by five participants. Five participants included increased diversity, of both faculty members and students, as a positive trend. Increased transparency of leadership, at both the department and University levels, was noted by four participants. Three participants cited increased external recognition, for research activities or by the U.S. News *America's Best Colleges* publication, as positive trends. Two participants cited improved enrollment in their areas as a positive development.

Please describe any negative changes in your department, unit, or the University in the past three years.

The largest number of responses were provided within the category of leadership (n=75), at the level of departments/schools, colleges, University administration, or Board of Trustees levels. Specific concerns included decreased support for shared governance, financial concerns trumping academic quality, turnover among University leaders and a general sense of a "corporate" model of administration becoming more prevalent, lack of transparency, lack of attention to or appreciation of faculty concerns, and a general climate of distrust and ill will.

Sixty-six participants commented upon lack of replacement of departing faculty members, which results in increased workload for remaining faculty and staff members, increased class size, more teaching done by non-tenure-track faculty members and graduate assistants, and a reduced climate for research and service.

Thirty-three participants noted low salaries, particularly compared with peer institutions, and

lack of raises last year. Two of these persons also commented upon the need for market-based salary adjustments, and one discussed the need to address salary inversion.

Twenty-four participants commented upon budget cuts/lack of resources, either generally or specifically in terms of fewer graduate assistants, less availability of library materials, equipment, and classroom maintenance.

Several participants also discussed concerns on the part of or poor treatment of specific groups of faculty members, such as non-tenure-track (n=7), women (n=3), lack of employment opportunities (n=2) or benefits (n=2) for faculty members with partners, part-time (n=2), persons of color (n=1), new (n=1), and older (n=1) faculty members.

Eleven participants noted increasing workload over the past few years in terms of teaching responsibilities and administrative tasks.

Nine participants discussed the need to repair buildings, including classrooms, labs, and offices.

Seven participants commented upon increased employee costs for health care benefits, particularly during a time of no salary increases.

Seven participants discussed poor collegial relations within their departments.

Six participants opined that discussions of collective bargaining are a negative development and commented that a faculty union would be detrimental to faculty welfare.

Five participants commented upon a decrease in students' academic abilities and motivation, perhaps as a result of needing to admit more students.

Three participants cited problems with PeopleSoft/FMS.

Three participants discussed lack of support and resources for research. Relatedly, there were two comments about difficulties with grant administration.

Two participants noted the University's decreasing ability to retain faculty colleagues who move to other universities that offer better salaries.

Two participants commented upon no action taken towards implementation of Centers of Excellence.

Summary and Conclusions

Despite the limitation of a moderate response rate, these results suggest that, in the main, most faculty members are satisfied with most aspects of their work life at BGSU. The issues with which the majority of participants were dissatisfied included the time available for scholarly work, salary, mentoring, teaching that was not formally recognized, and being treated with respect by campus administrators. Department/campus politics, securing funding for research,

teaching responsibilities, and the review/promotion process were most often listed as extensive sources of stress.

There were a number of significant group differences, particularly with respect to race and ethnicity, age, gender, and longevity. Demographic differences were analyzed and evaluated at the $p < .05$ level. From among 128 total survey items, there were

- 25 significant differences by gender, with females generally indicating less positive responses
- 43 significant differences by whether or not participants identified as a racial/ethnic minority, with minorities generally indicating less positive responses
- 37 significant differences by age group, with older participants generally more satisfied and those in the 40-49 age group often least satisfied
- 11 significant differences by college/disciplinary group, with participants in social sciences and at Firelands generally more satisfied and those in Musical Arts and technology generally less so
- 19 significant differences by range of years employed at BGSU, with those employed for more years generally more satisfied
- 28 significant differences by academic rank, with instructors and lecturers generally indicating more positive responses
- 41 significant differences by tenure status, with non-tenure-track participants generally providing more positive responses
- 19 significant differences based upon whether participants served as department chairs, with those who were chairs always indicating more positive responses

Open-ended responses provided richness and dept to the findings. Leadership (at all levels) was most often cited as both an area of positive changes and an area of negative changes. Lack of replacement of departing faculty members, salaries, and lack of resources were other areas often cited as negative changes over the last few years.

These findings invite further consideration, perhaps as an initiative of the Faculty Senate for next year. Feedback concerning how this and other studies and how they can continue to be improved is always welcome.