

Survey of Faculty Activities and Perceptions Comparison Results

Parsing the First Year of College Study

Spring 2006

Parsing the First Year of College study is a comprehensive, longitudinal study of the first-year experience that analyzes information from first-year undergraduate students, faculty members, and chief academic and student affairs officers. Bowling Green State University was one of twelve research/doctoral institutions to participate in this study.

The *Survey of Faculty Activities and Perceptions* portion of this project was distributed to 500 full and part-time faculty members of all ranks. Since this survey focuses on faculty who work with first-year students, faculty who only teach graduate students, only teach evening or continuing education courses, or who hold adjunct, clinical, or emeritus titles were excluded. Of the 500 surveys distributed, 213 responses were received yielding a 43% response rate. This was slightly higher than the 42% overall return rate from the participating doctoral institutions. In comparison with other participating doctoral institutions, 18% of those completing the survey reported that they typically teach a first-year seminar and 39% reported that they typically teach other courses that serve primarily first-year students. This compares to the overall averages of 14% and 36% respectively at other doctoral institutions. Other noticeable differences in demographics of Bowling Green's faculty respondents compared with other participating doctoral institutions were in the academic field distribution and faculty rank areas. BG's respondent faculty consisted of 30% from the humanities/fine arts field which was higher than the overall average of 23% for other doctoral institutions. BGSU also had more instructors/lecturers and fewer full professors, 39% and 15% respectively complete the survey than the overall doctoral school averages of 23% and 27%. Complete demographics of faculty completing this survey are presented in Table 1.

Table 1.

Faculty Characteristic	BGSU Faculty	Doctoral Faculty
<i>Gender:</i>		
Male	54%	62%
Female	46%	38%
<i>Racial/Ethnic Background:</i>		
Black, non-Hispanic	2%	3%
American Indian or Alaskan Native	0%	0%
Asian/Pacific Islander	5%	7%
Hispanic	2%	2%
White, non-Hispanic	88%	86%
Multiracial	1%	1%
Non-resident alien	0%	0%
<i>Highest earned degree:</i>		
Bachelor's	1%	2%
Master's	36%	21%
Doctorate	62%	75%
First-Professional	1%	3%

Faculty Characteristic	BGSU Faculty	Doctoral Faculty
<i>Discipline/Field in:</i>		
Humanities/Fine Arts	30%	23%
Natural/Physical Sciences	14%	23%
Social Sciences	12%	13%
Professional	25%	28%
Other	19%	14%
Typically teach <i>a first-year seminar</i> ?	18%	14%
Typically teach <i>other</i> courses that serve primarily first-year students?	39%	36%
<i>Employment during Fall 06:</i>		
Full-time	90%	90%
Part-time	10%	10%
<i>Part-time Faculty</i> – taught at least 3 terms during the last 3 years at this institution.		
Yes	9%	8%
No	0%	2%
No applicable	90%	90%
<i>Primary position during Fall 06:</i>		
Faculty member or Instructor	91%	93%
Administrator	7%	6%
Staff member	2%	1%
<i>Academic Rank:</i>		
Professor	15%	27%
Associate Professor	30%	28%
Assistant Professor	16%	21%
Instructor/Lecturer/Other	39%	23%
<i>Years teaching in higher education:</i>		
Mean	14.73	16.72
Standard deviation	9.64	12.93
<i>Years employed at this institution (Full or Part-time):</i>		
Mean	12.30	12.97
Standard Deviation	9.59	10.34

Assessment concerns for first-year programs were significantly higher at BGSU than at other doctoral institutions with 76% of Bowling Green's faculty agreeing that the institution assesses first-year experiences compared to 50% at other doctoral institutions and 54% of BG's faculty indicating that the assessment is used to strengthen the first-year program compared to only 39% at other doctoral institutions. Eighty-nine percent of Bowling Green's faculty felt that the institution emphasizes continuous improvement in programs over 79% in other doctoral institutions. These data are presented in Tables 2 and 3 respectively.

Table 2.

Please indicate your level of agreement with each of the following statements (percentage "agree" and "strongly agree").

Item	BGSU	Doc. Univ.	sig. diff.	effect size
Institution systematically assesses students' first-year experiences.	76%	50%	$p < .001$	0.51
Assessment results used to strengthen first-year courses, programs, and services.	54%	39%	$p < .001$	0.29

Table 3.

Please indicate your level of agreement with each of the following statements (percentage "great emphasis" or "moderate emphasis")

Item	BGSU	Doc. Univ.	sig. diff.	effect size
Regardless of how good your institution is educating students, how much does it emphasize "doing even better?"	89%	79%	$p < .01$	0.22

Faculty indicated significant strengths over other doctoral institutions in the institution's communication of core values, available academic and personal support services to new students and what the institution has to offer students academically. Facilitation of students' early involvement in the academic and non-academic life of the institution and providing a sense to new students that they belong and can be successful at BG were other indicators noted as significant strengths for BG in comparison to other doctoral institutions completing the survey. Overall, BG's faculty felt that the institution helps new students get off to a good start academically. In the way of improvement, BG's faculty felt that the institution could improve in its communication of history and traditions to first-year students. Results for these questions are presented in Table 4.

Table 4.

Please indicate your level of agreement with each of the following statements (percentage “agree” and “strongly agree”).

Item	BGSU	Doc. Univ.	sig. diff.	effect size
First-year students know what is expected of them <i>academically</i> .	48%	49%		-0.06
First-year students know what is expected of them <i>outside the classroom</i> .	33%	33%		0.06
Admissions office professionals know my department's academic options and strengths.	39%	36%		0.12
My institution does a good job at communicating to new students what it has to offer academically.	75%	70%	p < .05	0.18
My institution does a good job at enrolling new students who can benefit from what this institution has to offer.	72%	68%		0.11
My institution does a good job at informing new students about the institution's <i>history and traditions</i> .	39%	55%	p < .001	-0.28
My institution does a good job at informing new students about the values this institution considers important.	86%	60%	p < .001	0.56
My institution does a good job at keeping faculty informed about the <i>academic</i> support services where they can refer students having difficulties.	83%	67%	p < .001	0.29
My institution does a good job at keeping faculty informed about the <i>personal</i> support services where they can refer students having difficulties.	64%	54%	p < .01	0.20
My institution does a good job at helping new students get off to a good start academically.	73%	52%	p < .001	0.45
My institution does a good job at facilitating new students' early involvement in the <i>academic</i> life of the institution.	72%	50%	p < .001	0.47
My institution does a good job at facilitating new students' early involvement in the <i>non-academic</i> life of the institution.	60%	52%	p < .01	0.23
My institution does a good job at conveying to new students the sense that, if they make the effort, they can succeed here.	79%	66%	p < .001	0.31
My institution does a good job at conveying to new students the sense that they "belong" here.	74%	62%	p < .001	0.26

Faculty indicated that first-year success was a priority at BGSU and found significant strengths in the institutions' comprehensive and coherent approach to help students succeed. BG was also rated significantly higher than other doctoral institutions in the coordinated efforts provided by administrative leadership, Faculty Affairs staff, and Student Affairs staff to promote first-year student success. Specific items for this area are presented in Table 5.

Table 5.

Please indicate your level of agreement with each of the following statements (percentage "agree somewhat" and "agree strongly").

Item	BGSU	Doc. Univ.	sig. diff.	effect size
Institution has a <i>comprehensive</i> approach to helping first-year students succeed.	83%	50%	p < .001	0.75
Institution has a <i>coherent</i> approach to helping first-year students succeed.	78%	47%	p < .001	0.62
Institution has a clear curricular plan for students during their first year.	73%	66%		0.14
First-year student success is a priority for this institution.	89%	70%	p < .001	0.57
Student Affairs staff have the support of faculty members.	61%	57%		0.10
Faculty and Student Affairs staff work closely together in orienting first-year students.	54%	41%	p < .001	0.28
Faculty and Student Affairs staff work closely together in ways that promote first-year students' success.	49%	36%	p < .001	0.32
This institution's administration provides clear leadership to faculty and staff in promoting first-year students' success.	64%	41%	p < .001	0.49

BGSU ranked significantly higher than other doctoral institutions in the coordination of their first-year courses, programs, and services. All units dealing with first-year students communicate and work together in an organized way where stated goals and objectives are created and actively pursued. Supporting data are presented in Table 6.

Table 6.

To what extent are first-year courses, programs, and services: (percentage "moderately" and "a great deal").

Item	BGSU	Doc. Univ.	sig. diff.	effect size
Integrated "vertically" (i.e., treated as a foundational year upon which later years build)	79%	76%		0.03
Coordinated "horizontally" (i.e., all units dealing with first-year students communicate and work together in an organized way)	53%	41%	p < .001	0.29
Intentional (i.e., has stated goals and objectives)	87%	73%	p < .001	0.32
Active (i.e., actively pursues goals and objectives)	86%	68%	p < .001	0.38

BGSU faculty reported significant higher usage of collaborative/cooperative learning and experiential/problem-based learning techniques in their first-year classes than their peers at other doctoral institutions. Other significantly noted strengths of BG's first-year classes when compared to other doctoral institutions were the frequent and detailed feedback provided to students and the use of papers, open-ended assignments, student presentations, case studies, and hands-on experiences at assessment measures for first-year classes. Smaller significant differences were seen in the amount of in-class discussion and number of multiple drafts of written work collected. BG faculty were shown to use lecture and essay/open-ended assignments significantly less than their doctoral institution counterparts. These data are presented in Table 7.

Table 7.

In your courses that serve primarily first-year students (exclude first-year seminars), to what extent do you use the following: (percentage “moderately” and “a great deal”).

Item	BGSU	Doc. Univ.	sig. diff.	effect size
Lecture	30%	30%	$p < .01$	-0.24
In-class discussion	32%	29%	$p < .05$	0.16
Collaborative or cooperative learning	30%	24%	$p < .001$	0.30
Experiential or problem-based learning	27%	25%	$p < .001$	0.25
Group projects	20%	17%		0.07
Multiple drafts of written work	17%	13%	$p < .01$	0.21
Community service for extra credit	1%	1%		-0.12
Community service as an integral part of the course	3%	2%		0.02
Frequent feedback to students on their progress	38%	33%	$p < .001$	0.25
Detailed feedback to students on their progress	36%	28%	$p < .001$	0.32
Multiple-choice tests or examinations	18%	16%		0.00
Essay or other open-ended assignments	22%	24%	$p < .05$	-0.15
Papers or other open-ended assignments	31%	25%	$p < .001$	0.31
Student presentations	19%	17%	$p < .001$	0.24
Technology to further discussion outside of class	21%	19%		0.11
Case studies or real-world examples	33%	26%	$p < .001$	0.24
Hands-on experience	26%	21%	$p < .001$	0.27
Assignments or exercises focusing on application	31%	30%		0.11

BG faculty respondents were slightly higher in the number of courses that they teach which serve primarily first-year students (excluding first-year seminars) and were also significantly higher in the number of classes which were small enough to engage students individually as compared to other doctoral institutions. No significant differences were found in outside interactions between faculty and first-year students as compared to other doctoral institutions. These data are presented in Tables 8 and 9.

Table 8.

Average courses from respondents teaching primarily first-year students

Item	BGSU	Doc. Univ.	sig. diff.	effect size
How many courses do you teach that <i>serve primarily first-year students</i> (excluding first-year seminars)?	2.38	2.02	p < .05	0.18
Of those courses, how many are, in your view, <i>too large</i> , to allow you to engage students individually?	0.59	0.84	p < .01	-0.20

Table 9.

Average *times per week* in a typical academic term respondents teaching primarily first-year students interacted with students *outside* of class

Item	BGSU	Doc. Univ.	sig. diff.	effect size
Discuss intellectual or academic-related matters	2.89	2.17		0.14
Exchange brief greetings	7.15	7.13		0.00
Discuss matters related to the students' future career	1.64	1.43		0.06
Work together on an institutional or professional activity	0.92	0.67		0.12
Discuss a student's personal (non-academic) matters	1.44	1.15		0.09
Have casual conversations	4.82	3.62		0.08
Discuss non-academic topics of mutual interest	2.22	2.20		0.00

BG faculty reported spending significantly more time than other doctoral institutions having first-year students wrestle with ideas or points of view differing from their own. BG first-year faculty also were also significantly stronger than peers at other doctoral institutions in giving assignments which required students to play the devil's advocate, consider ideas and perspectives which differed from their own, and furthermore encouraged their students to integrate what they learned into other courses. Supporting data are shown in Table 10 below.

Table 10.

How often those teaching first-year students provide opportunities for first-year students to learn about people which differ from them (percentage "often" and "very often").

Item	BGSU	Doc. Univ.	sig. diff.	effect size
Provide opportunities for your first-year students in your classes to learn about people who differ in background characteristics (e.g., gender, race)	50%	45%		0.07
Provide opportunities for your first-year students in your classes to learn about people who differ in attitudes and values (e.g., politics, religion)	55%	48%		0.12
Give your first-year students assignments that require them to examine ideas or perspectives other than their own	66%	55%	p < .05	0.16
Champion a less-accepted point of view for the sake of an argument (play devil's advocate)	47%	37%	p < .01	0.23
Ask first-year students in your classes to wrestle ideas or points of view that differ from their own	64%	50%	p < .001	.031
Encourage students to integrate into your courses things they're learning in other courses	62%	50%	p < .05	0.18
Change course content or your teaching in response to student feedback	48%	52%		-0.03

Although Bowling Green faculty respondents devoted fewer hours per week to the institution than counterparts at other doctoral institutions, BG faculty spent significantly more time advising, supervising, helping, and interacting with first-year students outside of class. Faculty at other doctoral institutions however had significantly more time invested into research or scholarship than BG faculty did. Data supporting these findings are in Tables 11 and 12.

Table 11.

Average hours spent during the academic term.

Item	BGSU	Doc. Univ.	sig. diff.	effect size
During the typical academic term, approximately how many <i>hours per week</i> do you devote to this institution?	45.33	47.72	p < .05	-0.17

Table 12.

Of the hours spent during the academic term, the approximate number spent in each of the following activities (average hours given).

Item	BGSU	Doc. Univ.	sig. diff.	effect size
Teaching first-year undergrads (incl. class prep., time in class, grading, etc.)	9.01	7.52		0.14
Advising, supervising, or otherwise helping first-year students.	2.94	2.18	p < .01	0.2
Interacting with first-year students outside of class	1.99	1.34	p < .001	0.27
Administrative duties related to first-year students	2.24	1.74		0.11
Research or scholarship in your field	9.83	15.12	p < .001	-0.41

BGSU faculty respondents were significant different from their doctoral counterparts in their beliefs on institutional support for teaching, interacting with, and learning more about first-year students. They also felt that BG promotes a stronger culture than other doctoral institutions where good teaching is considered more important than research. Data supporting these claims are in Table 13.

Table 13.

Please indicate your level of agreement with each of the following statements as they pertain to this institution (percentage “agree” and “strongly agree”).

Item	BGSU	Doc. Univ.	sig. diff.	effect size
Faculty are rewarded for teaching first-year students (e.g., promotion and tenure, merit salary)	6%	4%	p < .001	0.33
Faculty are encouraged to interact with first-year students outside the classroom	11%	7%	p < .001	0.25
Teaching is more important than research	14%	8%	p < .001	0.32
When hiring new faculty members, candidates' teaching abilities are more important than their research abilities	5%	4%	p < .01	0.20
Faculty are assisted to learn about first-year students and how to help them succeed	9%	4%	p < .001	0.36
My faculty colleagues consider the first year an important time to help students lay the foundation for the rest of their college education	17%	14%		0.11
Faculty are encouraged to use the services of the on-campus instructional support center	26%	16%	p < .001	0.29

Faculty respondents reported significantly higher institutional support than other doctoral institutions in providing support for working with underprepared college students, but felt that inadequate support is given for working with gifted students. Overall support for first-year students was considered significantly higher at Bowling Green than at other doctoral institutions. Data supporting these claims are in Tables 14 and 15.

Table 14.

This institution provides instructors adequate support for working with students who (percentage “agree” and “strongly agree”).

Item	BGSU	Doc. Univ.	sig. diff.	effect size
Are from a variety of cultural backgrounds	75%	67%		0.13
Are underprepared for college work	59%	49%	p < .01	0.24
Are gifted	61%	66%	p < .05	-0.15
Have disabilities	79%	82%		-0.12
Have families and/or work obligations	51%	54%		-0.05
Are older or returning adults	61%	61%		-0.07
Are athletes	88%	87%		0.08

Table 15.

This institution does a good job in (percentage “agree” and “strongly agree”).

Item	BGSU	Doc. Univ.	sig. diff.	effect size
Placing first-year students in courses appropriate to their academic preparation	87%	79%		0.12
Providing adequate support for all of the kinds of first-year students we admit	79%	66%	p < .001	0.31

Bowling Green faculty respondents reported significantly more involvement than faculty at other doctoral institutions in faculty development participation in conferences focusing on teaching, learning, and first-year student success. BG faculty also reported a higher level of interest in reading literature related to how first-year students succeed. Supporting data are presented in Table 16.

Table 16.

In the *past two years*, approximately how many times have you: (percentage “twice” and “three times or more”).

Item	BGSU	Doc. Univ.	sig. diff.	effect size
Participated in a conference, workshop, or other formal activity that focused on <i>teaching and learning</i>	67%	58%	p < .01	0.23
Participated in a conference, workshop, or other formal activity on <i>first-year students</i> and how to help them succeed	22%	12%	p < .001	0.35
Read literature related to first-year students and how to help them succeed	34%	29%	p < .05	0.14

Aggregate data indicated that faculty at Bowling Green perceived significantly higher institutional strengths than faculty at other doctoral institutions in all sets of correlated items. Planning and assessing first-year experiences were areas of particular institutional strengths. Bowling Green is also perceived as doing a better job in providing opportunities for first-year students to encounter differences in background, attitudes, values, and ideas within their first-year course experiences. Figure 1 illustrates these differences and Tables 17 – 33 present the results of the analyses and the specific individual items which defined the categories.

Figure 1.

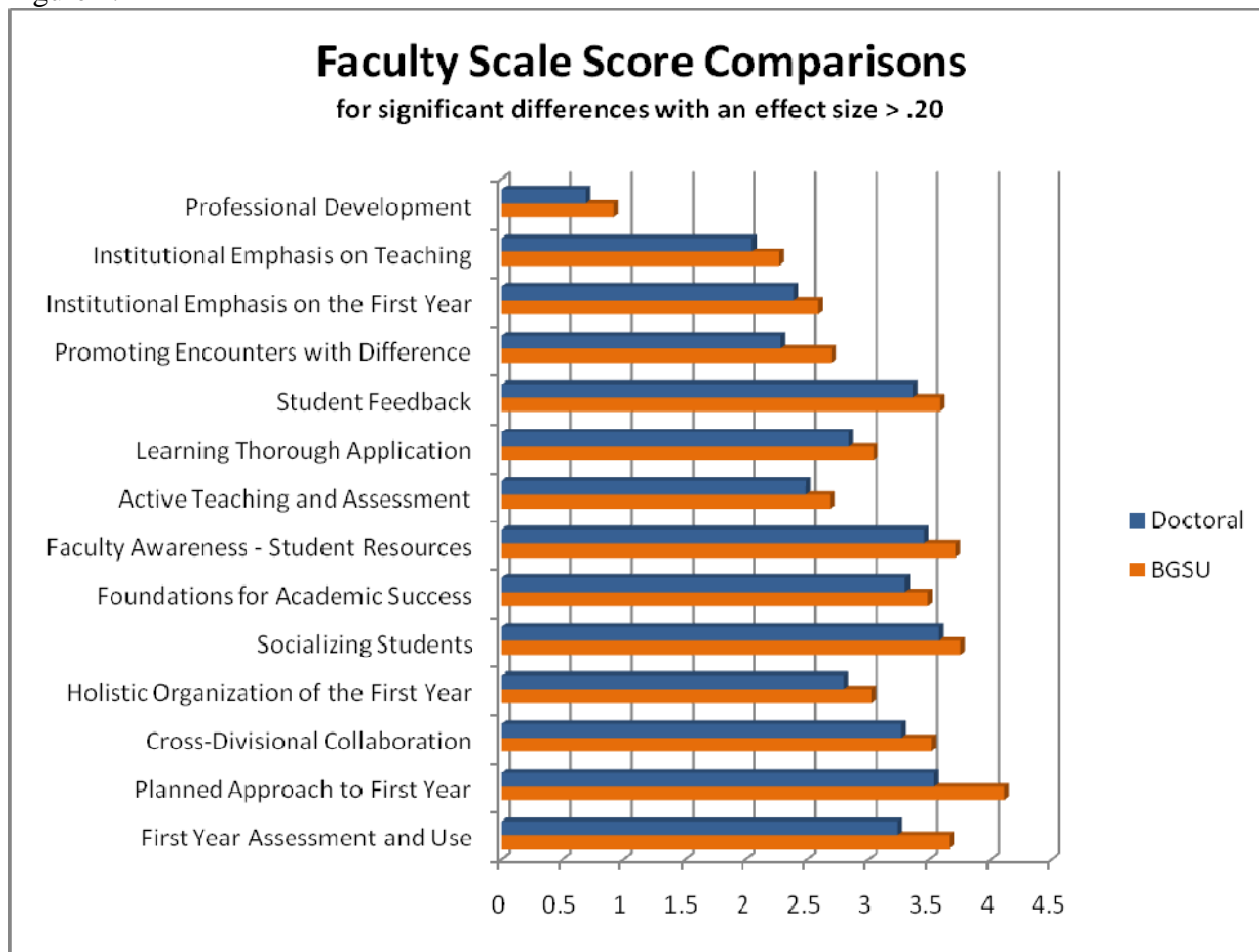


Table 17.

Faculty Scale Score Comparisons		Mean		sig. diff.	effect size
Item		BGSU	Doc. Univ.		
First Year Assessment and Use (Alpha = .870)		3.66	3.24	p < .001	0.44
Scale Component Items	Institution systematically assesses student's first-year experiences				
	Results from first-year student assessments are used to strength first-year courses, programs, and services				

Table 18.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Planned Approach to First Year (Alpha = .861)		4.11	3.54	p < .001	0.62
Scale Component Items	Institution has a <u>comprehensive</u> approach to helping first-year students succeed				
	Institution has a <u>coherent</u> approach to helping first-year students succeed				
	Institution has a clear curricular plan for students during their first year				
	First-year student success is a priority for this institution				

Table 19.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Cross-Divisional Collaboration (Alpha = .894)		3.52	3.27	p < .001	0.26
Scale Component Items	Student Affairs staff have the support of faculty				
	Faculty and Student Affairs staff work closely together in orienting first-year students				
	Faculty and Student Affairs staff work closely together in ways that promote first-year students' success				

Table 20.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Holistic Organization of the First Year (Alpha = .867)		3.02	2.80	p < .001	0.32
Scale Component Items	<p>First-year courses, programs and services are:</p> <ul style="list-style-type: none"> • Integrated “vertically” (i.e., treated as a foundational year upon which later years build) • Coordinated “horizontally” (i.e., all units dealing with first-year students communicate and work together in an organized way) • “Intentional” (i.e., have stated goals and objectives) • “Active” (i.e., actively pursue those goals and objectives) 				

Table 21.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Socializing Students (Alpha = .765)		3.75	3.58	p < .001	0.25
Scale Component Items	Inform new students about the institutions history and tradition				
	Inform new students about the values this institution considers important				
	Facilitate new students' early involvement in the non-academic life of the institution				
	Convey to new students the sense that they "belong" here				

Table 22.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Foundations for Academic Success (Alpha = .879)		3.49	3.30	p < .001	0.30
Scale Component Items	First-year students know what is expected of them academically				
	Admissions office professionals know my department's academic options and strengths				
	Facilitate new students' early involvement in the academic life of the institution				
	Communicate to new students what the school has to offer academically				
	Enroll new students who can benefit from what the institution has to offer				
	Help new students get off to a good start academically				
	Convey to new students the sense that, if they make the effort, they can succeed here				
	Places first-year students in courses appropriate to their academic preparation				
	Provide adequate support for all of the kinds of first-year students admitted				

Table 23.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Faculty Awareness – Student Resources (Alpha = .829)		3.71	3.46	p < .001	0.26
Scale Component Items	Keep faculty informed about the academic support services for students having difficulties				
	Keep faculty informed about the personal support services for students having difficulties				

Table 24.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Active Teaching and Assessment (Alpha = .751)		2.69	2.49	p < .001	0.29
Scale Component Items	In courses that serve primarily first-year students (excluding first-year seminars), to what extent do you use the following: <ul style="list-style-type: none"> • Lecture (reversed coded) • In-class discussion • Multiple drafts of written work • Multiple-choice tests or exams (reversed coded) • Papers or other open-ended assignments • Student presentations 				

Table 25.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Learning Through Application (Alpha = .815)		3.04	2.84	p < .001	0.25
Scale Component Items	In courses that serve primarily first-year students (excluding first-year seminars), to what extent do you use the following: <ul style="list-style-type: none"> • Collaborative/cooperative learning • Experiential/problem-based learning • Group projects • Hands-on experiences • Assignments or exercise focusing on application 				

Table 26.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Student Feedback (Alpha = .796)		3.59	3.36	p < .001	0.31
Scale Component Items	In courses that serve primarily first-year students (excluding first-year seminars), to what extent do you use the following: <ul style="list-style-type: none"> • Give frequent feedback to students on their progress • Give detailed feedback to students on their progress 				

Table 27.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Promoting Encounters with Difference (Alpha = .902)		2.70	2.28	p < .001	0.41
Scale Component Items	Provide opportunities for first-year students in your classes to learn about people who differ from them in background characteristics				
	Provide opportunities for first-year students in your class to learn about people who differ from them in attitudes or values				
	Give your first-year students assignments that will require them to examine ideas/perspectives other than their own				
	Ask first-year students in your classed to wrestle with ideas or points of view that differ from their own				

Table 28.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Institutional Emphasis on the First Year (Alpha = .754)		2.59	2.39	p < .001	0.35
Scale Component Items	Faculty are rewarded for teaching first-year students (e.g., promotion and tenure, merit salary)				
	Faculty are encouraged to interact with first-year students outside the classroom				
	Faculty are assisted to learn about first-year students and how to help them succeed				
	Faculty colleagues consider the first year as an important time to help students lay the foundation for the rest of their college education				

Table 29.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Institutional Emphasis on Teaching (Alpha = .872)		2.27	2.05	p < .001	0.29
Scale Component Items	Teaching is more important than research				
	When hiring new faculty members, candidates' teaching abilities are more important than their research abilities				

Table 30.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Professional Development (Alpha = .625)		0.92	0.69	p < .001	0.26
Scale Component Items	Participated in a conference, workshop, or other formal activity that focused on teaching and learning				
	Read literature related to first-year students and how to help them succeed				

Table 31.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Faculty-Student Contact – Casual (Alpha = .905)		4.73	4.32		0.03
Scale Component Items	Arithmetic mean of:				
	<ul style="list-style-type: none"> Weekly contacts to exchange brief greetings Weekly contacts to have casual conversation Weekly contacts to discuss non-academic topics of mutual interest 				

Table 32.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Faculty-Student Contact – Substantive (Alpha = .789)		1.99	1.58		0.12
Scale Component Items	Arithmetic mean of:				
	<ul style="list-style-type: none"> Weekly contacts to discuss intellectual or academic-related matters Weekly contacts to discuss matters related to a student's future career Weekly contacts to discuss a student's personal (non-academic) matters 				

Table 33.

Faculty Scale Score Comparisons		Mean			
Item		BGSU	Doc. Univ.	sig. diff.	effect size
Support for Faculty Working with All Students (Alpha = .837)		2.80	2.79		0.01
Scale Component Items	Arithmetic mean of responses to: “This institution provides instructors adequate support for working with students who:”: <ul style="list-style-type: none"> • Are from a variety of cultural backgrounds • Are underprepared for college work • Are gifted • Have disabilities • Have family and/or work obligations • Are older and returning students • Are athletes 				

This report provides a summary of a broad range of faculty perceptions of their institution’s internal organization, programming, and policies affecting first-year students’ experiences; perceptions of the level of cooperation between academic and student affairs divisions; the instructional approaches they use; their out-of-class interactions with first-year students; the faculty culture and reward system; their professional development activities; and their views on institutional assessment practices relating to students’ first year. Each of these areas help shape the first-year college students’ experiences, learning, and persistence. Overall, the results for BGSU were similar to those from the other participating doctoral institutions, but in almost all cases were higher than the average reported for the other participating doctoral institutions.