

Report of the Results of the 1995 UCLA Faculty Survey

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ABSTRACT

This report describes the results of the UCLA Faculty Survey completed in 1995-96 by full-time faculty, supplemental retirement and part-time faculty, and academic administrators. The survey focused on faculty characteristics, teaching and other activities, workload, perceptions about the institution, job satisfaction, sources of stress, and views on higher education issues. Eight locally-developed questions were also included. Results were compared with those from the 1989-90 BGSU administration of the same survey, with those from other public universities, and with those from a Doctoral I public peer university. Results were also compared by gender, between colleges, between full-time faculty and supplemental retirement and part-time faculty, and between full-time faculty and academic administrators. A summary and conclusions are provided along with a listing of public universities participating in the survey and detailed tabular responses.

BACKGROUND AND METHODOLOGY

The need for updated information about faculty characteristics, activities, perceptions, and concerns led to the use of the UCLA Faculty Survey in 1995-96. A number of changes both internal and external to BGSU have occurred since the last such survey was administered in 1989-90 and a current portrait of the faculty and their experiences and attitudes provides a valuable tool for planning and decision making.

The survey was developed at the Higher Education Research Institute located at the University of California at Los Angeles and is designed to provide institutional and national information about faculty characteristics, activities, attitudes, perceptions of the campus climate and institutional priorities, job satisfaction, sources of stress, and views on higher education issues. It has been used since 1972 with nearly 200,000 faculties at more than 1,500 institutions. Approximately 60,000 faculty and academic administrators representing 446 institutions (16,922 at 27 public universities) participated in the 1995 survey. A list of the public universities participating in the 1995 survey is included with this report.

Survey administration was coordinated by the Office of the Vice President for Academic Affairs, which distributed the survey, including locally-developed questions, to all full-time faculty and academic administrators and to all supplemental retirement and part-time faculty who taught in the fall of 1995. Materials were first distributed to participants in October 1995 and a follow-up mailing was conducted in February 1996. Participants returned their completed surveys directly to UCLA.

A total of 1048 surveys were distributed and 497 were returned, resulting in a 47% response rate (53% for full-time faculty and academic administrators); this compares to a 37% for all public universities participating in the survey in 1995-96, a 57% response rate at a Doctoral I public peer university, and a 62% response rate when the survey was last used at BGSU. Despite the low response rate, survey participants were representative of all 1995-96 full-time faculties with respect to gender, racial background, academic rank, and college. Non-tenured faculties were slightly over-represented (41% in the survey, 35% for all faculty) among the participants.

Results were analyzed by noting the percentages of participants overall and in each group who provided various responses to the survey items. In addition to all BGSU survey participants, responses were analyzed separately for full-time faculty who taught at least one undergraduate course in the fall of 1995 (N=323), supplemental retirement and part-time faculty (N=94), and academic administrators (N=56). Responses were compared with those from all 1995 survey participants from public universities and from participants at a Doctoral I public peer university (N=408). Survey results were shared by this peer university with the condition that its identity remains undisclosed. It should also be noted that the peer university did not administer its survey to part-time or regional campus faculty. This information is contrasted with the 1989 survey results for BGSU and for all public universities (the peer university did not use the survey in 1989.). Group

(e.g., gender, college, full-time/supplemental retirement and part-time faculty, faculty/administrator) differences were examined and significant differences are noted where they occurred.

A complete listing of the survey responses, by group, is included at the end of this report. A listing of the public universities participating in the 1995 faculty survey is also provided; the fact that 20 of the 27 institutions in this group are classified as research universities (BGSU is classified as a Doctoral I institution) must be remembered when comparing the survey results. Unless otherwise stated, references to BGSU faculty in the narrative report mean full-time faculty who taught at least one undergraduate course in the fall of 1995. Also, unless otherwise stated, all numbers in the report indicate percentages of survey participants. Percentages may not always sum to 100 due to rounding.

Public University Survey Participants

Institution	Carnegie Classification
Bowling Green State University	Doctoral I
Florida State University	Research I
Indiana University – Bloomington	Research I
Indiana University – Northwest	Master’s I
Miami University	Doctoral I
North Carolina State University	Research I
Northern Illinois University	Doctoral I
Rutgers, the State U. of New Jersey – New Brunswick	Research I
State University of New York – Buffalo	Research I
Texas Woman’s University	Doctoral I
University of Alabama – Birmingham	Research I
University of Alabama – Huntsville	Doctoral II
University of California – Berkeley	Research I
University California – Davis	Research I
University of Colorado – Colorado Springs	Master’s I
University of Maryland – College Park	Research I
University of Missouri – Columbia	Research I
University of Montana	Doctoral II
University of New Mexico	Research I
University of North Carolina – Chapel Hill	Research I
University of Oregon	Research II
University Texas – Austin	Research I
University of Virginia	Research I
University of Wisconsin – Madison	Research I
Utah State University	Research I
Virginia Polytechnic Institute and State University	Research I
Washington State University	Research II

RESULTS

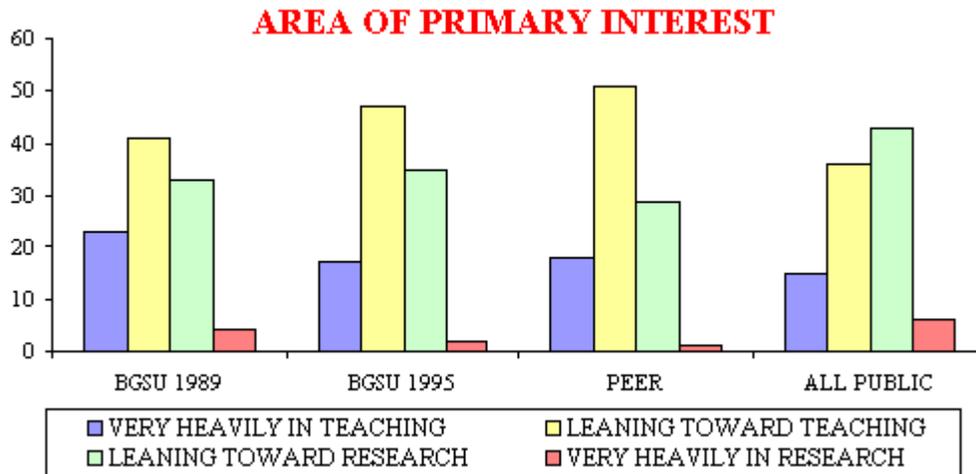
1. Faculty Characteristics

Survey participants were representative of all 1995-96 full-time faculty with respect to gender, racial background, academic rank, and college. Non-tenured faculty were slightly over-represented (41% in the survey, 35% for all faculty) among the participants. The distribution by college of all 1995-96 BGSU full-time faculty and of full-time faculty and administrator survey participants is shown below.

	1995-96 BGSU Full-Time Faculty		1995 Faculty & Admin Survey Participants		Response Rate By College
	Number	%	Number	%	%
Arts & Sciences	357	51%	156	41%	44%
Business Administration	93	13%	50	13%	54%
Education & Human Development	119	17%	54	14%	45%
Firelands	34	5%	25	7%	74%
Health and Human Services	21	3%	16	4%	76%
Musical Arts	51	7%	20	5%	39%
Technology	21	3%	10	3%	48%
Instructional Support			14	4%	
Not Reported			34	9%	

As was the case with participants from all public universities and at the peer university, intellectual challenge, intellectual freedom, and freedom to pursue interests were among the most frequently stated reasons for choosing an academic career.

As indicated in the chart below, about 2/3 of the BGSU faculty indicated teaching, rather than research, was their primary area of interest. Faculty in the colleges of Arts & Sciences and Technology were more likely to report leaning towards research, while faculty at Firelands were more likely to heavily favor teaching. A similar result was found for the 1989-90 administration of the survey at BGSU and among 1995-96 peer university faculties. This differs from the interests of all public university faculties, whose interests were evenly split.



2. Faculty Activities and Workload

The faculty survey contained a series of items concerning teaching activities, general activities, hours per week spent in various tasks, number and types of courses typically taught, and numbers and types of scholarly products and activities. These results are summarized below with particular attention given to trends over time and comparisons with other institutions.

The most commonly noted teaching-related activities are shown below. While greater than in 1989, the percentage of BGSU faculty who worked with students on a research project was somewhat lower than for other public universities and slightly lower than at the peer university. The percent of BGSU faculty who performed service or volunteer work in the community is on par with that of other institutions; this item was not included in the 1989 survey. The percentages of BGSU faculty who used funds for research and who served as paid consultants was basically stable over time, but lower than that of peers at other public universities in general or at the peer university in particular. The percentage of faculty who had attended a teaching enhancement workshop in the last two years was higher than at public universities, but notably lower than at the peer university.

	PERCENT OF FULL-TIME UNDERGRADUATE FACULTY			
	BGSU 1989	BGSU 1995	PEER UNIV	ALL PUBLIC
Worked with students on a research project	70	79	82	85
Performed SVC/VOL work in the community		74	73	74
Used funds for research	49	53	61	67
Attended a teaching enhancement workshop		49	64	46
Served as a paid consultant	53	48	51	55

Faculty in Arts & Sciences were more likely to have taught an honors course. Those in Musical Arts and at Firelands were more likely to have team-taught a course, while those

in Business Administration were less likely to have done so. Faculty in Technology were more likely to have worked with students on a research project. Firelands and Musical Arts faculty more often reported attending a teaching enhancement workshop; those in Arts & Sciences and Technology reported this least frequently. Female faculty were more likely to have taught a women's studies course. Administrators and female faculty more often reported attending racial/cultural awareness workshops.

A portion of the survey results concerning faculty "general activities" is included on the next page. The percentages of BGSU faculty who received an award for outstanding teaching and who plan to work beyond age 70 are largely unchanged from the results of the 1989 survey and are similar to the public university and the peer university results. Female faculty were less likely to have held an academic administrative post and more likely to have done research focusing on women and to have interrupted their careers for family reasons.

The percentage of faculty who reported being sexually harassed is similar to that at the public university comparison group and at the peer university. As was the case with the public university results, the percentage of women who reported being sexually harassed was much higher than the percentage of men. The two questions concerning sexual harassment were not included in the 1989 survey.

A larger percentage of faculty reported developing a new course within the last two years in 1995 than they did in 1989. However, the percentages remained smaller than those at the public universities in the normative group or at the peer university. A slightly higher percentage of faculty reported considering leaving academe for another job in 1995 than was the case in 1989; a smaller percentage of the faculty reported considering early retirement. These percentages were on par with the comparison groups. The 28% of faculty in 1995 who reported having at least one firm job offer within the last two years was slightly down from the earlier administration of the survey at BGSU, but remained higher than for the comparison groups.

	PERCENT OF FULL-TIME UNDERGRADUATE FACULTY			
	BGSU 1989	BGSU 1995	PEER UNIV	ALL PUBLIC
Received an award for teaching	40	40	44	40
Plan working beyond age 70	32	33	29	35
Sexually harassed at this institution		10	9	6
Females		22		15
Males		3		3
Sexually harassed at another institution		6	8	7
Females		18		23
Males		1		2
IN THE LAST TWO YEARS:				
Developed a new course	59	68	77	72

Considered leaving academe for another job	33	37	28	33
Considered early retirement	40	32	32	31
Had at least one firm job offer	30	28	18	21

Another portion of the survey asked faculty to estimate the number of hours per week they spent in a dozen different activities. The results for full-time undergraduate faculty in 1995 are summarized below. The majority of faculties spend 5 to 12 hours per week teaching (81%) and preparing for teaching (51%).

	HOURS SPENT PER WEEK ON EACH ACTIVITY: PERCENT OF BGSU FULL-TIME UNDERGRADUATE FACULTY IN 1995						
	None	1-4	5-8	9-12	13-16	17-20	21+
Scheduled Teaching	0	5	38	43	8	4	2
Preparing for Teaching	0	7	22	29	15	17	10
Advising Counseling Students	5	55	29	10	1	1	0
Committee Work and Meeting	3	64	25	6	1	0	0
Other Administration	36	38	12	8	2	2	2
Research and Scholarly Writing	8	26	24	18	9	10	3
Creative Products & Performances	57	27	9	4	1	2	1
Consultation with Clients or Patients	85	12	2	1	0	0	0
Community or Public Service	36	55	7	1	0	0	0
Outside Consulting or Freelance Work	62	32	6	1	0	0	0
Household/Child Care Duties	13	20	25	13	9	8	9
Communication via E-Mail	14	68	17	2	1	0	0

Faculty in Musical Arts reported more hours scheduled teaching, while those in Health & Human Services and Arts & Sciences reported fewer. Balancing this result was the finding that Arts & Sciences faculty reported spending more hours per week on research and writing, while those in Firelands, Musical Arts, and Technology reported fewer hours in this category. Part-time faculty reported spending less time in all of these activities than did full-time faculty.

The table below summarizes the survey results concerning the number and types of courses taught during the fall of 1995. The majority of faculty at BGSU and elsewhere reported teaching no or one general education courses, one or two other undergraduate courses, and no or one graduate courses. These results were largely unchanged between 1989 and 1995.

	PERCENT OF BGSU FULL-TIME UNDERGRADUATE FACULTY IN 1995				
	0	1	2	3	4+
General Education	59	22	10	5	4
Other Undergraduate	7	33	34	17	9
Graduate	38	49	10	2	0

Another measure of faculty workload and productivity was gathered by the survey in terms of information on numbers and types of scholarly products and activities. These results are summarized below in terms of numbers of publications and performances produced during the course of the participants' careers. The percentage of BGSU faculty who reported more than ten articles rose from 35% in 1989 to 38% in 1995. This remains lower than the comparable information for other public universities (53%) and the peer university (45%) in 1995. BGSU Arts & Sciences faculty reported more published articles, while, as might be expected; those in Firelands and Musical Arts reported fewer. Female faculty, on average, reported fewer published articles. Part-time faculty, again as might be expected, generally indicated lesser scholarly activity.

	NUMBER OF SCHOLARLY PRODUCTS & ACTIVITIES THROUGHOUT THE CAREER PERCENT OF ALL BGSU FULL-TIME UNDERGRADUATE FACULTY					
	0	1-2	3-4	5-10	11-20	21+
Articles	13	13	14	22	20	18
Chapters	49	28	14	7	3	0
Books	53	33	9	4	1	1
Exhibitions/Performances	82	3	2	1	1	12

These results are recast below according to years since appointment to participants' current position.

	AVERAGE NUMBER OF SCHOLARLY PRODUCTS & ACTIVITIES THROUGHOUT THE CAREER PERCENT OF ALL BGSU FULL-TIME UNDERGRADUATE FACULTY BY YEARS IN CURRENT POSITION					
	2 or less	3-7	8-12	13-17	18-22	23+
Articles	2	3	8	9	11	13
Chapters	0	1	2	2	2	2
Books	0	1	1	1	2	2
Exhibitions/Performances	1	1	1	1	1	2

The survey also asked participants to count their publications/performances over the last two years. These results are shown below. The percentage of BGSU faculty with five or more publications and/or performances in the last two years has nearly doubled from

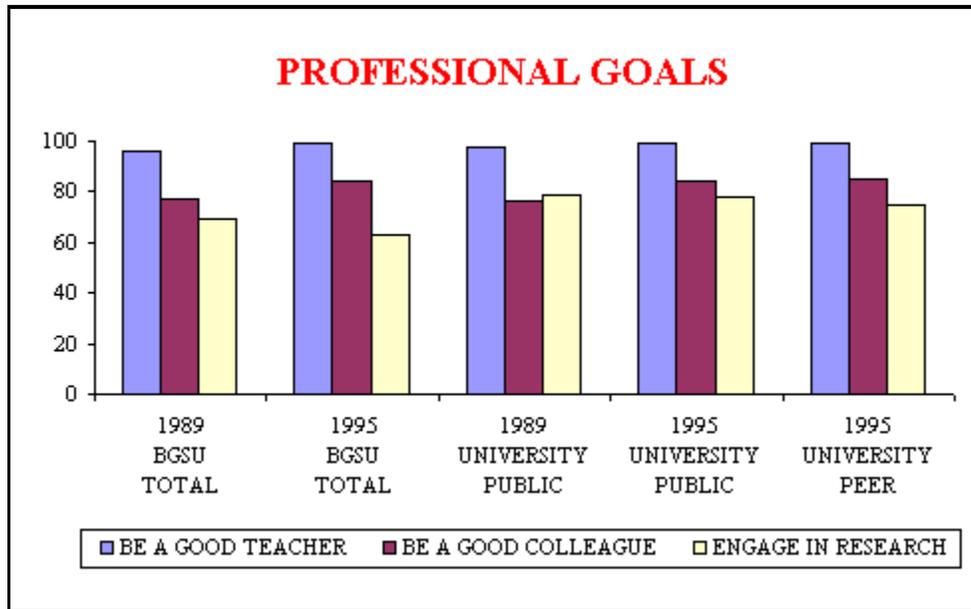
17% in 1989 to 31% in 1995. This compares with 35% for all public university faculty and 26% for the peer university in 1995.

	NUMBERS OF PUBLICATIONS/PERFORMANCES IN THE LAST TWO YEARS PERCENT OF FULL-TIME UNDERGRADUATE FACULTY			
	BGSU 1989	BGSU 1995	PEER UNIVERSITY	ALL PUBLIC
0	29	23	19	19
1 to 2	34	22	30	19
3 to 4	20	25	25	26
5 to 10	15	24	19	25
11 to 20	1	5	4	7
21+	1	2	3	4

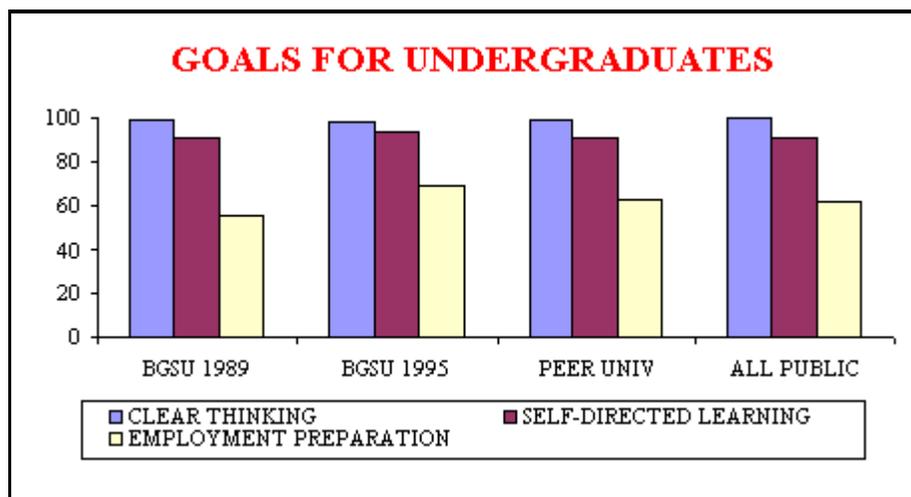
Concerning a related topic, 74% of BGSU faculty in 1995 report being away from campus between 3 and 20 days during the past year for professional activities. This compares with 72% of BGSU faculty reporting time away during the same interval in 1989 and with 74% of public university faculty and 77% of faculty at the peer university reporting being away for professional activities for the same period of days.

As with public university faculty and faculty at the peer university, the majority (54%) of BGSU faculty noted carrying out most or all of their scholarly work alone in 1995. Female BGSU faculties were less likely to do so, however.

The professional goals of faculty most frequently cited as very important or essential are highlighted in the figure below. As in 1989 and as for all public university faculty, being a good teacher remained the paramount goal of the BGSU faculty in 1995, followed by being a good colleague, and engaging in research. Consistent with the aforementioned survey results, the goal of engaging in research was not considered as important by BGSU faculty on average as it was for public university or the peer university faculty. More Arts & Sciences faculty at BGSU reported engaging in research as an important professional goal, while fewer faculty in Firelands and Technology did so. Service to the community was noted by more Health & Human Services faculty and by fewer Business Administration faculty as an important professional goal. Female faculty were more likely to report engaging in outside activities, providing services to the community, and participating in committee/administrative work as important goals. Part-time faculty were less likely to consider engaging in research to be an important goal and more likely to consider providing assistance to the community to be important.



To develop students' ability to think clearly, to increase their desire and ability to undertake self-directed learning, and to prepare them for employment after college were the education goals for undergraduates most frequently cited by faculty as essential or very important from a list of 13 such goals which appeared on the survey. These results are shown in the figure below. The increased importance placed upon preparing students for employment after college was paralleled (although to a lesser extent) among all public university faculty. Preparing students for employment was cited as an important goal more frequently by faculty in Technology and least often by faculty in Arts & Sciences. Female faculty more often reported that developing moral character, enhancing out-of-class experiences, enhancing self-understanding, instilling a commitment to community service, and preparation for responsible citizenship were important goals for undergraduate students than did male faculty.



As was the case in 1989, BGSU faculty reported using a variety of instructional methods in their undergraduate classes. Class discussions, lecturing, independent projects, and cooperative learning were used most often from among 16 methods listed in the survey. As shown below, a fairly large decrease in the use of extensive lecturing and increase in the use of cooperative learning was found among the BGSU faculty. Of particular note is the sizable difference in the use of lecturing between our faculty and those at all public universities participating in the 1995 survey.

	INSTRUCTIONAL METHODS USED IN MOST/ALL UNDERGRADUATE CLASSES PERCENT OF FULL-TIME UNDERGRADUATE FACULTY			
	BGSU 1989	BGSU 1995	PEER UNIV.	ALL PUBLIC
Class Discussions	69	70	67	64
Extensive Lecturing	51	43	38	56
Independent Projects	41	37	34	33
Cooperative Learning	30	36	41	28

BGSU Health & Human Services faculty were most likely to report using extensive lecturing in their courses, while Musical Arts faculty were least likely to do so. Technology faculty reported using group projects most often and Health & Human Services faculty reported using them least often. Technology faculty indicated using experiential learning most frequently, while Business Administration faculty used this method least frequently. Musical Arts faculty reported using teaching assistants in most or all of their courses more often than faculty in the other colleges. Female faculty at BGSU indicated using cooperative learning, group projects, independent projects, reading on racial/ethnic issues, and readings on women/gender issues more frequently and extensive lecturing less frequently. Administrators reported that they used extensive lecturing less often than did full-time faculty.

A final item concerning instructional practices asked faculty to indicate the evaluation methods used in most or all of their undergraduate courses. As with the 1989 BGSU results, a wide variety of evaluation techniques was used, no single one of which was used by a majority of the participants. Faculty at BGSU seem to make use of multiple-choice mid-terms and finals considerably more often than do those at the peer university and somewhat more often than do faculty at public universities in general. These results are seen below.

	EVALUATION METHODS USED IN MOST/ALL UNDERGRADUATE CLASSES PERCENT OF FULL-TIME UNDERGRADUATE FACULTY			
	BGSU 1989	BGSU 1995	PEER UNIV.	ALL PUBLIC
Competency-Based Grading	46	41	39	47
Essay Mid-Terms/Finals	38	39	49	41
Term/Research Papers	35	35	37	34
Student Presentations	30	34	38	29
Short-Answer Mid-terms/Finals	35	34	34	33
Multiple-Choice Mid-Terms/Finals	35	31	17	24
Quizzes		30	25	28

Health & Human Services faculty used multiple-choice mid-terms and finals most often and Musical Arts faculty used them least often. Student presentations were used as an evaluation method most frequently by faculty in Technology and least frequently by their Business Administration colleagues.

3. Perceptions about your Institution

Three sets of survey items dealt with faculty perceptions about their institution. The first asked faculty to note the extent to which they agreed with a series of statements. Survey participants from BGSU were less likely to agree that women faculty are treated fairly than were those at all public universities and at the peer university. While women were less likely to agree with this statement than men, the gender gap in responses to this statement was considerably wider here than at all public universities. BGSU faculty were less likely to agree that faculty are sensitive to minority issues and that administrators act in good faith than were all public university or peer university faculty. Among all public universities, the percentage of faculty who agreed that administrators act in good faith ranged from 36% to 84%. The percentage of participants who agreed that faculty here are interested in students' personal problems was between that all public university faculty and that for peer university faculty. While less than one-half of BGSU faculty agreed that faculty are committed to the local community, 52% at public universities and 61% at the peer university agreed with the statement.

	PERCENT OF FULL-TIME UNDERGRADUATE FACULTY WHO AGREE STRONGLY/ SOMEWHAT STRONGLY WITH EACH STATEMENT			
	BGSU 1989	BGSU 1995	PEER UNIV.	ALL PUBLIC
Faculty of color are treated fairly		82	81	86
Faculty are committed to the welfare of the	68	77	82	79

institution				
Women faculty are treated fairly		71	80	83
Female		41		69
Male		86		91
Faculty are interested in students' academic problems	63	74	85	70
Faculty are sensitive to minority issues	58	66	71	75
Faculty are interested in students' personal problems	59	66	76	62
Administrators act in good faith		57	64	61
Faculty are committed to the local community		48	61	52

Firelands faculty more often agreed that women faculty are treated fairly. Musical Arts faculty were more likely to agree that faculty are interested in students' personal problems. Faculty in Health & Human Services and Musical Arts agreed to a greater extent that "people don't seem to respect each other." Firelands faculty were substantially less likely to agree that "there is little trust between minority students groups and campus administrators." Health & Human Services faculty were least likely to agree that faculty are committed to the welfare of the institution. The percentage of faculty in Health & Human Services and in Education & Allied Professions that agreed that students are well prepared academically was about double that of faculty in the other colleges. Part-time faculty more often agreed that administrators act in good faith.

A second set of survey items was concerned with faculty perceptions of institutional priorities. Priorities considered to be high or the highest within the institution by a majority of participants are shown below. The percentage of peer university faculty who considered promoting the intellectual development of students to be a high priority at their institution was considerably higher than that for BGSU. The percentages of BGSU faculty who felt that increasing/ maintaining national prestige and enhancing the institution's image showed a clear decrease between 1989 and 1995; these were considered to be higher institutional priorities at all public universities and at the peer university. The numbers of BGSU faculty who felt that creating a diverse multi-cultural environment on campus was a high priority increased 19% between 1989 and 1995. Similarly, the percentage of faculty who felt that developing a sense of community among students and faculty was a priority nearly doubled over six years and is now considerably higher than for all public universities and somewhat higher than for the peer university. While developing leadership ability among students increased 12% as a high priority by BGSU faculty, it is nevertheless seen as a high priority by 20% more faculty at the peer university than here.

	PERCENT OF FULL-TIME UNDERGRADUATE FACULTY WHO PERCEIVE EACH AS A HIGH OR THE HIGHEST INSTITUTIONAL PRIORITY			
	BGSU 1989	BGSU 1995	PEER UNIV.	ALL PUBLIC
To promote the intellectual development of students	68	71	85	74
To increase or maintain national prestige	79	65	80	77
To enhance the institution's national image	76	64	81	79
To recruit more minority students	58	56	67	56
To create a diverse multi-cultural environment on campus	37	56	54	53
To increase the representation of minorities in the faculty & adm.	51	51	54	52
To develop a sense of community among students and faculty	26	50	46	34
To develop leadership ability among students	27	39	59	34

Administrators were substantially more likely than faculty to agree that developing a sense of community among students and faculty, recruiting more minority students, and increasing the representation of minorities in the faculty and administration are high institutional priorities. Business Administration faculty more often and Musical Arts faculty less often agreed that hiring more women faculty and administrators is a high priority. Technology faculty were less apt than others to agree that hiring more minority faculty and administrators is a high institutional priority.

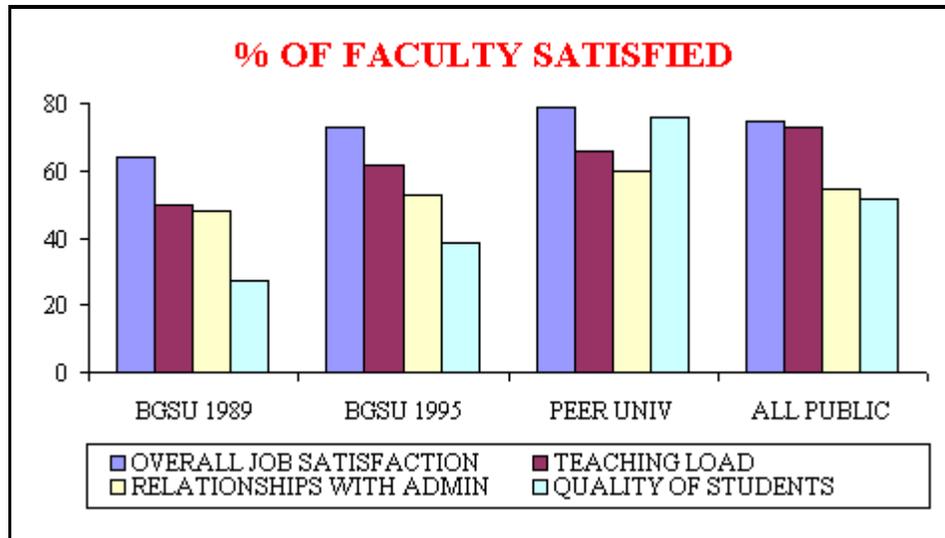
The final set of survey items dealing with institutional perceptions requested that participants indicate the degree to which they felt a series of statements were descriptive of their institution. While none of the items were seen as very descriptive by a majority of the participants, those arrayed below highlight differences between the BGSU results and those for all public universities and the peer university. BGSU faculty were more than twice as likely as all public university faculty to agree that there is a great deal of conformity among students, but only about one-half as likely to agree with this statement as were peer university faculty. They were slightly more likely than all public university faculty to agree that it is easy for students to see faculty outside of regular office hours, although peer university faculty were considerably more apt to agree with this statement. Only one-half as many BGSU faculty as peer university faculty (and less than one-half as many as public university faculty) agreed that faculty here respect each other. BGSU survey participants were about as likely as public university faculty in general to agree that faculty are rewarded for good teaching; 10% more at the peer university thought so, however. BGSU faculty agreed considerably less often than the other groups that there is an opportunity for students to participate in community service activities and that most

students are very bright. Among all public universities, the percentage of faculty who responded that the statement "most students are very bright" was very descriptive of their institutions ranged from 0% to 96%.

	PERCENT OF FULL-TIME UNDERGRADUATE FACULTY REPORTING EACH AS VERY DESCRIPTIVE OF THE INSTITUTION			
	BGSU 1989	BGSU 1995	PEER UNIV.	ALL PUBLIC
There is a great deal of conformity among students	47	38	73	17
Its easy for students to see faculty outside of regular office hours	21	29	51	25
Faculty here respect each other	15	12	24	26
Faculty are rewarded for good teaching	7	11	21	10
There is an opportunity for students to participate in community service activities		4	21	11
Most students are very bright	1	3	48	12

4. Job Satisfaction and Sources of Stress

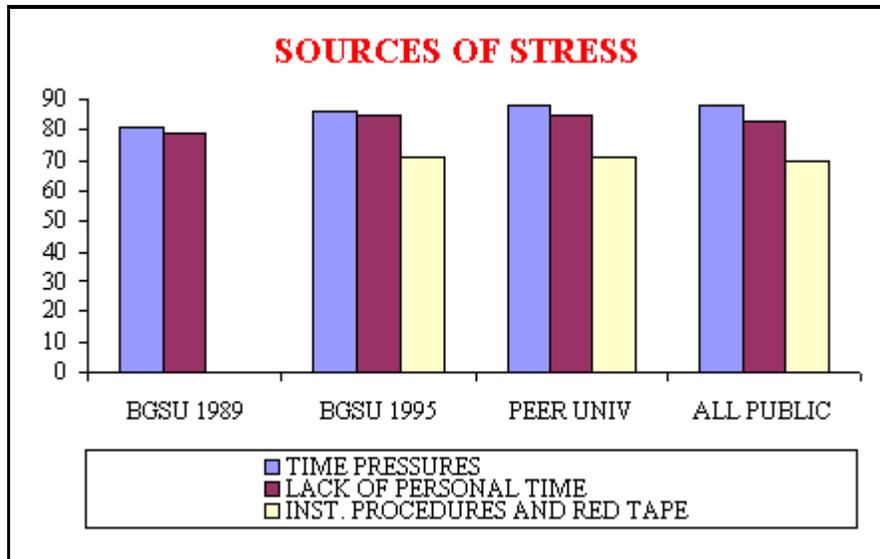
Survey participants were asked how satisfied they were with 16 aspects of their jobs. The majority of BGSU faculty in 1995 were satisfied or very satisfied with 13 of these. As with their 1989 responses, the faculty were most satisfied with their autonomy and independence and their undergraduate course assignments and were least satisfied with the quality of students and with their visibility for jobs at other institutions. Significant trend and institutional differences are shown in the figure below. Overall job satisfaction increased 9% on average, although it lagged behind that of all public universities and that at the Doctoral I public peer university. Satisfaction with teaching load increased 12% on average, but it again was lower than that of all public universities and at the peer university. BGSU faculty satisfaction with relationships with administration increased slightly over the six-year interval; it remains lower than that of colleagues at the comparison institutions. Satisfaction with the quality of students increased 12% on average between 1989 and 1995. Consistent with previous survey results, however, it remains considerably below that of public university faculty and far below that of faculty at the peer university.



Business Administration faculty reported the highest overall satisfaction (84%), while Technology faculty reported the lowest (57%). Health & Human Services faculty were most satisfied with their teaching loads; Musical Arts faculty were least satisfied. The greatest satisfaction with the quality of students was seen on the part of Health & Human Services faculty and the least was seen by those at Firelands. Education & Human Development and Health & Human Services faculty were most satisfied with their visibility for jobs at other institutions, while Musical Arts faculty were least satisfied. Satisfaction with the competency of colleagues was highest at Firelands and lowest in Technology. Female faculty were less satisfied with their compensation and job security. Administrators were more satisfied than were full-time faculty with job security, compensation, and relationships with administrators. As might be expected, part-time faculty were considerably less satisfied with job security than full-time faculty. They were considerably more satisfied with the competency of colleagues and relationships with administration, however.

In a related survey item, faculty were asked if they still wanted to be college professors; 87% of BGSU undergraduate full-time faculty replied in the affirmative. This compares with 79% at BGSU in 1989, 78% of faculty at all public universities, and 79% of colleagues at the peer university.

Consistent with faculty at the comparative institutions, 38% of BGSU faculty reported experiencing extreme stress over the last two years; 52% experienced moderate stress, and 11% reported experiencing little stress. Female faculty more often reported experiencing extreme stress (52% vs. 30% for male faculty). Faculty were asked to indicate the degree of stress they experienced during the last two years from a list of potential sources of stress contained in the survey. Results were generally consistent over time and with comparative institutions. The greatest sources of stress for BGSU undergraduate full-time faculty in 1995 are seen in the figure on the next page. Please note that "institutional procedures and red tape" did not appear as an item in the 1989 survey.



The review/promotion process was highest as a source of stress among Technology faculty and lowest among faculty in Arts & Sciences. Faculty meetings as a source of stress was least indicated at Firelands. Colleagues were viewed as a source of stress more often in Musical Arts than in other colleges. One's physical health was more often a source of stress for female faculty. Institutional procedures and red tape and colleagues were less often noted as sources of stress among supplemental retirement and part-time faculty.

While not a major source of stress for a majority of the participants, survey results for "subtle discrimination" as a source of stress are highlighted below due to the gender gap in the responses.

SOURCES OF STRESS: SUBTLE DISCRIMINATION PERCENT OF FULL-TIME UNDERGRADUATE FACULTY INDICATING THIS AS AN EXTENSIVE OR SOMEWHAT A SOURCE OF STRESS				
	BGSU 1989	BGSU 1995	PEER UNIV.	ALL PUBLIC
SUBTLE DISCRIMINATION	34	33	24	24
FEMALE	63	57		43
MALE	23	21		17

5. Views on Higher Education Issues

A final section of the survey asked faculty to indicate the extent of their agreement with a number of statements concerning higher education in general. These results are summarized below for issues with which the majority of faculty agreed.

	VIEWS ON HIGHER EDUCATION ISSUES: PERCENT OF FULL-TIME UNDERGRADUATE FACULTY AGREEING STRONGLY/SOMEWHAT			
	BGSU 1989	BGSU 1995	PEER UNIV.	ALL PUBLIC
Colleges should encourage students to be involved in community service activities		78	73	75
Colleges should be actively involved in solving social problems	76	73	65	65
Tenure is essential to attract the best minds to academe		57	59	62

Female faculty agreed more often than male faculty that racist/sexist speech should be prohibited on campus and that tenure is an outmoded concept. They agreed less frequently that Western civilization and culture should be the foundation of the undergraduate curriculum, that promoting diversity leads to the admission of too many under prepared students, and that tenure is essential to attract the best minds to academe. Part-time faculty were more prone to agree that community service should be given weight in college admissions and that it should be a requirement for graduation.

6. Locally Developed Questions

Faculty responses to the 1995 locally-developed survey questions are summarized below. The only item which was also included in the 1989 survey showed a 16% decrease in the percent of faculty who agreed that BGSU provides adequate resources to support faculty research interests.

	LOCALLY DEVELOPED QUESTIONS PERCENT OF FULL-TIME UNDERGRADUATE FACULTY AGREEING OR STRONGLY AGREEING	
	1989	1995
BGSU's library resources (books, journals, databases, media services) are adequate to support instructional and research efforts		69
The BGSU faculty provides sufficient academic challenge to undergraduate students		65
BGSU provides support and incentives for innovations in teaching and learning		60

BGSU provides a supportive environment for students from traditionally underrepresented groups, including those with disabilities		59
Faculty offices and classroom facilities are well-maintained		59
BGSU provides adequate resources to support instructional practices		58
A spirit of collegiality exists among faculty and staff at Bowling Green		57
BGSU provides adequate resources to support faculty research interests	69	53

Faculty were most likely to report offices and classrooms are well maintained at Firelands and least likely to report this in Health & Human Services. Female faculty were less likely to agree with the same statement.

SUMMARY AND CONCLUSIONS

The UCLA survey provides a broad array of information and covers a variety of faculty characteristics, activities, and perceptions. Due to the complexity of Bowling Green State University and its faculty, it is difficult to provide a concise summary of the results. Some of the results important to some individuals have possibly been overlooked in this report. Wide-ranging discussion and consideration of this information, and perhaps additional analyses of the data, are necessary to provide depth and richness to the material supplied herein.

BGSU faculty in general are more teaching than research-oriented and they carry out a large number of instructional activities. Nevertheless, they also demonstrate substantial scholarly productivity. Being a good teacher is a paramount goal of virtually all faculty, and their goals for undergraduate students most typically include developing students' clear thinking ability, increasing their capacity for self-directed learning, and preparing them for post-college employment. Classroom discussion and competency-based grading are common instructional practices. The majority of faculty believe that minority and female faculty are treated fairly and that faculty are committed to the welfare of the institution. They feel that promoting the intellectual development of students, enhancing the institution's national image and prestige, and increasing student, faculty, and staff diversity are among BGSU's top priorities. Faculty experience a considerable amount of stress, much of which comes from constraints on their time, institutional procedures and red tape, household responsibilities and personal finances, research and teaching load demands, colleagues, and students. Despite this, the substantial majority of faculty would again choose to enter academe, and listed autonomy and independence, course assignments, job security, the opportunity to develop new ideas, working conditions, colleagues, and teaching load as their greatest sources of satisfaction. The majority of faculty agreed that colleges should encourage community service by students and should be actively involved in solving social problems, and that tenure is essential to attract the

best minds to academe. The majority of faculty agreed with each of the locally-developed questions included.

Considering changes occurring within BGSU, differences between it and other universities, and the diversity of faculty experiences and views, an examination of group differences in the survey results is at least as interesting and relevant as a summary of majority tendencies. Only four of the survey items showed differences greater than 15% *between the 1989 and 1995 BGSU survey results*. These included 26% more faculty believing that developing a sense of community among students and faculty is a high institutional priority, 19% more believing that creating a diverse multi-cultural environment on campus is a high institutional priority, 17% more agreeing that courses include minority perspectives, and 16% fewer agreeing that the institution provides adequate resources to support faculty research efforts. When *BGSU full-time faculty were compared to those in other public universities* (primarily research institutions) who responded to the survey, they were found to spend more time in (particularly undergraduate) teaching activities and to exhibit lower scholarly productivity; other prominent differences included less belief that hiring faculty stars and enhancing institutional image are priorities in their universities and greater belief that there is much conformity among students and that developing a sense of community among students and faculty is a high institutional priority. The low (37%) response rate among public university faculty should be considered when making these comparisons. When *BGSU faculty were compared to those from another Doctoral I public peer university*, they were found to teach more general education courses, to create fewer scholarly products, and to be less likely to have attended a teaching enhancement workshop. Greatest perceptual differences between BGSU faculty and those at the peer university included less agreement that students are very bright and are well-prepared academically, less satisfaction with the quality of students, less agreement that there is much conformity among students, that it is easy for students to see faculty outside of normal office hours, that enhancing their university's image is a high institutional priority, that there is an opportunity for students to participate in community service, and that increasing or maintaining national prestige is a high institutional priority.

More differences in the survey responses were found between groups internal to the university than between BGSU and other institutions. Thirty-two differences greater than 15% were revealed *between female and male full-time BGSU faculty*. These differences were noted previously in the report and are too numerous to repeat here, although they may be summarized. Six differences concerned the use of various instructional methods, five each dealt with goals for undergraduates and views on higher education issues, three each had to do with general activities, professional goals, and stress, two each of the differences involved teaching activities, scholarly activities, and sources of satisfaction, and the final difference pertained to the maintenance of faculty offices and classrooms. Twenty-three differences of 20% or more were found *between colleges*. Five of the differences involved the use of various instructional methods, five were concerned with perceptions about the institution, four involved sources of satisfaction, two dealt with teaching activities, and the remainder pertained to teaching vs. research interests, hours per week spent teaching, professional goals, goals for undergraduates, scholarly products,

sources of stress, and the condition of offices and classrooms. Twelve differences of at least 20% existed between *full-time and supplemental retirement and part-time faculty*. Full-time faculty spent more hours per week in various activities, taught more and indicated greater scholarly activity, more often considered research to be an important professional goal, more frequently cited colleagues and institutional procedures and red tape as sources of stress, were more satisfied with job security, and were more likely to agree that tenure is essential to attract the best minds to academe. Part-time and supplemental retirement faculty were more inclined to agree that administrators act in good faith, that providing service to the community is an important goal, and that community service should have a bearing on college admissions and that it should be a graduation requirement. Finally, seven differences of 20% or more were found between the responses of *full-time faculty and academic administrators*. Faculty were less satisfied with job security, relationships with administration, and salary and benefits; they were less likely to have attended a multi-cultural awareness workshop; and they were less likely to believe that creating a sense of community among students and faculty and recruiting more minority students are high institutional priorities. Faculty were more likely to use extensive lecturing in the courses they teach.

Some important limitations must be considered when interpreting the survey results. First among these is a relatively low 47% response rate (53% among full-time faculty and academic administrators). While survey participants were reflective of faculty and academic administrators in general in terms of several demographic characteristics, it is not known how the activities and perceptions of those participants can be generalized to the BGSU academic community as a whole. Secondly, some of the survey items may be ambiguous and no definitions are provided (e.g., "experiential learning" may be construed differently by different people).

Within these constraints some conclusions and implications for institutional action may nevertheless be gleaned. Faculty have heavy teaching and scholarly responsibilities, they experience considerable stress, and yet are satisfied with most aspects of their jobs. Their activities and perceptions are generally unchanged from six years ago; increased acknowledgment of the importance of developing a sense of community on campus and of enhancing human and curricular diversity at BGSU may be considered points of pride for the University, while decreased agreement about the adequacy of research support is an area of concern.

The chief difference between the survey results for BGSU faculty and those at another public Doctoral I peer university is substantially lower satisfaction on the part of our faculty with the academic preparation and performance of students. Given that these perceptions are borne out by actual student credentials and performance, the question is raised of how BGSU can attract and retain more well prepared and well performing students from what is generally the same population as that of the peer university. It should be noted that the peer university's survey population was not exactly the same as that for BGSU; part-time and regional campus faculty were not included at the peer university.

Group comparisons of survey results within BGSU reaffirm the idea that, in many respects, there exists not one unitary faculty, but rather many faculties, each with diverse characteristics, experiences, and perceptions. Differences in instructional methods and in goals for undergraduates across gender and college groups suggest the potential benefit for the entire university of ongoing discussions about teaching and learning. Differences in professional goals, perceptions about the institution, and sources of satisfaction, while perhaps job and discipline-related, highlight the need for dialogue within and among various sectors of the university. Although the threshold for consideration of significant differences was increased between colleges in order to account for smaller group sizes, the absolute number of respondents from all colleges except Arts & Sciences was nevertheless small.

ITEM RESPONSES:

Faculty Characteristics:

Principal Activity
Present Academic Rank
Current Administrative Title
Gender
Racial Background
Age as of December 1, 1995
Highest Academic Degree Earned
Years since Appointed to Current Position
Tenured
Base Salary in Thousands (9 or 10 Month)
Base Salary in Thousands (11 or 12 Month)
Reasons Noted as Very Important for Pursuing an Academic Career
Primary Area of Interest

Faculty Activities And Workload:

Teaching Activities (Last Two Years)
General Activities: Percent Yes
Average Hours/Week Spent on Scheduled Teaching
Average Hours/Week Spent on Preparing for Teaching
Average Hours/Week Spent on Advising/Counseling Students
Average Hours/Week Spent on Committee Work and Meeting
Average Hours/Week Spent on Other Administration
Average Hours/Week Spent on Research and Scholarly Writing
Average Hours/Week Spent on Creative Products and Performances
Average Hours/Week Spent on Consultation with Clients or Patients
Average Hours/Week Spent on Community or Public Service
Average Hours/Week Spent on Outside Consulting /Freelance Work
Average Hours/Week Spent on Household/Child Care Duties
Average Hours/Week Spent on Communication via E-Mail
Number of Courses Taught in General Education
Number of Courses Taught in Other Undergraduate
Number of Courses Taught in Non-Credit
Number of Courses Taught in Graduate
Number of Articles in Academic/Professional Journals
Number of Chapters in Edited Volumes
Number of Books, Manuals, Monographs
Number of Exhibitions/Performances Presented
Number of Professional Writings/Performances Last Two Years
Days During the Past Acad. Year Away from Campus for Prof. Activities
Most/All Scholarly Work Conducted
Professional Goals: Percent Essential or Very Important
Edu. Goals for Undergrad. Students: Percent Essential or Very Important
Instructional Methods Used in Most or All Undergraduate Courses

Undergraduate Evaluation Methods Used in Most or All Courses

Perceptions About BGSU:

Agree Strongly or Somewhat Strongly Concerning This Institution
 Issues Believed to be of Highest or High Priority at Institution
 Percentage Noting Attributes Are Very Descriptive of the Institution

Job Satisfaction And Sources Of Stress:

Aspects of the Job Noted as Very Satisfactory or Satisfactory
 Still Want to be a College Professor?
 Amount of Stress Experienced over the Last Two Years
 Sources of Stress During the Last Two Years: Percent Indicating Extensive/Somewhat

Views On Higher Education Issues:

Views on Higher Education Issues: Percent Agreeing Strongly/Somewhat

Locally-Developed Questions:

Locally-Developed Questions: Percent Agreeing Strongly or Agreeing

PRINCIPAL ACTIVITY

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
TEACHING	79	80	91	91	68	82	0	0	82	82	96
ADMINISTRATION	11	12	3	4	19	11	100	100	3	4	4
RESEARCH	5	5	5	4	4	1	0	0	14	13	0
SERVICES TO CLIENTS	4	2	0	0	6	5	0	0	1	1	0
OTHER	1	2	0	1	3	1	0	0	0	1	0

PRESENT ACADEMIC RANK

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
PROFESSOR	35	28	35	28	16	13	66	55	41	42	42
ASSOCIATE PROFESSOR	28	26	30	31	13	10	26	36	28	28	31

ASSISTANT PROFESSOR	24	26	24	28	23	20	6	9	23	22	25
INSTRUCTOR	12	17	9	10	38	53	1	0	4	4	0
LECTURER	1	2	1	3	6	1	0	0	3	4	2
OTHER	1	1	0	0	5	3	1	0	2	1	0

CURRENT ADMINISTRATIVE TITLE

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NOT APPLICABLE	71	73	79	80	67	81	0	2	83	77	84
DIR., COORDINATOR	14	10	13	9	6	8	27	16	9	12	7
DEPARTMENT CHAIR	6	8	4	6	9	4	34	43	4	4	5
DEAN	1	1	0	0	3	0	12	13	0	0	0
ASSOCIATE/ASSI. DEAN	1	2	0	1	3	1	11	16	1	1	0
VICE PRESIDENT	0	0	0	0	0	0	1	4	0	0	0
OTHER	6	5	3	5	13	7	8	7	4	6	4

GENDER

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIVERSITY		PEER UNIV.
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
FEMALE	32	37	29	34	47	57	23	21	21	25	27
MALE	68	63	71	66	53	43	77	79	79	75	7

RACIAL BACKGROUND

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV.
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
WHITE/CAUCASIAN	92	90	92	88	89	95	96	93	92	91	94
AFRICAN AMER./BLACK	1	2	1	1	3	2	1	2	1	3	1
AMERICAN INDIAN	1	1	1	1	0	1	0	0	1	1	1
ASIAN AMER./ASIAN	4	6	5	8	5	1	3	2	4	4	2
MEXICAN AME/CHICANO	1	1	1	1	0	0	0	0	1	1	0
PUERTO RICAN AMER.	0	0	0	1	0	0	0	2	0	0	0
OTHER	2	2	2	2	4	3	0	2	3	2	2

AGE AS OF DECEMBER 1, 1995

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV.
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
LESS THAN 30	5	2	6	3	8	4	1	0	2	1	1
30 TO 34	8	12	8	13	11	18	1	2	9	7	6
35 TO 39	11	11	10	11	18	10	6	4	13	12	14
40 TO 44	18	16	16	16	27	18	21	14	17	16	18
45 TO 49	17	20	17	20	19	13	28	32	18	17	16
50 TO 54	15	15	16	15	4	12	13	27	15	17	20
55 TO 59	13	13	14	13	8	10	19	16	14	15	17
60 TO 64	8	7	9	7	3	9	6	5	9	10	6
65 TO 69	4	2	4	2	1	5	6	0	3	4	2
70 OR MORE	1	1	0	1	3	1	0	0	1	1	

HIGHEST ACADEMIC DEGREE EARNED

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV.
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
BACHELOR'S	1	2	0	0	8	12	0	0	1	1	0
MASTER'S	23	19	20	13	46	45	7	7	13	11	8
LL., JD	1	1	1	1	1	1	0	0	1	1	0
M.D., DDS	0	0	0	0	0	1	0	0	1	1	0
OTHER FIRST PROFESS.	1	1	0	1	0	0	0	0	1	1	1
ED.	5	5	6	4	0	3	8	7	4	3	4
PH.D.	65	67	68	75	43	30	82	80	77	80	86
OTHER	3	4	4	4	3	4	3	4	3	3	2
NONE	1	1	1	1	0	4	0	2	1	1	0

YEARS SINCE APPOINTED TO CURRENT POSITION

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV.
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
2 OR LESS	21	26	20	26	41	35	13	11	18	15	14
3 TO 7	17	21	14	16	29	32	15	18	18	22	21
8 TO 12	13	13	11	13	11	11	22	18	13	14	14
13 TO 17	11	11	12	12	5	6	13	16	13	12	13
18 TO 22	22	9	24	10	7	6	22	7	19	12	12
23 TO 27	10	11	11	13	5	2	13	21	11	13	15
28 TO 32	4	7	6	7	1	7	3	7	4	9	7
33 TO 37	1	2	1	2	0	2	0	0	2	3	2
MORE THAN 37	1	1	2	1	1	0	0	2	2	1	2

TENURED

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV.
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
YES	69	55	74	59	31	23	89	92	70	67	73
NO	31	45	26	41	69	77	11	8	30	33	27

BASE SALARY IN THOUSANDS (9 OR 10 MONTH)

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV.
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
LESS THAN 20	NA	13	NA	0	NA	69	NA	0	NA	1	0
20 TO 29	NA	6	NA	7	NA	2	NA	0	NA	3	0
30 TO 39	NA	22	NA	26	NA	11	NA	5	NA	20	16
40 TO 49	NA	17	NA	20	NA	2	NA	11	NA	25	23
50 TO 59	NA	21	NA	22	NA	5	NA	21	NA	21	22
60 TO 69	NA	13	NA	14	NA	8	NA	37	NA	14	23
70 TO 79	NA	6	NA	8	NA	0	NA	16	NA	9	10
80 TO 89	NA	3	NA	3	NA	3	NA	11	NA	4	3
90 TO 99	NA	1	NA	1	NA	2	NA	0	NA	2	3
100 OR MORE	NA	0	NA	0	NA	0	NA	0	NA	2	1

BASE SALARY IN THOUSANDS (11 OR 12 MONTH)

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV.
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
LESS THAN 20	NA	7	NA	0	NA	35	NA	0	NA	0	0
20 TO 29	NA	14	NA	17	NA	25	NA	0	NA	3	0
30 TO 39	NA	16	NA	24	NA	15	NA	3	NA	11	55
40 TO 49	NA	13	NA	12	NA	0	NA	8	NA	16	19
50 TO 59	NA	14	NA	26	NA	0	NA	8	NA	20	16
60 TO 69	NA	7	NA	7	NA	0	NA	14	NA	15	3
70 TO 79	NA	4	NA	5	NA	5	NA	8	NA	13	0
80 TO 89	NA	13	NA	7	NA	15	NA	24	NA	8	3
90 TO 99	NA	6	NA	2	NA	5	NA	16	NA	5	0
100 OR MORE	NA	7	NA	0	NA	0	NA	19	NA	8	3

REASONS NOTED AS VERY IMPORTANT FOR PURSUING AN ACADEMIC CAREER

	TOTAL BGSU	FULL-TIME UNDERGR.	PART-TIME UNDERGR.	ACADE. ADMIN	PUBLIC UNIV.	PEER UNIV.
	1995	1995	1995	1995	1995	1995
	%	%	%	%	%	%
INTELLECTUAL CHALLENGE	84	87	72	83	90	90
INTELLECTUAL FREEDOM	82	85	64	83	84	82
FREEDOM TO PURSUE INTERESTS	78	83	60	80	84	78
AUTONOMY	71	77	52	57	76	73
OPPORTUNIT. FOR TEACHING	69	71	72	63	62	71
FLEXIBLE SCHEDULE	65	67	57	54	66	63
OPPORTUNITIES FOR RESEARCH	47	52	33	43	63	51
PRESTIGE AND STATUS	20	22	15	13	20	16
OPPORTUNITIES TO INFLUENCE SOCIAL CHANGE	22	22	21	19	19	18
NO OTHER OPPORTUNITIES GIVEN MY TRAINING	4	4	7	2	4	3
EXPECTED OF ME AFTER GRADUATE SCHOOL	3	4	4	2	5	4

PRIMARY AREA OF INTEREST

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV.
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
VERY HEAVILY IN TEACHING	23	21	23	17	36	45	8	11	17	15	18
LEANING TOWARD TEACHING	39	45	41	47	40	42	46	58	35	36	51
LEANING TOWARD RESEARCH	33	31	33	35	19	14	44	32	42	43	29
VERY HEAVILY IN RESEARCH	5	2	4	2	5	0	1	0	7	6	1

TEACHING ACTIVITIES (LAST TWO YEARS)

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV.
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
PERFORMED SVC/VOL WORK IN THE COMM.		76		74		79		83		74	73
WORKED WITH STUD. ON A RESEARCH PROJ.	68	73	70	79	47	48	74	75	77	85	82
USED FUNDS FOR RESEARCH	45	46	49	53	18	17	45	58	62	67	61
SERVED AS A PAID CONSULTANT	52	46	53	48	35	30	69	64	53	55	49
ATTENDED A TEACHING ENHANCE. WORKSHOP		46		49		44		53		46	64
ATTENDED A RACIAL/ CULTUR. AWARENESS WORKSHOP	30	35	24	33	34	33	57	58	19	28	31
ADVISED STUD. GROUPS IN SVC/VOL WORK		35		38		32		33		35	39
TAUGHT INTER-DISCIPLINARY COURSE	25	29	26	32	24	21	25	27	34	44	41
HELD FACULTY SENATE/ COUNCIL OFFICE	20	18	23	20	11	4	20	31	22	20	19
TAUGHT AN HONORS COURSE	13	13	16	16	7	5	7	17	21	24	18
TAUGHT ETHNIC STUDIES COURSE	3	6	4	5	4	7	2	8	6	8	10
TAUGHT WOMEN'S STUDIES COURSE	3	6	3	8	3	1	3	4	5	7	5
TEAM TAUGHT A COURSE	26	31	28	32	12	25	18	37	39	44	45

GENERAL ACTIVITIES: PERCENT YES

	TOTAL BGSU		FULL-TIME UNDERGRA		PART-TIME UNDERGRA		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
U. S. CITIZEN	94	95	95	94	89	96	97	96	93	93	97
SPOUSE/PARTNER WORK IN THE SAME CITY		44		42		37		55		63	50
HELD AN ACADEMIC ADMINISTRATIVE POST	47	40	44	38	36	24	99	100	39	43	38
RECEIVED AN AWARD FOR TEACHING	37	36	40	40	28	23	33	38	31	40	44
RESEARCH/WRITING FOCUSED ON WOMEN/GEN	24	33	24	34	25	27	24	38	21	26	28
PLAN WORKING BEYOND AGE 70	34	32	32	33	40	30	36	25	38	35	29
RESEARCH/WRITING FOCUSED ON RACE/ ETHN.	21	28	20	29	22	21	21	34	20	26	25
COMMUTE A LONG DISTANCE TO WORK	14	15	13	11	29	29	11	4	14	11	15
INTERRUPTED CAREER FOR HEALTH/AMILY REASONS	9	11	7	11	24	18	4	4	8	8	7
SEXUALLY HARASSED AT THIS INSTITUTION		9		10		7		6		6	9
FEMALES		19		22		10		18		15	
MALES		3		3		2		2		3	
SEXUALLY HARASSED AT ANOTHER INSTITUTION		9		6		10		8		7	8
FEMALES		22		18		14		27		23	
MALES		2		1		5		2		2	
IN THE LAST TWO YEARS: PERCENT YES											
DEVELOPED A NEW COURSE	53	60	59	68	29	34	41	51	67	72	77
CONSIDERED LEAVING ACAD. FOR ANOTHER JOB	36	36	33	37	50	37	35	28	38	33	28
CONSIDERED EARLY RETIREMENT	37	32	40	32	21	24	38	40	30	31	32
HAD AT LEAST ONE FIRM JOB OFFER	32	28	30	28	41	33	38	19	32	21	18

AVERAGE HOURS/WEEK SPENT ON SCHEDULED TEACHING

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	6	5	0	0	1	2	34	32	1	1	0
1 TO 4	12	17	4	5	49	44	42	42	12	14	8
5 TO 8	32	34	34	38	27	30	21	19	47	52	35
9 TO 12	33	34	41	43	13	23	0	6	27	22	43
13 TO 16	9	6	12	8	4	0	0	0	7	6	8
17 TO 20	5	3	6	4	3	0	3	0	4	4	5
21 TO 34	3	2	3	2	3	1	0	2	2	2	2

AVERAGE HOURS/WEEK SPENT ON PREPARING FOR TEACHING

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	6	5	1	0	1	3	29	30	1	0	0
1 TO 4	13	12	10	7	36	29	23	19	10	11	3
5 TO 8	24	23	24	22	25	32	32	30	26	26	18
9 TO 12	24	26	26	29	16	20	12	17	26	27	30
13 TO 16	13	14	16	15	8	10	3	4	17	17	20
17 TO 20	12	12	15	17	4	2	0	0	12	11	17
21 TO 34	7	6	7	8	9	2	0	0	7	7	10
35 TO 44	1	2	1	2	0	1	0	0	1	1	2

AVERAGE HOURS/WEEK SPENT ON ADVISING/COUNSELING STUDENTS

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	11	11	6	5	21	31	12	17	3	3	1
1 TO 4	56	53	58	55	66	54	62	52	59	59	55
5 TO 8	22	25	25	29	7	8	12	19	28	29	33
9 TO 12	7	8	8	10	4	3	8	6	7	7	8
13 TO 16	2	2	2	1	3	2	5	4	2	2	2
17 TO 20	1	1	1	1	0	1	2	0	1	1	1
21 TO 34	1	0	0	0	0	0	0	2	0	0	0

AVERAGE HOURS/WEEK SPENT ON COMMITTEE WORK & MEETINGS

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	11	15	7	3	45	64	3	2	5	4	1
1 TO 4	57	52	62	64	37	24	23	22	64	65	63
5 TO 8	23	24	24	25	7	10	28	39	24	24	30
9 TO 12	6	7	4	6	10	1	25	22	5	5	5
13 TO 16	2	2	1	1	1	1	12	12	2	1	0
17 TO 20	1	0	0	0	0	0	3	0	1	0	0
21 TO 34	1	1	1	0	0	0	5	4	0	0	0

AVERAGE HOURS/WEEK SPENT ON OTHER ADMINISTRATION

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	38	39	41	36	54	62	0	2	36	34	38
1 TO 4	31	33	36	38	18	20	1	2	40	43	41
5 TO 8	9	10	9	12	8	4	9	8	11	12	9
9 TO 12	6	6	7	8	0	1	10	10	5	6	7
13 TO 16	3	2	3	2	3	2	14	10	3	2	2
17 TO 20	3	3	2	2	4	6	10	12	2	2	1
21 TO 34	5	5	3	2	7	2	34	35	2	1	2
35 TO 44	3	2	1	0	5	1	14	14	1	0	1
45 OR MORE	1	1	0	0	1	1	9	10	0	1	0

AVERAGE HOURS/WEEK SPENT ON RESEARCH AND SCHOLARLY WRITING

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	11	16	9	8	29	46	9	15	5	8	5
1 TO 4	27	29	24	26	34	34	40	55	18	20	28
5 TO 8	20	22	23	24	8	9	24	19	17	20	25
9 TO 12	18	16	18	18	16	4	18	8	18	18	19
13 TO 16	9	7	10	9	5	1	7	4	12	13	11
17 TO 20	7	8	9	10	1	2	2	0	12	11	7
21 TO 34	5	2	5	3	5	1	2	0	12	8	4
35 TO 44	1	1	1	0	0	2	0	0	4	2	1
45 OR MORE	1	0	1	0	1	0	0	0	2	1	0

AVERAGE HOURS/WEEK SPENT ON CREATIVE PRODUCTS & PERFORMANCES

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE		60		57		58		68		62	68
1 TO 4		26		27		29		26		24	22
5 TO 8		8		9		7		0		8	7
9 TO 12		3		4		2		4		3	2
13 TO 16		1		1		0		2		2	1
17 TO 20		1		2		1		0		1	0
21 TO 34		1		1		1		0		1	0
35 TO 44		0		0		0		0		0	0
45 OR MORE		0		0		1		0		0	0

AVERAGE HOURS/WEEK SPENT ON CONSULTATION WITH CLIENTS OR PATIENTS

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	67	83	69	85	71	84	54	86	66	80	87
1 TO 4	21	11	23	12	19	7	25	10	23	15	10
5 TO 8	7	4	7	2	4	5	14	2	7	3	2
9 TO 12	3	1	1	1	4	1	7	2	2	1	0
13 TO 16	1	1	1	0	2	1	0	0	1	1	1
17 TO 20	0	0	0	0	0	0	0	0	1	0	0

AVERAGE HOURS/WEEK SPENT ON COMMUNITY OR PUBLIC SERVICE

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE		36		36		34		24		37	36
1 TO 4		53		55		41		69		53	55
5 TO 8		9		7		19		6		7	7
9 TO 12		2		1		4		2		2	1
13 TO 16		0		0		0		0		1	1
17 TO 20		0		0		0		0		0	0
21 TO 34		0		0		0		0		0	0
35 TO 44		0		0		1		0		0	0
45 OR MORE		0		0		1		0		0	0

AVERAGE HOURS/WEEK SPENT ON OUTSIDE CONSULTING OR FREELANCE WORK

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE		62		62		66		67		59	66
1 TO 4		30		32		19		30		33	29
5 TO 8		6		6		7		4		6	4
9 TO 12		1		1		2		0		1	1
13 TO 16		0		0		0		0		0	0
17 TO 20		0		0		0		0		0	0
21 TO 34		0		0		1		0		0	0
35 TO 44		1		0		1		0		0	0
45 OR MORE		1		0		4		0		0	0

AVERAGE HOURS/WEEK SPENT ON HOUSEHOLD/CHILD CARE DUTIES

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE		12		13		9		11		13	12
1 TO 4		19		20		15		21		18	15
5 TO 8		26		25		27		32		23	23
9 TO 12		14		13		17		17		18	19
13 TO 16		9		9		9		9		10	11
17 TO 20		8		8		8		8		7	9
21 TO 34		5		7		2		2		6	7
35 TO 44		2		2		2		0		3	2
45 OR MORE		4		3		9		0		3	3

AVERAGE HOURS/WEEK SPENT ON COMMUNICATION VIA E-MAIL

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE		16		14		36		2		13	11
1 TO 4		63		68		42		57		63	68
5 TO 8		17		17		17		34		19	17
9 TO 12		2		2		2		4		3	2
13 TO 16		1		1		0		4		1	2
17 TO 20		0		0		1		0		0	0
21 TO 34		0		0		0		0		0	0
35 TO 44		0		0		0		0		0	0
45 OR MORE		0		0		1		0		0	0

NUMBER OF COURSES TAUGHT IN GENERAL EDUCATION

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	66	64	60	59	56	52	83	85	71	64	48
ONE	22	19	25	22	31	25	13	10	20	25	31
TWO	8	9	9	10	8	13	3	2	6	8	15
THREE	3	5	4	5	2	6	0	2	2	2	6
FOUR	1	2	1	3	3	2	0	0	1	1	0
FIVE OR MORE	1	1	1	1	0	3	0	0	0	1	0

NUMBER OF COURSES TAUGHT IN OTHER UNDERGRADUATE

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	24	24	8	7	32	31	68	62	7	7	8
ONE	29	31	33	33	40	44	25	36	43	47	34
TWO	24	27	28	34	21	17	7	2	31	32	34
THREE	15	12	19	17	6	5	0	0	13	10	20
FOUR	6	4	8	5	1	3	0	0	3	3	3
FIVE OR MORE	3	2	4	4	0	0	0	0	2	1	1

NUMBER OF COURSES TAUGHT IN NON-CREDIT

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	96	94	95	95	96	87	100	97	96	96	98
ONE	2	5	3	4	0	10	0	3	3	3	1
TWO	1	0	1	0	0	2	0	0	1	1	0
THREE	0	0	0	1	0	0	0	0	0	0	0
FOUR OR MORE	1	0	1	0	4	2	0	0	0	0	1

NUMBER OF COURSES TAUGHT IN GRADUATE

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	53	44	49	38	96	88	64	53	43	33	44
ONE	34	40	41	49	2	11	26	39	48	56	44
TWO	10	12	9	10	0	2	7	8	8	8	11
THREE	2	3	1	2	2	0	3	0	1	2	1
FOUR OR MORE	0	1	0	0	0	0	0	0	0	0	0

NUMBER OF ARTICLES IN ACADEMIC/PROFESSIONAL JOURNALS

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	18	18	16	13	43	43	4	2	11	8	7
1 TO 2	17	13	17	13	20	18	9	6	12	10	11
3 TO 4	10	13	10	14	8	11	9	10	11	10	13
5 TO 10	21	20	23	22	4	11	20	29	19	19	25
11 TO 20	17	18	18	20	15	5	30	27	18	18	24
21 TO 50	13	15	13	14	11	10	27	23	18	21	16
MORE THAN 50	4	4	4	4	0	1	3	4	10	14	5

NUMBER OF CHAPTERS IN EDITED VOLUMES

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	57	52	57	49	73	76	35	35	47	33	40
1 TO 2	25	24	26	28	13	13	28	35	24	25	28
3 TO 4	10	13	10	14	10	5	21	14	14	18	17
5 TO 10	7	8	7	7	5	6	13	14	10	15	10
11 TO 20	1	3	1	3	0	0	3	4	4	6	3
21 TO 50	0	0	0	0	0	0	0	0	1	2	1
MORE THAN 50	0	0	0	0	0	0	0	0	0	1	0

NUMBER OF BOOKS, MANUALS, MONOGRAPHS

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	53	55	52	53	69	74	38	28	42	42	44
1 TO 2	29	30	31	33	20	18	33	42	33	33	37
3 TO 4	11	9	10	9	10	5	17	17	13	14	10
5 TO 10	5	4	5	4	1	2	8	10	8	9	8
11 TO 20	1	1	1	1	0	0	3	4	2	2	1
21 TO 50	1	1	1	1	0	0	1	0	1	1	1

NUMBER OF EXHIBITIONS/PERFORMANCES PRESENTED

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE		81		82		69		83		84	84
1 TO 2		3		3		6		2		3	2
3 TO 4		3		2		10		2		2	2
5 TO 10		2		1		6		2		2	2
11 TO 20		1		1		2		2		1	2
21 TO 50		3		3		5		0		2	4
MORE THAN 50		7		9		3		10		6	5

NUMBER OF PROF. WRITINGS/PERFORMANCES LAST TWO YEARS

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	31	27	29	23	57	46	27	17	22	19	19
1 TO 2	33	22	34	22	22	23	23	28	28	19	30
3 TO 4	20	25	20	25	15	19	33	28	25	26	25
5 TO 10	14	21	15	24	4	9	13	21	21	25	19
11 TO 20	2	4	1	5	3	2	4	6	4	7	4
21 TO 50	0	1	0	1	0	0	0	0	1	2	2
MORE THAN 50	0	1	0	1	0	1	0	0	0	1	1

DAYS DURING THE PAST ACADEMIC YEAR AWAY FROM CAMPUS FOR PROFESSIONAL ACTIVITIES

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
NONE	12	11	11	8	27	29	6	4	10	7	7
1 TO 2	12	13	12	13	18	21	4	2	9	8	11
3 TO 4	17	18	19	18	14	21	7	9	18	17	23
5 TO 10	33	37	33	42	23	21	39	43	34	36	37
11 TO 20	21	15	20	14	10	7	36	36	19	21	17
21 TO 50	5	4	4	4	5	1	7	6	8	8	3
MORE THAN 50	1	1	1	1	1	1	0	0	3	3	1

MOST/ALL SCHOLARLY WORK CONDUCTED

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
ALONE		52		54		52		43		57	59
WITH ONE OTHER PERSON		25		25		21		30		22	23
WITH TWO OR MORE PEOPLE		10		9		7		2		15	13

PROF. GOALS: PERCENT ESSENTIAL OR VERY IMPORTANT

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
BE A GOOD TEACHER	96	99	97	99	100	100	94	96	98	99	99
BE A GOOD COLLEAGUE	77	84	78	82	80	86	85	94	76	84	85
ENGAGE IN RESEARCH	69	63	71	70	59	36	71	73	79	78	75
ENGAGE IN OUTSIDE ACTIVITIES	50	49	49	46	61	63	43	42	49	46	47
PROVIDE ASSISTANCE TO THE COMMUNITY	33	40	32	36	44	56	33	39	36	37	33
PARTICIPATE IN COMMITTEE/ ADM. WORK	24	26	22	24	29	20	56	67	23	23	28

EDUCATION GOALS FOR UNDERGRADUATE STUDENTS:% ESSENTIAL OR VERY IMPORTANT

	TOTAL BGSU		FULL-TIME UNDERGR.		PART-TIME UNDERGR.		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
DEVELOP ABILITY TO THINK CLEARLY	99	99	99	98	99	100	100	100	99	100	99
INCREASE DESIRE AND ABILITY TO UNDERTAKE SELF-DIRECTED LEARNING	91	94	91	94	92	94	93	96	92	91	91
PREPARE STUDENTS FOR EMPLOYMENT AFTER COLLEGE	56	66	56	69	56	63	51	55	55	62	63
ENHANCE STUDENTS' SELF-UNDERSTANDING	65	62	63	61	67	66	68	59	60	54	55
HELP STUDENTS DEVELOP PERSONAL VALUES	61	59	59	57	66	61	65	60	55	50	53
PREPARE STUDENTS FOR RESPONSIBLE CITIZENSHIP		58		56		57		74		55	62
DEVELOP MORAL CHARACTER	48	52	47	52	55	50	47	47	47	46	48
PREPARE STUDENTS FOR GRADUATE/ADVANCED EDU.	47	50	46	54	41	39	49	40	49	52	53
ENHANCE STUDENTS' OUT-OF-CLASS EXPERIENCE	42	40	38	36	56	51	43	51	35	35	37

PROVIDE FOR STUDENTS' EMOTIONAL DEVELOPMENT	36	35	32	33	46	37	36	32	30	28	30
INSTILL COMMITMENT TO COMMUNITY SERVICE		30		28		33		34		27	25
TEACH STUDENTS THE CLASSIC WORKS OF WESTERN CIVILIZATION	36	26	35	26	40	21	35	28	33	27	26
PREPARE STUDENTS FOR FAMILY LIVING	16	18	14	17	20	19	14	15	11	10	12

INSTRUCTIONAL METHODS USED IN MOST OR ALL UNDERGRADUATE COURSES

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
CLASS DISCUSSIONS	71	70	69	70	82	73	77	78	66	64	67
EXTENSIVE LECTURING	50	42	51	43	44	42	50	20	61	56	38
INDEPENDENT PROJECTS	43	39	41	37	56	46	48	38	35	33	34
COOPERATIVE LEARNING (SMALL GROUPS)	31	37	30	36	41	44	27	35	24	28	41
GROUP PROJECTS	20	25	20	24	25	31	16	25	16	21	30
EXPERIENTIAL LEARNING/FIELD STUDIES	23	20	23	19	29	25	16	16	18	18	19
RECITALS/ DEMONSTRATIONS		20		20		21		17		18	18
MULTIPLE DRAFTS OF WRITTEN WORK	16	18	15	19	29	23	10	25	11	14	15
READINGS ON RACIAL/ETHNIC ISSUES	13	18	13	18	15	15	7	16	11	15	17
READINGS ON WOMEN/GENDER ISSUES	11	18	10	19	16	15	5	12	10	15	18
COMPUTER/MACHINE-AIDED INSTRUCTION	14	17	15	18	18	18	18	14	11	15	17
STUDENT-DEVELOPED ACTIVITIES	17	15	16	15	26	19	18	14	12	13	15
TEACHING ASSISTANTS		12		14		10		6		20	11
STUDENT-SELECTED COURSE TOPICS	9	11	9	10	14	14	3	10	8	8	11
COMMUNITY SERVICE AS A COURSE REQUIREMENT		2		2		4		2		2	1
COMMUNITY SERVICE AS AN OPTIONAL PART OF THE COURSE		2		2		3		0		2	1

UNDERGRADUATE EVALUATION METHODS USED IN MOST OR ALL COURSES

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
COMPETENCY-BASED GRADING	45	43	46	41	51	53	33	32	53	47	39
ESSAY MID-TERMS/FINALS	40	39	38	39	47	31	46	43	43	41	49
TERM/RESEARCH PAPERS	37	36	35	35	47	36	41	35	36	34	37
STUDENT PRESENTATIONS	31	35	30	34	34	40	38	44	25	29	38
SHORT-ANSWER MID-TERMS/FINALS	36	33	35	34	44	29	32	29	35	33	34
MULTIPLE-CHOICE MID-TERMS/FINALS	35	32	35	31	34	35	34	18	27	24	17
QUIZZES		30		29		34		25		28	25
GRADING ON A CURVE	26	25	26	29	15	18	26	18	29	27	25
WEEKLY ESSAY ASSIGNMENTS	13	16	12	15	26	24	12	4	12	13	14
STUDENT EVALUATIONS OF EACH OTHER	16	16	14	16	28	22	15	10	10	11	14

AGREE STRONGLY OR SOMEWHAT STRONGLY CONCERNING THIS INSTITUTION

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
FACULTY OF COLOR ARE TREATED FAIRLY		85		82		90		89		86	81
FACULTY ARE COMMITTED TO THE WELFARE OF THE INSTIT.	68	77	68	77	72	85	67	65	68	79	82
WOMEN FACULTY ARE TREATED FAIRLY		74		71		81		80		83	80
FEMALE		49		41		75		58		69	
MALE		87		86		88		86		91	
FACULTY ARE INTERESTED IN STU. ACADEMIC PROB.	63	73	63	74	67	75	67	78	62	70	85
FACULTY ARE SENSITIVE TO MINORITY ISSUES	57	68	58	66	60	76	46	65	65	75	71
FACULTY ARE INTERESTED IN STU. PERSONAL PROB.	60	66	59	66	61	72	58	67	58	62	76
ADMINISTRATORS ACT IN GOOD FAITH		63		57		77		76		61	64
STUDENT AFFAIRS STAFF ARE SUPPORTED BY FACULTY	61	54	59	52	66	65	62	46	55	55	63
FACULTY ARE COMMITTED TO THE LOCAL COMMUNITY		51		48		58		44		52	61
PEOPLE DON'T RESPECT EACH OTHER		45		46		36		57		35	38
THERE IS LOW TRUST BETWEEN MINORITY STUD. GROUPS & CAMPUS ADMINISTRATION	40	42	40	42	40	35	32	40	41	47	42
MANY COURSES INCL. MINORITY PERSPECTIVES	25	41	24	41	31	50	21	33	33	45	39
MANY COURSES INCL. FEMINIST PERSPECTIVES	22	36	21	35	30	45	16	26	28	41	40
STUDENTS ARE WELL PREPARED ACADEMICALLY	20	21	20	19	23	28	23	22	24	25	60
THERE IS A LOT OF RACIAL CONFLICT HERE	22	15	21	16	22	11	16	11	21	15	13
COURSES INVOLVE COMMUNITY SERVICE		15		13		25		10		17	17
STUDENTS ARE COMMITTED TO COMM. SERV.		13		13		20		11		15	26

ISSUES BELIEVED TO BE OF HIGHEST OR HIGH PRIORITY AT INSTITUTION

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
TO PROMOTE THE INTELLECTUAL DEVELOPMENT OF STUDENTS	69	71	68	71	66	73		76	71	74	85
TO INCREASE OR MAINTAIN NATIONAL PRESTIGE	80	67	79	65	87	74	85	70	80	77	80
TO ENHANCE THE INSTITUTION'S NATIONAL IMAGE	76	65	76	64	69	67	76	70	78	79	81
TO RECRUIT MORE MINORITY STUDENTS	61	57	58	56	59	55	86	76	51	56	67
TO CREATE A DIVERSE MULTI-CULTURAL ENVIRONMENT ON CAMPUS	40	55	37	56	46	50	60	63	39	53	54
TO INCREASE THE REPRESENTATION OF MINORITIES IN THE FACULTY AND ADM.	58	52	55	51	48	53	83	65	52	52	54
TO DEVELOP A SENSE OF COMMUNITY AMONG STUDENTS AND FACULTY	25	52	26	50	27	50	18	72	26	34	46
TO INCREASE THE REPRESENTATION OF WOMEN IN THE FACULTY AND ADM.	37	42	35	44	30	36	57	46	45	50	57
TO HELP STUDENTS EXAMINE AND UNDERSTAND PERSONAL VALUES	36	40	36	42	35	41	37	43	32	33	45
TO DEVELOP LEADERSHIP ABILITY AMONG STUDENTS	28	37	27	39	28	43	26	33	26	34	59
TO HIRE FACULTY STARS	36	25	38	25	33	28	27	22	50	47	19
TO HELP STUDENTS LEARN HOW TO BRING ABOUT CHANGE IN AMERICAN SOCIETY	13	23	14	26	15	24	11	22	15	19	25
TO FACILITATE STUDENT INVOLVEMENT IN COMMUNITY SERVICE ACTIVITIES	13	21	12	22	22	25	13	24	13	21	33

**PERCENTAGE NOTING ATTRIBUTES ARE VERY
DESCRIPTIVE OF THE INSTITUTION**

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
THERE IS A GREAT DEAL OF CONFORMITY AMONG STUDENTS	47	37	47	38	40	34	44	36	26	17	73
INTERCOLLEGIATE SPORTS ARE OVEREMPHASIZED	24	27	24	30	32	19	12	13	33	37	34
ITS EASY FOR STUDENTS TO SEE FACULTY OUTSIDE OF REGULAR OFFICE HOURS	20	27	21	29	17	23	15	20	21	25	51
THE INSTITUTION IS COMMITTED TO MINORITIES		19		20		20		11		30	28
FACULTY TYPICALLY ARE AT ODDS WITH THE ADM.	19	16	19	19	12	7	26	13	20	17	11
FACULTY HERE RESPECT EACH OTHER	17	15	15	12	30	27	16	11	23	26	24
SOCIAL ACTIVITIES ARE OVEREMPHASIZED	14	15	15	17	12	7	12	9	8	10	28
FACULTY ARE REWARDED FOR GOOD TEACHING	8	10	7	11	11	8	18	7	6	10	21
MOST STUDENTS ARE TREATED LIKE NUMBERS	8	7	8	6	6	9	3	7	12	8	2
THERE IS AN OPPORTUNITY FOR STUDENTS TO PARTICIPATE IN COMMUNITY SER. ACTIVITIES		5		4		7		9		11	21
MOST STUDENTS ARE VERY BRIGHT	2	2	1	3	4	2	1	0	7	12	48
THERE IS LITTLE/NO STU-FAC CONTACT	7	2	7	2	9	2	1	2	8	4	1
STUDENTS DON'T SOCIALIZE REGULARLY	1	0	0	1	0	0	1	0	5	2	1

ASPECTS OF THE JOB NOTED AS VERY SATISFACTORY OR SATISFACTORY

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
AUTONOMY AND INDEPENDENCE	83	86	82	84	89	90	79	87	85	90	92
UNDERGRADUATE COURSE ASSIGNMENTS	71	79	70	80	69	74	74	87	77	84	90
OVERALL JOB SATISFACTION	65	77	64	73	65	78	68	91	66	75	79
GRADUATE COURSE ASSIGNMENTS	71	75	69	72	69	74	76	80	75	82	85
OPPORTUNITY TO DEVELOP NEW IDEAS		74		71		76		79		77	78
WORKING CONDITIONS (HOURS, LOCATION)	67	73	64	70	70	80	63	76	66	74	80
JOB SECURITY	74	72	76	72	46	51	90	98	74	77	86
COMPETENCY OF COLLEAGUES	59	70	56	65	76	80	61	79	65	76	70
PROF. RELATION. WITH OTHER FACULTY		68		64		75		81		72	71
TEACHING LOAD	52	67	50	62	57	70	65	82	58	73	66
OPPORTUNITY FOR SCHOLARLY PURSUITS	53	58	50	56	60	47	52	56	53	65	62
RELATIONSHIPS WITH ADMINISTRATION	50	58	48	53	64	71	58	79	48	55	60
SOCIAL RELATION. WITH OTHER FACULTY		54		52		63		64		58	61
SALARY AND FRINGE BENEFITS	50	48	50	48	38	35	69	72	44	45	51
VISIBILITY FOR JOBS AT OTHER INSTITUTIONS	42	44	37	40	52	47	62	49	46	54	48
QUALITY OF STUDENTS	31	43	27	39	39	45	32	52	38	52	76

STILL WANT TO BE A COLLEGE PROFESSOR?

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
DEFINITELY YES	42	41	43	40	35	37	51	48	42	44	47
PROBABLY YES	35	38	36	37	41	48	32	39	36	34	32
NOT SURE	13	11	12	12	13	9	7	7	13	14	14
PROBABLY NO	8	8	8	9	10	5	10	2	8	7	6
DEFINITELY NO	2	2	2	2	1	1	1	4	2	2	1

AMOUNT OF STRESS EXPERIENCED OVER THE LAST TWO YEARS

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIVERSITY		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
EXTREME		34		38		21		43		34	35
MODERATE		56		52		65		56		56	56
LITTLE		11		11		14		2		11	9

SOURCES OF STRESS DURING THE LAST TWO YEARS: % INDICATING EXTENSIVE/SOMEWHAT

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
TIME PRESSURES	82	85	81	86	84	79	86	98	85	88	88
LACK OF PERSONAL TIME	79	83	79	85	83	79	86	93	80	83	85
HOUSEHOLD RESPONSIBILITIES	63	69	62	68	74	77	56	67	62	67	71
INST. PROCEDURES & RED TAPE		68		71		49		89		70	71
COLLEAGUES	61	63	62	66	40	37	77	82	58	59	66
PERSONAL FINANCES		61		62		70		44		57	56
RESEARCH/PUBLISHING DEMANDS	64	60	70	68	45	39	57	48	73	73	72
STUDENTS	48	56	51	59	51	55	38	41	48	57	62
COMMITTEE WORK	54	54	56	60	34	23	71	72	59	56	61
TEACHING LOAD	56	50	64	62	41	30	24	25	59	57	62
FACULTY MEETINGS	52	47	55	53	33	20	64	57	51	50	64
MY PHYSICAL HEALTH	40	46	41	48	39	42	39	39	36	42	44
REVIEW/PROMOTION PROCESS	42	46	45	53	33	31	35	32	52	47	46
CHILD CARE	29	32	28	32	38	34	21	26	28	34	35
SUBTLE DISCRIMINATION	34	30	34	33	39	18	29	30	29	24	24
FEMALE		58	63	57		24		54		43	
MALE		20	23	21		9		24		17	
CHILDRENS' PROBLEMS	29	27	29	26	35	25	35	24	31	33	37
MARITAL FRICTION	25	26	27	28	17	18	24	28	24	27	29
CARE OF ELDERLY PARENT	24	24	23	21	24	30	33	24	25	26	24

VIEWS ON HIGHER EDUCATION ISSUES: PERCENT AGREEING STRONGLY/SOMEWHAT

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUBLIC UNIV.		PEER UNIV
	1989	1995	1989	1995	1989	1995	1989	1995	1989	1995	1995
	%	%	%	%	%	%	%	%	%	%	%
COLLEGES SHOULD ENCOURAGE STUDENTS TO BE INVOLVED IN COMM. SERV. ACTIVITIES		80		78		86		76		75	73
COLLEGES SHOULD BE ACTIVELY INVOLVED IN SOLVING SOCIAL PROBLEMS	78	73	76	73	83	70	81	78	75	65	65
TENURE IS ESSENTIAL TO ATTRACT THE BEST MINDS TO ACADEME		54		57		36		56		62	59
RACIST/SEXIST SPEECH SHOULD BE PROHIBITED ON CAMPUS		47		47		52		40		46	50
COMMUNITY SERVICE SHOULD BE GIVEN WEIGHT IN COLLEGE ADMISSIONS DECISIONS		44		39		59		46		46	53
WESTERN CIVIL. & CULTURE SHOULD BE THE FOUNDATION OF THE UNDERGRADUATE CURRICULUM		42		44		39		33		51	48
TENURE IS AN OUTMODED CONCEPT	39	41	37	37	48	56	46	47	36	35	38
COMMUNITY SERVICE SHOULD BE A REQUIREMENT FOR GRADUATION		32		28		48		24		24	22
PROMOTING DIVERSITY LEADS TO THE ADMISSION OF TOO MANY UNDERPREPARED STUDENTS		26		28		22		16		33	28
COLLEGE OFFICIALS HAVE THE RIGHT TO BAN PERSONS WITH EXTREME VIEWS FROM SPEAKING ON CAMPUS	11	19	10	17	11	28	11	13	13	24	18
THE CHIEF BENEFIT OF A COLLEGE EDUCATION IS THAT IT INCREASES ONE'S EARNING POWER	20	18	20	17	18	20	21	15	20	21	18

LOCAL QUESTIONS: PERCENT AGREEING STRONGLY OR AGREEING

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN	
	1989	1995	1989	1995	1989	1995	1989	1995
	%	%	%	%	%	%	%	%
BGSU'S LIBRARY RESOURCES ARE ADEQUATE TO SUPPORT INSTRUCTIONAL AND RESEARCH EFFORTS		73		69		83		74
THE BGSU FACULTY PROVIDES SUFFICIENT ACADEMIC CHALLENGE TO UNDERGRADUATE STUDENTS		66		65		76		54
BGSU PROVIDES SUPPORT AND INCENTIVES FOR INNOVATIONS IN TEACHING AND LEARNING		61		60		65		54
BGSU PROVIDES A SUPPORTIVE ENVIRN. FOR STUDENTS FROM TRADITIONALLY UNDERREPRESENTED GROUPS, INCLUDING THOSE WITH DISABILITIES		61		59		73		41
FACULTY OFFICES AND CLASSROOM FACILITIES ARE WELL-MAINTAINED		60		59		73		55
BGSU PROVIDES ADEQUATE RESOURCES TO SUPPORT INSTRUCTIONAL PRACTICES		60		58		71		40
A SPIRIT OF COLLEGIALITY EXISTS AMONG FACULTY AND STAFF AT BOWLING GREEN		60		57		66		50
BGSU PROVIDES ADEQUATE RESOURCES TO UPPORT FACULTY RESEARCH INTERESTS	72	53	69	53	77	65	75	42