

Report of the Results of the 1998-1999 UCLA Faculty Survey

Office of Institutional Research
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ABSTRACT

This report describes the results of the UCLA Faculty Survey completed in 1998-99 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. Sixteen locally-developed questions were also included. Results were compared with those from the 1995-96 BGSU administration of the same survey, with those from eight other Doctoral I public universities, and with those from a Doctoral I public peer university in Ohio. Results were also compared by gender, between colleges, and between types of respondents. A summary and conclusions are provided along with a listing of the eight Doctoral I 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 1998-99. A number of changes both internal and external to BGSU have occurred since the last such survey was administered in 1995-96 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 240,000 faculty at more than 1,500 institutions. Approximately 39,000 faculty and academic administrators representing 429 institutions (1,483 at eight Doctoral I public universities) participated in the 1998 survey. A list of the eight Doctoral I public universities participating in the 1998 survey are included with this report*.

Survey administration was coordinated by the Office of Institutional Research, 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 1998. Materials were first distributed to participants in October, 1998, and a follow-up mailing was conducted in February, 1999. Participants returned their completed surveys directly to UCLA.

A total of 1043 surveys were distributed and 407 were returned, resulting in a 39% response rate (41% for full-time faculty); this compares to a 47% response rate at an Ohio Doctoral I public peer university and a 47% response rate when the survey was last used at BGSU. Despite the low response rate, survey participants were representative of all 1998-99 full-time faculty with respect to gender, racial background, academic rank, and college. Non-tenured faculty were slightly over-represented (51% in the survey, 46% 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 1998 (N=280), supplemental retirement and part-time faculty (N=35), and academic administrators (N=48). Responses were compared with those participants from eight public Doctoral I universities (N=1483) and from participants at an Ohio Doctoral I public peer university (N=318). 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 1998 survey results for BGSU and for all public universities. Group (e.g., gender, college, full-time/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 eight Doctoral I public universities participating in the 1998 faculty survey is also provided. 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 1998. Also, unless otherwise stated, all numbers in the report indicate percentages of survey participants. Percentages may not always sum to 100 due to rounding.

*** EIGHT DOCTORAL I PUBLIC
UNIVERSITY SURVEY PARTICIPANTS**

Binghamton University
Miami University
Northern Illinois University
Texas A&M University - Commerce
University of Texas - Arlington
University of Louisville
University of Missouri - Kansas City
University of Missouri - Rolla

RESULTS

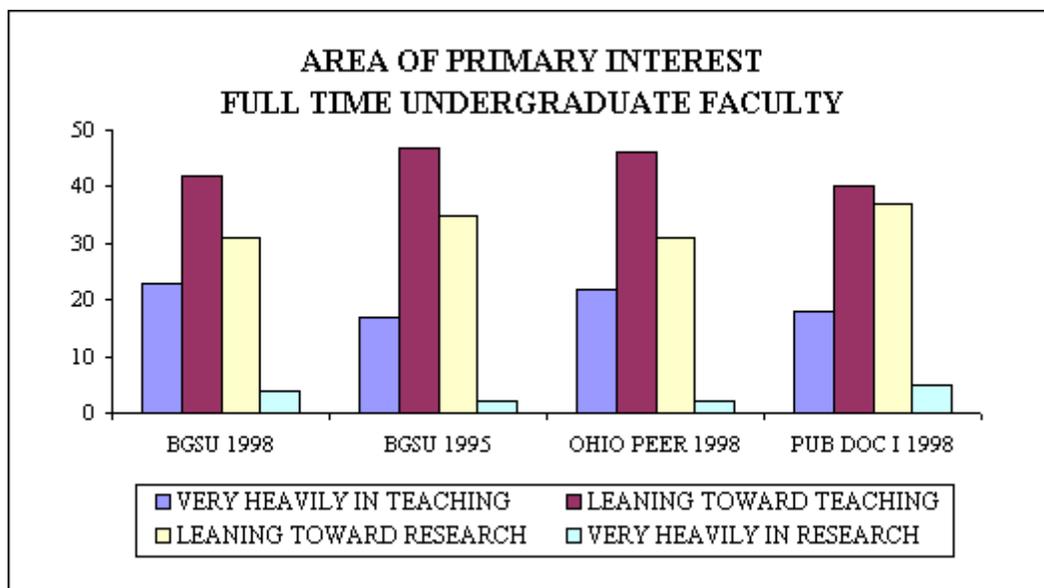
1. Faculty Characteristics

Survey participants were representative of all 1998-99 full-time faculty with respect to gender, racial background, academic rank, and college. Non-tenured faculty were slightly over-represented (51% in the survey, 46% for all faculty) among the participants. The distribution by college of all 1998-99 BGSU faculty and administrators and of faculty and administrator survey participants is shown below.

	1998-99 Total BGSU Faculty & Administrators		1998-99 Faculty & Adm. Survey Participants		Response Rate By College
	Number	%	Number	%	%
Arts & Sciences	482	46%	165	40%	34%
Business Administration	101	10%	29	7%	29%
Education & Human Development	185	18%	56	14%	30%
Firelands	80	8%	36	4%	45%
Health and Human Services	33	3%	18	5%	55%
Musical Arts	71	7%	20	3%	28%
Technology	44	4%	13	9%	30%
Other	47	5%	48	12%	
Not Reported			24	6%	

About half of the BGSU faculty members either taught at a college/university or were students prior to taking their current positions. Lecturers and instructors were more likely to be in professional positions outside higher education before taking their current positions. As was the case with participants from all Doctoral I public universities and at the Ohio peer university, intellectual challenge, intellectual freedom, and freedom to pursue interests were among the most frequently stated reasons for choosing an academic career. While lecturers were more likely to report that opportunities to influence social change was a very important reason for choosing an academic career, professors, associate, and assistant professors were more likely to indicate opportunities for research as a very important reason 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. A similar result was found for the 1995-96 administration of the survey at BGSU and among 1998-99 peer university faculty. Lecturers/instructors were more likely to favor teaching instead of research. Faculties at Firelands and in Technology were more likely to favor teaching.



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, comparisons with other institutions and between internal groups.

The most commonly noted teaching-related activities for the last two years are shown below. The percentages of BGSU faculty who worked with students on a research project and who used external funds for research were somewhat lower in 1998 than in 1995, and lower than for other Doctoral I public universities and the Ohio peer university. The percentages of faculty who attended a teaching enhancement workshop and who taught interdisciplinary courses were higher in 1998 than in 1995. The percentage of faculty who team-taught a course in 1998 was slightly higher than in 1995, but lower than at the eight other Doctoral I universities and the Ohio peer university.

TEACHING ACTIVITIES (LAST TWO YEARS)

	PERCENT OF FULL-TIME UNDERGRADUATE FACULTY			
	BGSU 1995	BGSU 1998	OHIO PEER UNIVERSITY	PUB DOC. I UNIVERSITY
Worked with student on a research project	79	75	81	82
Attended a teaching enhancement workshop	49	56	57	52
Used external funds for research	53	47	55	57
Taught interdisciplinary course	32	40	43	39
Team taught a course	32	34	42	38

Part-time faculty were less likely to have team-taught a course, worked with students on a research project, used external funds for research, and attended a teaching enhancement workshop than were full-time faculty and administrators. Male faculty and faculty in Musical Arts were more likely to have team-taught a course than were female faculty and faculty in other colleges. Technology faculty were more likely to have placed/collected assignments on the Internet. Faculty at Firelands were less likely to have used external funds for research. Lecturers more often reported attending teaching enhancement workshops than did faculty in other ranks. Lecturers and instructors less often reported using external funds for research. White faculty were more likely to have taught an honors course, team-taught a course, and used external funds for research than were faculty of color.

A portion of the survey results concerning faculty "general activities" is included below. The percentage of BGSU faculty who received an award for outstanding teaching is largely unchanged from the results of the 1995 survey and is similar to the Doctoral I public university, but it is lower than the Ohio peer university results. The percentage of BGSU faculty who plan on working beyond age 70 is higher in 1998 than in 1995, and is higher than for the Doctoral I public university and the Ohio peer university. The percentage of faculty who reported developing a new course within the last two years was stable over time. A slightly higher percentage of faculty reported considering leaving academe for another job in 1998 than was the case in 1995. The 33% of faculty in 1998 who reported having at least one firm job offer within the last two years was also slightly up from the earlier administration of the survey at BGSU and remained higher than the comparison groups in Doctoral I university and the Ohio peer university. The percentage

of the faculty who reported considering early retirement was lower over time and lower than the comparison groups.

Female faculty were less likely than male faculty to have served as a paid consultant, and more likely to have done research focusing on women and to have interrupted their careers for family reasons. Faculty in Technology, Health and Human Services, and Firelands were more likely to have held an academic administrative position. Faculty in Education and Human Development were most likely to have done research/writing on women. In the last two years, full-time faculty were more likely to develop a new course than were part-time faculty, and instructors were less likely to do so than faculty members of other ranks. Professors and associate professors were less likely to receive at least one firm job offer.

The percentage of faculty who reported being sexually harassed is lower in 1998 than in 1995, and lower than at the Doctoral I public university comparison group and at the Ohio peer university. As was the case with the Doctoral I public university results and the peer university result, the percentage of women who reported being sexually harassed was much higher than the percentage of men.

GENERAL ACTIVITIES (LAST TWO YEARS)

	PERCENT OF FULL-TIME UNDERGRADUATE FACULTY			
	BGSU 1995	BGSU 1998	OHIO PEER UNIV.	DOC. I PUB UNIV.
Received an award for teaching	40	39	50	40
Plan working beyond age 70	33	38	25	31
Sexually harassed at this institution	10	5	10	7
Females	22	10	22	16
Males	3	2	5	3
IN THE LAST TWO YEARS:				
Developed a new course	68	69	71	71
Considered leaving academe for another job	37	41	38	38
Had at least one firm job offer	28	33	22	24
Considered early retirement	32	27	34	31

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 1998 are summarized below.

HOURS SPENT PER WEEK ON EACH ACTIVITY:

	PERCENT OF BGSU FULL-TIME UNDERGRADUATE FACULTY IN 1998						
	None	1-4	5-8	9-12	13-16	17-20	21+
Scheduled Teaching	0	7	41	40	6	3	2
Preparing for Teaching	0	8	25	23	19	11	14
Advising / Counseling Students	8	55	28	5	1	3	0
Committee Work and Meeting	11	52	28	7	1	1	0
Other Administration	40	39	9	7	1	2	2
Research and Scholarly Writing	14	27	21	17	9	7	6
Creative Products & Performances	62	22	7	3	4	1	1
Consultation with Clients or Patients	87	9	3	0	0	0	0
Community or Public Service	39	52	7	1	0	0	0
Outside Consulting or Freelance Work	63	27	6	3	0	1	0
Household/Child Care Duties	9	18	29	16	11	8	10

INFORMATION TECHNOLOGY USED IN PAST YEAR

	PERCENT OF BGSU FULL-TIME UNDERGRADUATE FACULTY IN 1998				
	Daily	2-3 Times a Week	Once a Week	1-2 Times a Month	Never
Communicated Using E-Mail	85	9	1	3	3
Conducted Research on Internet	16	26	14	28	17
Used On-Line Discussion Groups	7	7	9	22	55
Worked from Home	38	28	11	11	12
Use a Computer to:					
Write Memos/Letters	66	24	4	3	2
Conduct Scholarly Writing	44	23	11	8	14
Conduct Data Analysis	19	12	12	18	40
Create Presentations	23	21	17	28	12

The majority of faculty spend 5 to 12 hours per week teaching (81%) and preparing for teaching (48%). Part-time faculty reported spending less time in scheduled teaching and in research and scholarly writing than did full-time faculty. Administrators reported spending less time than did faculty in outside consulting or freelance work, but more time on administration. Faculty in Technology and Musical Arts reported more hours in outside consulting and freelance work than did the faculty in other colleges. Lecturers and instructors reported less hours in research and scholarly writing than did professors, associate, and assistant professors. Instructors also reported less hours in committee work/meetings.

Like public Doctoral I university and Ohio peer university, the majority of BGSU faculty used the computer daily or 2-3 times a week to get/send E-Mail, write memos/letters, conduct scholarly research, and work from home. Administrators were reported writing memos/letters more often than faculty. Lecturers and instructors reported conducting scholarly research on the Internet less often than faculty of other ranks.

The table below summarizes the survey results concerning the number and types of courses taught during the fall of 1998. 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 1995 and 1998. BGSU full-time faculty reported teaching more general education, other undergraduate and graduate courses than did part-time faculty and administrators. Faculty at Firelands taught more general education courses than did the faculty in other colleges. Professors, associate professors, and assistant professors reported teaching more graduate courses than did lecturers and instructors.

THE NUMBER & TYPES OF COURSES TAUGHT IN:

	PERCENT OF BGSU FULL-TIME UNDERGRADUATE FACULTY IN 1998				
	0	1	2	3	4+
General Education	59	25	9	4	3
Other Undergraduate	9	31	33	19	9
Graduate	44	48	8	1	1

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 haven't published articles (books) rose from 13% (53%) in 1995 to 20% (61%) in 1998. Those percentages were also higher than the comparable information for other Doctoral I public universities (10% for articles, 46% for books) and the Ohio peer university (11% for articles, 52% for books) in 1998. BGSU Musical Arts faculty reported more exhibitions/performances than did the faculty in other colleges. Professors, associate professors, and assistant professors reported more published articles and chapters than did lecturers and instructors. Female faculty, on average, reported fewer published articles, books, and chapters in edited volumes. Part-time faculty, 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	20	13	12	21	15	19
Chapters	51	21	17	9	2	0
Books	61	29	6	3	1	0
Exhibitions/Performances	80	2	2	2	2	13

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					
	3 or less	4-7	8-14	15-19	20-24	25+
Articles	3	4	6	7	7	7
Chapters	1	1	1	1	1	2
Books	0	0	1	1	1	1
Exhibitions/Performances	1	1	1	1	1	1

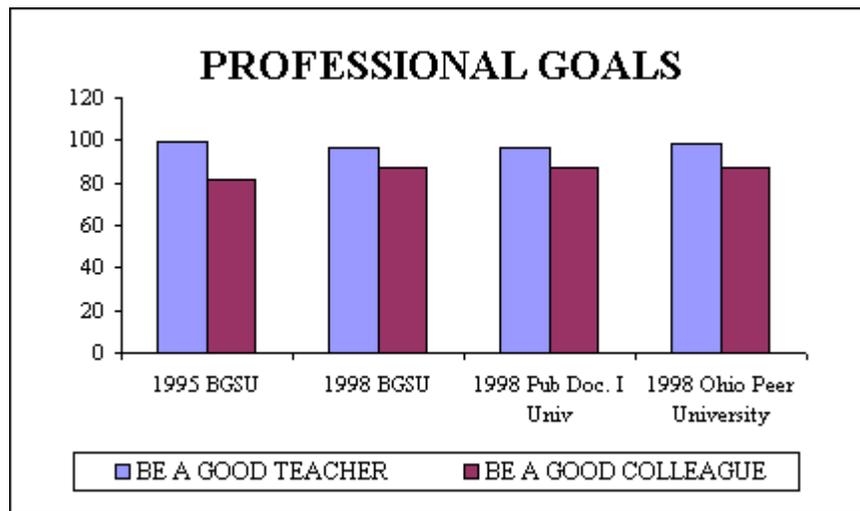
The survey also asked participants to count their publications/performances over the last two years. These results are shown below. The percentage of BGSU faculty with five or more publications and/or performances in the last two years has fallen from 31% in 1995 to 17% in 1998. This compares with 22% for all Doctoral I public university faculty and 14% for the Ohio peer university in 1998. Female faculty and faculty at Firelands reported less published or accepted work in last two years than did male faculty and faculty in other colleges. Lecturers and instructors reported much less publication/performances than did faculty of other ranks.

**NUMBERS OF PUBLICATIONS/PERFORMANCES
IN THE LAST TWO YEARS**

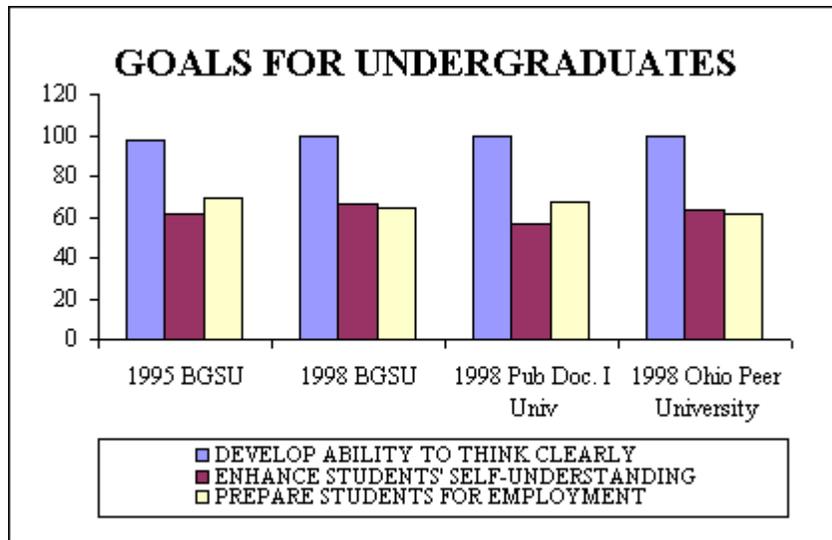
	PERCENT OF FULL-TIME UNDERGRADUATE FACULTY			
	BGSU 1995	BGSU1998	OHIO PEER U.	PUB. DOC. I U.
0	23	28	22	21
1 to 2	22	33	34	29
3 to 4	25	22	30	28
5 to 10	24	15	11	17
11 to 20	5	2	3	4
21+	2	0	0	1

As with public Doctoral I university faculty and faculty at the Ohio peer university, the majority (50%) of BGSU faculty noted carrying out most or all of their scholarly work alone in 1998.

The professional goals of faculty most frequently cited as very important or essential are highlighted in the figure below. As in 1995 and as for all public Doctoral I university faculty, being a good teacher and colleague remained the paramount goals of the BGSU faculty in 1998. Male faculty were more likely to report raising a family as an important professional goal. Faculty of color were more likely to report being very well-off financially and helping to promote racial understanding as very important or essential professional goals.



As was the case in 1995, to develop students' ability to think clearly, to enhance students' self-understanding, and to prepare them for employment after college were the education goals for undergraduates most frequently cited by faculty as essential or very important in 1998. These results are shown in the figure below. Preparing students for responsible citizenship was cited as an important goal more frequently by administrators and lecturers. Instilling commitment to community service was cited as an important goal for undergraduate students more frequently by lecturers and faculty in Technology and Education & Human Development. Female faculty more often reported that enhancing knowledge of racial groups is an important educational goal than did male faculty. Providing for emotional development was cited as an important goal more frequently by lecturers and instructors. Faculty of color more often reported that enhancing knowledge of racial groups, providing for emotional development, developing moral character, and preparing for graduate education were important goals for undergraduate students than did White faculty.



As was the case in 1995, 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 14 methods listed in the survey. As shown below, a fairly large increase in the use of independent projects and cooperative learning was found among the BGSU faculty. Of particular note is the sizable difference in the use of lecturing and independent projects between our faculty and those at all public Doctoral I universities participating in the 1998 survey.

**INSTRUCTIONAL METHODS USED IN MOST/
ALL UNDERGRADUATE CLASSES**

	PERCENT OF FULL-TIME UNDERGRADUATE FACULTY			
	BGSU 1995	BGSU 1998	OHIO PEER UNIV.	PUB DOC. I UNIVERSITY
Class Discussions	70	70	68	63
Extensive Lecturing	43	44	41	54
Independent Projects	37	43	34	31
Cooperative Learning	36	39	46	34

BGSU part-time faculty and administrators were more likely to report using multiple drafts of written work in their courses than were full-time faculty. Female faculty indicated using class discussions, cooperative learning, independent projects, reading on racial/ethnic issues, and readings on women/gender issues more frequently. Male faculty reported using teaching assistants and extensive lecturing more frequently. While Musical Arts faculty were most likely to report using recitals/demonstrations and independent projects in their courses, faculty in Health and Human Services were most likely to report using extensive lecturing in their class.

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 1995 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 make use of student presentations, short-answer mid-terms/finals, and multiple-choice mid-terms/finals somewhat more often than do faculty at public Doctoral I universities and at the Ohio peer university. These results are seen below.

**EVALUATION METHODS USED IN MOST/
ALL UNDERGRADUATE CLASSES**

	PERCENT OF FULL-TIME UNDERGRADUATE FACULTY			
	BGSU 1995	BGSU 1998	OHIO PEER UNIV.	PUB DOC. I UNIVERSITY
Essay Mid-Terms/Finals	39	42	48	39
Competency-Based Grading	41	41	44	48
Student Presentations	34	37	33	29
Short-Answer Mid-terms/Finals	34	37	32	33
Term/Research Papers	35	35	33	34
Quizzes	29	32	31	28
Multiple-Choice Mid-Terms/Finals	31	29	25	24

BGSU female faculty used competency-based grading and student evaluations of each others' work more often than did male faculty. Weekly essay assignments were used most frequently by lecturers as an evaluation method.

3. Perceptions about your Institution

Four 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. BGSU faculty were less likely to agree that there is a lot of racial conflict here and students are well prepared academically than were public Doctoral I university or Ohio peer university faculty. The percentage of faculty who agreed that people don't respect each other fell 10% from 1995 to 1998. The percentage of BGSU faculty who agreed that students are well prepared academically, while unchanged from 1995, is substantially below that of faculty at the Ohio peer university and those of other Doctoral I public universities.

	PERCENT OF FULL-TIME UNDERGRADUATE FACULTY WHO AGREE STRONGLY/ SOMEWHAT STRONGLY WITH EACH STATEMENT			
	BGSU 1995	BGSU 1998	OHIO PEER U.	PUB DOC I UNIV.
Faculty of color are treated fairly	82	84	79	85
Women faculty are treated fairly	71	80	81	83
Female	41	63	56	66
Male	86	90	92	91
Faculty are committed to the welfare of the institution	77	77	81	75
Faculty are interested in students' academic problems	74	77	80	73
Gay/lesbian faculty treated fairly	NA	74	71	77
Faculty are interested in students' personal problems	66	70	74	64
My research valued by department faculty	NA	69	67	71
Student affairs staff are supported by faculty	52	57	60	56
Many courses including feminist perspectives	35	38	45	35
People don't respect each other	46	36	36	39
Students are well prepared academically	19	19	53	33
Students are committed to community services	13	16	24	17
Courses involve community service	13	15	17	15
There is a lot of racial conflict here	16	10	62	25

Women faculty from BGSU were more likely to agree that courses should involve community service. They were less likely to agree that women faculty are treated fairly than were male faculty, but the gender gap in responses to this statement was considerably narrowed from 1995 to 1998. Faculty of color less often agreed that faculty are interested in students' personal problems and that many courses include feminist perspectives than did White faculty.

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 BGSU faculty who considered developing a sense of community among students and faculty to be a high priority showed a 16% increase between 1995 and 1998, and was considerably higher than that for Ohio peer and public Doctoral I university faculty. The percentage of BGSU faculty who felt that promoting the intellectual development of students, enhancing the institution's national prestige and image, developing leadership ability among students, and recruiting more minority students were high priorities of the institution also increased between 1995 and 1998, but still was somewhat lower than for the peer university. Female faculty more often agreed that hiring faculty stars is a high institutional priority than did male faculty.

	PERCENT OF FULL-TIME UNDERGRADUATE FACULTY WHO PERCEIVE EACH AS A HIGH OR THE HIGHEST INSTITUTIONAL PRIORITY			
	BGSU 1995	BGSU 1998	OHIO PEER UNIV.	PUB DOC I UNIV.
To promote the intellectual development of students	71	80	88	80
To increase or maintain national prestige	65	72	78	72
To enhance the institution's national image	64	67	74	71
To develop a sense of community among students and faculty	50	66	48	36
To recruit more minority students	56	64	73	56
To create a diverse multi-cultural environment on campus	56	59	61	52
To increase the representation of minorities in the faculty & adm.	51	54	56	48
To develop leadership ability among students	39	50	58	42

The third 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 public Doctoral I universities and the peer university. BGSU faculty were more likely to agree that there is a great deal of conformity among students than were those public Doctoral I university faculty, but only one-half as likely to agree with this statement as were peer university faculty. They were slightly more likely than all public Doctoral I 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. The percentage of BGSU faculty that agreed that faculty here respect each other rose from 12% in 1995 to 25% in 1998, and is similar to the percentages of public Doctoral I university faculty and Ohio peer university faculty. BGSU survey participants were less likely than public doctoral I university faculty and Ohio peer university faculty to agree that faculty are rewarded for good teaching.

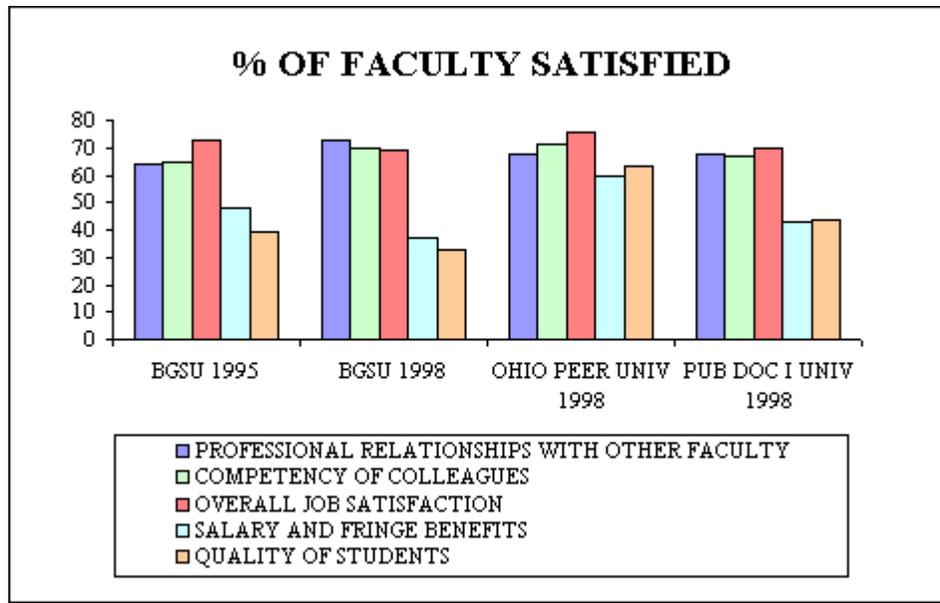
	PERCENT OF FULL-TIME UNDERGRADUATE FACULTY REPORTING EACH AS VERY DESCRIPTIVE OF THE INSTITUTION			
	BGSU 1995	BGSU 1998	OHIO PEER UNIV.	PUB DOC I UNIV.
There is a great deal of conformity among students	38	37	74	29
Its easy for students to see faculty outside of regular office hours	29	38	49	35
Faculty here respect each other	12	25	24	23
Faculty are rewarded for good teaching	11	9	19	12

The final set of survey items asked the participants to indicate the areas where the institution has experienced significant change in the last decade. The results are below. Comparing with the faculty in public Doctoral I universities and at the Ohio peer university, BGSU faculty were more likely to indicate that there were significant changes in terms of the overall mission/purpose, governance, and faculty role/reward in the last decade. They were less likely to agree that general education experienced significant change. Lecturers were more likely to agree that governance experienced significant change in last decade than were faculty members of other ranks.

	PERCENT OF FULL-TIME UNDERGRADUATE FACULTY WHO INDICATED THAT INSTITUTION EXPERIENCED SIGNIFICANT CHANGE IN LAST DECADE		
	BGSU 1998	OHIO PEER UNIV.	PUB DOC I UNIV.
OVERALL MISSION, PURPOSE	68	22	40
GOVERNANCE	41	23	35
FACULTY ROLE/REWARD	40	28	34
GENERAL EDUCATION	30	44	40

4. Job Satisfaction and Sources of Stress

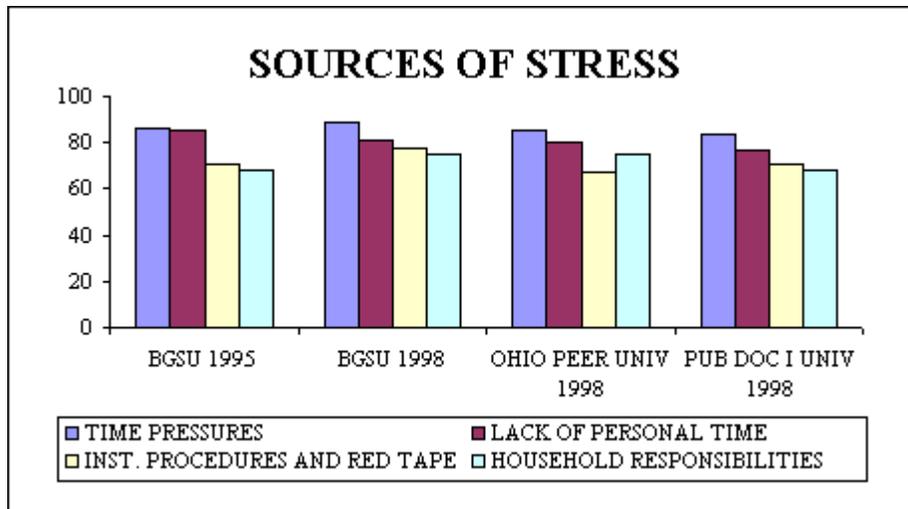
Survey participants were asked how satisfied they were with 14 aspects of their jobs. The majority of BGSU faculty in 1998 were satisfied or very satisfied with 11 of these. As with their 1995 responses, the faculty were most satisfied with their autonomy and independence and were least satisfied with the quality of students. Significant trends and institutional differences are shown in the figure below. BGSU full-time faculty satisfaction with the professional relationships with other faculty, competency of colleagues, and opportunity for scholarly pursuits increased 4% or more over the three-year interval. Overall job satisfaction, however, decreased 4% on average, and still lagged behind that at the Ohio peer university. Satisfaction with salary and fringe benefits, and the quality of students decreased 6% or more between 1995 and 1998, and they again remain considerably below that of public Doctoral I university faculty and far below that of faculty at the Ohio peer university.



Full-time faculty were less satisfied than part-time faculty and administrators with the relationships with administration. Health & Human Services faculty were most satisfied with their teaching loads among the seven colleges. Technology faculty were most satisfied with their visibility for jobs at other institutions. Satisfaction with salary and fringe benefits was higher at College of Business Administration and College of Health and Human Services. Female faculty were more satisfied than male faculty with the quality of students. Professors were more satisfied with the opportunity for scholarly pursuits than were faculty of other ranks. Lecturers were most satisfied with the social relations with other faculty, but least satisfied with salary and fringe benefits. Instructors were least satisfied with their job security.

In a related survey item, faculty were asked if they still wanted to be college professors; 76% of BGSU undergraduate full-time faculty replied in the affirmative. This compares with 78% of faculty at all public Doctoral I universities, and 82% of colleagues at the Ohio peer university.

Faculty were also 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. The greatest sources of stress for BGSU undergraduate full-time faculty in 1998 are seen in the figure below.



As was the case in 1995, time pressures, lack of personal time, institutional red tape, and household responsibilities were the main stress sources for majority of BGSU faculty. The percentage of BGSU faculty stressed by institutional procedures and red tape, household responsibilities, physical health, children’s problems and care of elderly parents increased at least 5% between 1995 and 1998. Teaching load, institutional procedures and red tape, personal finances, and physical health as the sources of stress were higher among BGSU faculty than for faculty at Doctoral I public universities and at the Ohio peer university.

Teaching load and the review/promotion process as the sources of stress were reported more often by full-time faculty than by part-time faculty and administrators. Institutional procedures and red tape, colleagues, and research or publishing demands were viewed as the sources of stress more often by full-time faculty and administrators than by part-time faculty. Committee work was viewed as a source of stress most often by academic administrators.

Musical Arts faculty were most likely to report that faculty meetings were a source of stress. They were least likely to report that research or publishing demands was a stressful problem for them. Time pressures were viewed as a source of stress less often by the faculty in Health and Human Services. While associate, and assistant professors were more likely to report that the review/promotion process and research or publishing demands were sources of stress, lecturers were more likely to report that teaching load was a source of stress. Committee work and faculty meetings as sources of stress were lowest among instructors. White faculty more often than faculty of color reported that faculty meetings were a source of stress. Faculty of color more often than White faculty reported that subtle discrimination was a source of stress.

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. Female faculty were more likely to report that subtle discrimination was a source of stress than were male faculty. However, the gender gap at BGSU has continually narrowed over the past nine years.

	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	BGSU 1998	OHIO PEER UNIV.	PUB DOC I UNIV.
SUBTLE DISCRIMINATION	34	33	30	29	25
FEMALE	63	57	45	53	43
MALE	23	21	20	18	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 1995	BGSU 1998	OHIO PEER UNIV.	PUB DOC I UNIV.
Diverse student body enhances education	NA	90	93	89
Computers enhances student learning	NA	88	86	86
Colleges should encourage students to be involved in community service activities	78	78	78	74
Colleges should be actively involved in solving social problems	73	65	70	60
Tenure is essential to attract the best minds to academe	57	61	64	67

BGSU faculty less frequently agreed that community service should be given weight in college admission decisions, and that western civilization and culture should be the foundation of the undergraduate curriculum than did faculty at the Ohio peer university. Full-time faculty and administrators agreed more often than part-time faculty that tenure is essential to attract the best minds to academe. Part-time faculty were more prone to agree that tenure is an outmoded concept. Male faculty agreed more frequently than female faculty 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. Female faculty agreed more often than male faculty that tenure is an outmoded concept. Health and Human Services faculty agreed more often than the faculty in other colleges that promoting diversity leads to the admission of too many underprepared students. Lecturers agreed more often than faculty of other ranks that colleges should be actively

involved in solving social problems. Faculty of color agreed more often than White faculty that tenure is essential to attract the best minds to academe and that the chief benefit of a college education is that it increases one's earning power.

6. Locally-Developed Questions

Faculty responses to the 1998 locally-developed survey questions are summarized below. None of those items were included in the 1995 survey.

LOCALLY DEVELOPED QUESTIONS PERCENT OF FULL-TIME UNDERGRADUATE FACULTY AGREEING OR STRONGLY AGREEING (1998)

MY DEPARTMENT CHAIR IS SUPPORTIVE OF FACULTY'S PURSUIT OF THEIR JOB RESPONSIBILITIES	88
I HAVE CONTRIBUTED TO PROMOTING A SPIRIT OF COLLEGIALLY AT BGSU	82
ACCEPTABLE STANDARDS OF BEHAVIOR AND PROFESSIONAL ETHICS ARE CLEARLY COMMUNICATED IN MY DEPARTMENT'S ENVIRONMENT	76
MY DEPARTMENTAL WORK ENVIRONMENT IS CONDUCTIVE TO ACCOMPLISHING MY JOB RESPONSIBILITIES	74
MY DEAN IS SUPPORTIVE OF FACULTY'S PURSUIT OF THEIR JOB RESPONSIBILITIES	73
A SPIRIT OF TEAMWORK EXISTS WITHIN MY DEPARTMENT	71
INTERNAL COMMUNICATION METHODS HAVE IMPROVED THE FLOW OF INFO FOR KEEPING MEMBERS OF THE COMMUNITY ADEQUATELY INFORMED	70
ACCEPTABLE STANDARDS OF BEHAVIOR AND PROFESSIONAL ETHICS ARE CLEARLY COMMUNICATED IN THE UNIVERSITY ENVIRONMENT	67
ACCEPTABLE STANDARDS OF BEHAVIOR AND PROFESSIONAL ETHICS ARE CLEARLY COMMUNICATED IN MY COLLEGE'S ENVIRONMENT	65
MY DEPARTMENT'S REWARD STRUCTURE IS ALIGNED WITH THE UNIVERSITY'S MISSION AND GOALS	53

Technology faculty were most likely to agree that the Building Community Project has helped further a spirit of collegiality among faculty and staff at BGSU and that the central administration is supportive of faculty's pursuit of their job responsibilities.

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, enhancing their capacity for self-understanding, and preparing them for post-college employment. Classroom discussion, essay mid-terms/finals, and competency-based grading are common instructional practices. The majority of faculties believe that minority, gay/lesbian, and female faculty are treated fairly, and that faculty are committed to the welfare of the institution, and are interested in students' academic problems. They feel that promoting the intellectual development of students, enhancing the institution's national image and prestige, and developing a sense of community among students and faculty 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, keeping up with information technology, 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, professional relationships with other faculty, job security, the opportunity to develop new ideas, working conditions, and competency of colleagues as their greatest sources of satisfaction. The majority of faculty agreed that a diverse student body enhances education, computers enhance student learning, colleges should encourage students to be involved in community service and be actively involved in solving social problems, and that tenure is essential to attract the best minds to academe. Sixty-eight percent of faculty agreed that the institution experienced significant change in terms of overall mission and purpose in last decade. The majority of faculty agreed with most 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. Eight of the survey items showed differences equal or greater than 10% *between the 1995 and 1998 BGSU survey results*. These included more faculty believing that developing a sense of community among students and faculty (16% more) and developing leadership ability among students (11% more) are the highest or a high priority at BGSU, 13% more agreeing that faculty respect each other, 10% more believing that enhancing students' out-of-class experience is essential or very important educational goal for undergraduate students, 10% more agreeing that community service

should be given weight in college admissions decisions, 10% fewer agreeing that people don't respect each other at BGSU, and 12% fewer female faculty reporting that they have been sexually harassed at this institution and that subtle discrimination is a source of stress for them.

When *BGSU full-time faculty* were compared to *full-time faculty at eight other public Doctoral I universities* who responded to the survey, they were found to exhibit lower scholarly productivity and a smaller portion of faculty who used external funds for research. Other prominent differences included that BGSU faculty used on-line discussion groups and independent projects more often and extensive lecturing less often for teaching. They were less likely to believe that students are well prepared academically and less satisfied with the quality of students. They more often agreed that developing a sense of community among students and faculty is a high institutional priority, and that the overall mission/purpose of the institution experienced significant change in last decade. They less often agreed that there is a lot of racial conflict here, and that institution experienced significant change in terms of general education in last decade.

When *BGSU faculty* were compared to *those from another Ohio Doctoral I public peer university*, they were found to create fewer scholarly products, but to spend more time doing outside consulting or freelance work. They were less likely to put/collect assignments on Internet, use group projects in most/all undergraduate courses, and receive an award for teaching, but more likely to plan on working beyond age 70. During the last two years BGSU faculty were more likely to have one or more firm job offers and to teach courses at more than one institution during the same term. Other large perceptual differences between BGSU faculty and those at the Ohio peer university included more agreement that developing a sense of community among students and faculty is one of the highest or a high priority at institution, that faculty typically are odds with the administration, that institutional procedures and red tape are a source of stress, that community service should be given weight in college admissions decisions, that institution experienced significant change in last decade in terms of overall mission/purpose, governance and faculty role/reward. There was less agreement by BGSU faculty than for those at the Ohio peer university that students are well-prepared academically, that there is a lot of racial conflict here, that there is much conformity among students, that it is easy for students to see faculty outside of normal office hours, that community service should be given weight in college admissions decisions, and that in last decade the institution experienced significant change on general education. BGSU faculty were less satisfied with the quality of students, salary and fringe benefits, and opportunity for scholarly pursuits than were faculty at the Ohio peer university. Female faculty at BGSU were less likely than the faculty at peer university to report being sexually harassed at this institution.

More differences in the survey responses were found between groups internal to the university than between BGSU and other institutions. Seventeen differences of about 20% existed between *full-time and part-time faculty*. Full-time faculty spent more hours per week in various activities, taught more courses, and indicated greater scholarly activity. They were more likely to work with students on a research project, attend a

teaching enhancement workshop, use external funds for research, team teach a course, develop a new course, and teach graduate courses. They more frequently cited colleagues, research/publishing demands, teaching load, review/promotion process, and institutional procedures and red tape as sources of stress, and were more likely to agree that tenure is essential to attract the best minds to academe. Part-time faculty were more satisfied with the relationships with administration. They were more inclined to agree that tenure is an outmoded concept.

Fourteen differences of about 20% were found between the responses of *full-time faculty and academic administrators*. Among those differences, full-time faculty were more likely to do outside consulting or freelance work, to spend more time in teaching, and to indicate that teaching load is a source of stress during the last two years. They were less satisfied with the relationships with administration. Administrators, on the other hand, were more likely to spend more time in administration, to publish books/manuals/monographs and chapters in edited volumes, and to indicate that preparing students for responsible citizenship is an important educational goal for undergraduate students.

Among full-time faculty several differences existed between gender, race, college, and rank. First, thirty differences of 20% or more were found *between faculty of different ranks*. Five differences dealt with the sources of stress, four dealt with sources of satisfaction, three of each had to do with scholarly products, educational goals, and hours spending in teaching/research/administration. The other differences involved with teaching activities (2), career reasons (2), general activities (2), teaching vs. research interests (1), work before taking current position (1), number of graduate courses taught in 1998 (1), evaluation methods (1), institutional change in governance (1), and views on higher education issues (1).

Second, twenty-eight 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. Seven differences concerned the use of various instructional methods, four each dealt with scholarly activities and views on higher education issues, three had to do with general activities, two each of the differences involved with evaluation methods and concerning this institution, and one of each dealt with professional goals, stress, teaching activities, sources of satisfaction, goal for undergraduates, and institutional priority.

Third, twenty-three differences of 20% or more were found *between colleges*. Three of each the differences involved teaching activities, the use of various instructional methods, the sources of satisfaction, and sources of stress. The remainder pertained to general activities (2), teaching vs. research interests (1), hours per week spent consulting (1), number of course taught in general education (1), goals for undergraduates (1), scholarly products (2), views on higher education issues (1), and two local questions.

Finally, fifteen differences of 20% or more were found between White faculty and faculty of color. Three of each difference dealt with teaching activities, professional goals, and

educational goals for undergraduate students. Two of each difference involved with concerning this institution, sources of stress, and views on higher education issues.

Some important limitations must be considered when interpreting the survey results. First among these is a relatively low 39% response rate (41% for full-time faculty). 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.

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. Most of their activities and perceptions are generally unchanged from three years ago; increased acknowledgment of the importance of respecting each other, 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 number of scholarly products, dissatisfaction with salary and fringe benefits and with the quality of students may be areas of concern. More faculties were planning to work beyond age 70 in 1998, and physical health as a source of stress has been recognized by more faculty.

The chief differences between the survey results for BGSU faculty and those at another Ohio public Doctoral I peer university are that (1) a substantially higher portion of our faculty agreed that overall mission/purpose of our institution experienced significant change in the last decade; (2) lower satisfaction of BGSU faculty with the opportunity for scholarly pursuits; and (3) substantially lower satisfaction on the part of our faculty with the academic preparation and performance of students and with salary and fringe benefits. 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.

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PRINCIPAL ACTIVITY

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
TEACHING	80	76	91	87	82	56	0	0	87	96	95
ADMINISTRATION	12	13	4	5	11	38	100	100	4	4	4
RESEARCH	5	7	4	7	1	3	0	0	8	0	2
SERVICES TO CLIENTS	2	3	0	0	5	0	0	0	0	0	0
OTHER	2	2	1	1	1	3	0	0	1	0	0

PRESENT ACADEMIC RANK

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
PROFESSOR	28	26	28	21	13	34	55	69	36	42	42
ASSOCIATE PROFESSOR	26	27	31	30	10	11	36	25	29	31	25
ASSISTANT PROFESSOR	26	27	28	27	20	9	9	2	24	25	22
INSTRUCTOR	17	15	10	15	53	40	0	4	6	0	9
LECTURER	2	3	3	5	1	0	0	0	3	2	1
OTHER	1	2	0	1	3	6	0	0	1	0	1

CURRENT ADMINISTRATIVE TITLE

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NOT APPLICABLE	73	70	80	79	81	54	2	0	80	84	84
DIR., OR COORDINATOR	10	14	9	12	8	11	16	19	9	7	10
DEPARTMENT CHAIR	8	8	6	6	4	14	43	38	5	5	3
DEAN	1	1	0	0	0	0	13	4	0	0	0
ASSO./ASSISTANT DEAN	2	2	1	0	1	9	16	19	0	0	0
VICE PRESIDENT, PROVOST	0	1	0	0	0	0	4	9	0	0	0
OTHER	5	5	5	3	7	11	7	11	6	4	3

GENDER

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
FEMALE	37	39	34	38	57	54	21	29	33	27	32
MALE	63	61	66	62	43	46	79	71	67	73	68

RACIAL BACKGROUND

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
WHITE/CAUCASIAN	90	91	88	90	95	100	93	94	91	94	94
AFRICAN AMERICAN/BLACK	2	3	1	1	2	0	2	2	2	1	3
AMERICAN INDIAN	1	1	1	1	1	0	0	0	2	1	3
ASIAN AMERICAN/ASIAN	6	5	8	6	1	0	2	0	4	2	2
MEXICAN AMERICAN/CHICANO	1	1	1	1	0	0	0	0	1	0	0
PUERTO RICAN	0	0	1	0	0	0	2	0	0	0	0

AMERICAN											
OTHER LATINO		1		1		0		0	1		1
OTHER	2	1	2	1	3	0	2	4	2	2	2

AGE AS OF DECEMBER 31, 1998

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
LESS THAN 30	2	6	3	6	4	14	0	0	3	1	3
30 TO 34	12	8	13	10	18	3	2	2	6	6	5
35 TO 39	11	13	11	14	10	11	4	6	12	14	12
40 TO 44	16	13	16	16	18	9	14	6	15	18	18
45 TO 49	20	19	20	18	13	23	32	38	16	16	18
50 TO 54	15	20	15	17	12	17	27	31	17	20	17
55 TO 59	13	11	13	10	10	14	16	10	17	17	18
60 TO 64	7	7	7	6	9	6	5	6	10	6	6
65 TO 69	2	2	2	3	5	3	0	0	3	2	3
70 OR MORE	1	1	1	1	1	0	0	0	1	1	1

HIGHEST ACADEMIC DEGREE EARNED

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
BACHELOR'S	2	2	0	1	12	9	0	0	1	0	1
MASTER'S	19	21	13	21	45	29	7	6	13	8	13
LL., JD	1	1	1	1	1	3	0	0	1	0	0
M.D., DDS	0	0	0	0	1	0	0	0	0	0	0
OTHER FIRST PROF	1	1	1	1	0	0	0	0	1	1	0
ED.	5	3	4	1	3	0	7	0	3	4	3
PH.D.	67	69	75	70	30	51	80	90	78	86	81
OTHER	4	3	4	3	4	3	4	4	3	2	2
NONE	1	2	1	2	4	6	2	0	1	0	0

YEARS SINCE APPOINTED TO CURRENT POSITION

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
2 OR LESS	26	27	26	29	35	24	11	17	16	14	17
3 TO 7	21	20	16	19	32	24	18	17	20	21	15
8 TO 12	13	16	13	18	11	12	18	21	15	14	17
13 TO 17	11	10	12	10	6	12	16	19	11	13	12
18 TO 22	9	10	10	8	6	9	7	19	11	12	13
23 TO 27	11	7	13	7	2	9	21	2	10	15	13
28 TO 32	7	7	7	6	7	6	7	6	10	7	8
33 TO 37	2	2	2	2	2	3	0	0	3	2	3
MORE THAN 37	1	2	1	2	0	3	2	0	4	2	3

TENURED

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
YES	55	52	59	49	23	41	92	91	63	73	67
NO	45	48	41	51	77	59	8	9	38	27	33

BASE SALARY IN THOUSANDS (9 OR 10 MONTH)

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
LESS THAN 20	13	12	0	7	69	67	0	0	2	0	0
20 TO 29	6	5	7	6	2	0	0	6	4	0	5
30 TO 39	22	18	26	23	11	7	5	12	12	16	9
40 TO 49	17	25	20	25	2	7	11	12	26	23	20
50 TO 59	21	13	22	15	5	0	21	6	19	22	18
60 TO 69	13	13	14	13	8	11	37	35	16	23	18
70 TO 79	6	9	8	8	0	4	16	12	11	10	15
80 TO 89	3	2	3	3	3	0	11	0	6	3	11
90 TO 99	1	1	1	1	2	0	0	0	3	3	4
100 OR MORE	0	2	0	0	0	4	0	18	2	1	1

BASE SALARY IN THOUSANDS (11 OR 12 MONTH)

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995		1995	1998	1998	1995	1998
	%	%	%	%	%		%	%	%	%	%
LESS THAN 20	7	2	0	3	35		0	0	3	0	0
20 TO 29	14	5	17	9	25		0	0	6	0	11
30 TO 39	16	15	24	13	15		3	0	16	55	22
40 TO 49	13	9	12	19	0		8	0	21	19	30
50 TO 59	14	21	26	19	0		8	10	15	16	11
60 TO 69	7	9	7	13	0		14	13	13	3	11
70 TO 79	4	10	5	6	5		8	20	7	0	0
80 TO 89	13	13	7	9	15		24	23	8	3	7
90 TO 99	6	5	2	3	5		16	10	5	0	4
100 OR MORE	7	12	0	6	0		19	23	8	3	4

REASONS NOTED AS VERY IMPORTANT FOR PURSUING AN ACADEMIC CAREER

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995		1995	1998	1998	1995	1998
	%	%	%	%	%		%	%	%	%	%
INTELLECTUAL CHALLENGE	84	86	87	86	72	82	83	87	87	90	91
INTELLECTUAL FREEDOM	82	80	85	78	64	73	83	74	80	82	80
FREEDOM TO PURSUE INTERESTS	78	79	83	77	60	79	80	83	81	78	81
AUTONOMY	71	72	77	72	52	69	57	70	72	73	71
OPPORTUNITIES FOR TEACHING	69	64	71	64	72	67	63	57	65	71	72
FLEXIBLE SCHEDULE	65	64	67	64	57	66	54	60	65	63	63
OPPORTUNITIES FOR RESEARCH	47	46	52	47	33	30	43	52	56	51	48
OPPORT. TO INFLUENCE SOCIAL CHANGE	22	25	22	22	21	39	19	28	22	18	29
PRESTIGE AND STATUS	20	17	22	19	15	12	13	15	18	16	18

PRIMARY AREA OF INTEREST

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
VERY HEAVILY IN TEACHING	21	23	17	23	45	41	11	6	18	18	22
LEANING TOWARD TEACHING	45	43	47	42	42	29	58	47	40	51	46
LEANING TOWARD RESEARCH	31	31	35	31	14	29	32	45	37	29	31
VERY HEAVILY IN RESEARCH	2	3	2	4	0	0	0	2	5	1	2

PRIMARY ACTIVITY PRIOR TO TAKING CURRENT POSITION

	TOTAL BGSU	FULL-TIME UNDERGRAD	PART-TIME UNDERGRAD	ACADEMIC ADMIN	PUB DOC I UNIV.	OHIO PEER UNIV.
	1998	1998	1998	1998	1998	1998
	%	%	%	%	%	%
TAUGHT AT COLLEGE/UNIVERSITY	37	38	31	60	37	33
STUDENT	27	28	20	15	29	35
PROF POSITION OUTSIDE HIGHER EDUC	19	18	29	4	17	16
OTHER	7	5	14	4	4	4
POSTDOCTORAL FELLOWSHIP	6	7	3	4	8	6
FULL-TIME ACAD ADMIN POSITION	4	2	0	11	2	2
FULL-TIME NON-TEACHING RESEARCH	2	2	3	2	5	4

TEACHING ACTIVITIES (LAST TWO YEARS)

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
WORKED WITH STUDENTS ON A RESEARCH PROJECT	73	72	79	75	48	44	75	77	82	82	81
ATTENDED A TEACHING ENHANCEMENT WORKSHOP	46	55	49	56	44	36	53	61	52	64	57
USED EXTERNAL FUNDS FOR RESEARCH	46	45	53	47	17	19	58	44	57	61	55
TAUGHT INTERDISCIPLINARY COURSE	29	36	32	40	21	27	27	48	39	41	43
TEAM TAUGHT A COURSE	31	34	32	34	25	15	37	42	38	45	42
PUT/COLLECT ASSIGN ON INTERNET	NA	32	NA	35	NA	18	NA	39	39	NA	45
TAUGHT A SERVICE LEARNING COURSE	NA	21	NA	23	NA	21	NA	27	22	NA	19
TAUGHT AN HONORS COURSE	13	20	16	23	5	13	17	16	21	18	16
TAUGHT ETHNIC STUDIES COURSE	6	7	5	7	7	9	8	11	8	10	10
TAUGHT WOMEN'S STUDIES COURSE	6	6	8	7	1	9	4	7	7	5	7
TAUGHT COURSE EXCL ON INTERNET	NA	1	NA	2	NA	0	NA	0	2	NA	2

GENERAL ACTIVITIES: PERCENT YES

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
U. S. CITIZEN	95	95	94	95	96	97	96	100	94	97	97
BORN IN THE U.S.A.	NA	91	NA	90	NA	98	NA	98	87	NA	93
SPOUSE/PARTNER WORK IN THE SAME CITY	44	43	42	41	37	53	55	60	51	50	47
HELD AN ACADEMIC	40	42	38	36	24	44	100	94	36	38	31

ADMINISTRATIVE POST											
RECEIVED AN AWARD FOR TEACHING	36	39	40	39	23	23	38	43	40	44	50
SPOUSE/PARTNER AN ACADEMIC	NA	37	NA	35	NA	40	NA	50	32	NA	38
PLAN WORKING BEYOND AGE 70	32	37	33	38	30	32	25	37	31	29	25
RESEARCH/WRITING FOCUSED ON WOMEN/GEN	33	32	34	29	27	32	38	34	27	28	28
RESEARCH/WRITING FOCUSED ON ETHNICITY	28	27	29	26	21	21	34	36	24	25	26
COMMUTE A LONG DISTANCE TO WORK	15	14	11	12	29	24	4	11	19	15	20
INTERRUPTED CAREER FOR HEALTH/FAMILY REASONS	11	12	11	12	18	18	4	11	10	7	8
SEXUALLY HARASSED AT THIS INSTITUTION	9	5	10	5	7	6	6	11	7	9	10
FEMALES	19	11	22	10	10	11	18	29	16	NA	22
MALES	3	2	3	2	2	0	2	3	3	NA	5
IN THE LAST TWO YEARS: PERCENT YES											
DEVELOPED A NEW COURSE	60	63	68	69	34	41	51	55	71	77	71
SERVED AS A PAID CONSULTANT	NA	39	NA	38	NA	29	NA	47	45	NA	39
CONSIDERED LEAVING ACAD FOR ANOTHER JOB	36	39	37	41	37	29	28	28	38	28	38
HAD ONE OR MORE FIRM JOB OFFERS	28	33	28	33	33	24	19	28	24	18	22
CONSIDERED EARLY RETIREMENT	32	28	32	27	24	21	40	28	31	32	34
TAUGHT AT 2+ INSTS IN SAME TERM	NA	12	NA	14	NA	21	NA	6	8	NA	4

AVERAGE HOURS/WEEK SPENT ON SCHEDULED TEACHING

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	5	6	0	0	2	3	32	24	0	0	0
1 TO 4	17	15	5	7	44	63	42	42	9	8	9
5 TO 8	34	38	38	41	30	34	19	24	42	35	36
9 TO 12	34	32	43	40	23	0	6	9	36	43	45
13 TO 16	6	5	8	6	0	0	0	0	7	8	5
17 TO 20	3	3	4	3	0	0	0	0	4	5	3
21 TO 34	2	1	2	2	1	0	2	0	1	2	1
35 or MORE	NA	1	NA	0	NA	0	NA	0	0	NA	0

AVERAGE HOURS/WEEK SPENT ON PREPARING FOR TEACHING

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	5	6	0	0	3	3	30	27	0	0	0
1 TO 4	12	12	7	8	29	37	19	18	9	3	5
5 TO 8	23	26	22	25	32	49	30	40	25	18	20
9 TO 12	26	19	29	23	20	3	17	11	27	30	29
13 TO 16	14	17	15	19	10	9	4	4	16	20	17
17 TO 20	12	9	17	11	2	0	0	0	13	17	15
21 TO 34	6	8	8	11	2	0	0	0	8	10	10
35 TO 44	2	2	2	2	1	0	0	0	2	2	3
45 OR MORE	NA	1	NA	1	NA	0	NA	0	1	NA	1

AVERAGE HOURS/WEEK SPENT ON ADVISING/COUNSELING STUDENTS

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	11	10	5	8	31	12	17	11	4	1	2
1 TO 4	53	56	55	55	54	71	52	52	63	55	57
5 TO 8	25	26	29	28	8	12	19	30	25	33	34

9 TO 12	8	6	10	5	3	6	6	5	6	8	7
13 TO 16	2	1	1	1	2	0	4	0	1	2	0
17 TO 20	1	2	1	3	1	0	0	2	0	1	0
21 TO 34	0	0	0	0	0	0	2	0	0	0	0
35 OR MORE	NA	0	NA	0	NA	0	NA	0	0	NA	0

AVERAGE HOURS/WEEK SPENT ON COMMITTEE WORK & MEETINGS

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	15	13	3	11	64	53	2	4	7	1	7
1 TO 4	52	45	64	52	24	12	22	9	66	63	65
5 TO 8	24	28	25	28	10	12	39	35	20	30	21
9 TO 12	7	8	6	7	1	12	22	24	5	5	6
13 TO 16	2	2	1	1	1	3	12	9	2	0	2
17 TO 20	0	2	0	1	0	6	0	9	1	0	0
21 TO 34	1	1	0	0	0	3	4	4	0	0	0
35 OR MORE	NA	1	NA	0	NA	0	NA	7	0	NA	0

AVERAGE HOURS/WEEK SPENT ON OTHER ADMINISTRATION

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	39	37	36	40	62	50	2	0	40	38	40
1 TO 4	33	33	38	39	20	15	2	7	39	41	44
5 TO 8	10	10	12	9	4	6	8	11	9	9	7
9 TO 12	6	8	8	7	1	6	10	13	6	7	4
13 TO 16	2	3	2	1	2	9	10	16	3	2	3
17 TO 20	3	3	2	2	6	0	12	9	2	1	2
21 TO 34	5	3	2	2	2	3	35	22	1	2	1
35 TO 44	2	2	0	0	1	9	14	16	0	1	0
45 OR MORE	1	1	0	0	1	3	10	7	0	0	0

**AVERAGE HOURS/WEEK SPENT ON
RESEARCH AND SCHOLARLY WRITING**

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	16	17	8	14	46	49	15	16	9	5	11
1 TO 4	29	27	26	27	34	18	55	38	24	28	23
5 TO 8	22	21	24	21	9	21	19	29	21	25	27
9 TO 12	16	16	18	17	4	0	8	7	17	19	17
13 TO 16	7	9	9	9	1	6	4	4	10	11	9
17 TO 20	8	6	10	7	2	6	0	7	9	7	7
21 TO 34	2	5	3	5	1	0	0	0	7	4	5
35 TO 44	1	1	0	0	2	0	0	0	2	1	1
45 OR MORE	0	1	0	1	0	0	0	0	1	0	0

**AVERAGE HOURS/WEEK SPENT ON
CREATIVE PRODUCTS & PERFORMANCES**

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	60	63	57	62	58	68	68	74	60	68	68
1 TO 4	26	22	27	22	29	19	26	26	25	22	22
5 TO 8	8	7	9	7	7	7	0	0	8	7	6
9 TO 12	3	3	4	3	2	7	4	0	3	2	1
13 TO 16	1	3	1	4	0	0	2	0	2	1	1
17 TO 20	1	1	2	1	1	0	0	0	1	0	2
21 TO 34	1	1	1	1	1	0	0	0	1	0	0
35 TO 44	0	0	0	0	0	0	0	0	0	0	0
45 OR MORE	0	0	0	0	1	0	0	0	0	0	0

**AVERAGE HOURS/WEEK SPENT ON
CONSULTATION WITH CLIENTS OR PATIENTS**

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	83	83	85	87	84	84	86	84	87	87	91

1 TO 4	11	10	12	9	7	6	10	13	10	10	7
5 TO 8	4	4	2	3	5	9	2	3	2	2	2
9 TO 12	1	1	1	0	1	0	2	0	1	0	0
13 TO 16	1	1	0	0	1	0	0	0	0	1	0
17 TO 20	0	0	0	0	0	0	0	0	0	0	0

AVERAGE HOURS/WEEK SPENT ON COMMUNITY OR PUBLIC SERVICE

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	36	39	36	39	34	41	24	34	35	36	37
1 TO 4	53	51	55	52	41	50	69	54	55	55	55
5 TO 8	9	7	7	7	19	3	6	10	7	7	6
9 TO 12	2	2	1	1	4	3	2	0	2	1	2
13 TO 16	0	1	0	0	0	0	0	2	0	1	0
17 TO 20	0	0	0	0	0	0	0	0	0	0	0
21 TO 34	0	0	0	0	0	0	0	0	0	0	0
35 TO 44	0	0	0	0	1	0	0	0	0	0	0
45 OR MORE	0	0	0	0	1	3	0	0	0	0	0

AVERAGE HOURS/WEEK SPENT ON OUTSIDE CONSULTING OR FREELANCE WORK

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	62	63	62	63	66	65	67	83	64	66	74
1 TO 4	30	26	32	27	19	15	30	15	26	29	20
5 TO 8	6	6	6	6	7	6	4	3	7	4	6
9 TO 12	1	2	1	3	2	0	0	0	2	1	0
13 TO 16	0	1	0	0	0	3	0	0	1	0	0
17 TO 20	0	1	0	1	0	6	0	0	0	0	0
21 TO 34	0	0	0	0	1	0	0	0	0	0	0
35 TO 44	1	0	0	0	1	3	0	0	0	0	0
45 OR MORE	1	1	0	0	4	3	0	0	0	0	0

AVERAGE HOURS/WEEK SPENT ON HOUSEHOLD/CHILD CARE DUTIES

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	12	10	13	9	9	14	11	11	13	12	10
1 TO 4	19	17	20	18	15	6	21	23	18	15	17
5 TO 8	26	28	25	29	27	31	32	32	25	23	25
9 TO 12	14	15	13	16	17	14	17	11	17	19	17
13 TO 16	9	11	9	11	9	14	9	7	9	11	11
17 TO 20	8	8	8	8	8	6	8	7	8	9	7
21 TO 34	5	5	7	4	2	6	2	7	5	7	7
35 TO 44	2	2	2	2	2	0	0	2	2	2	2
45 OR MORE	4	4	3	4	9	9	0	0	4	3	4

INFORMATION TECHNOLOGY USE IN PAST YEAR

	TOTAL BGSU	FULL TIME UNDERG.	PART TIME UNDERG.	ACADEMIC ADMIN	PUB DOC I UNIV.	OHIO PEER UNIV.
	1998	1998	1998	1998	1998	1998
	%	%	%	%	%	%
Communicated Using E-Mail						
DAILY	86	85	74	98	81	88
2-3 TIMES/WEEK	9	9	17	2	12	8
ONCE A WEEK	1	1	3	0	2	0
1-2 TIMES/MONTH	2	3	0	0	3	2
NEVER	3	3	6	0	3	2
Conducted Research on Internet						
DAILY	16	16	11	15	16	18
2-3 TIMES/WEEK	27	26	20	28	23	22
ONCE A WEEK	14	14	17	9	18	17
1-2 TIMES/MONTH	28	28	31	32	24	23
NEVER	15	17	20	17	19	22
Used On-Line Discussion Groups						
DAILY	7	7	6	13	7	7
2-3 TIMES/WEEK	9	7	11	11	5	6
ONCE A WEEK	9	9	0	17	7	6

1-2 TIMES/MONTH	22	22	14	17	16	18
NEVER	53	55	69	43	66	64
Worked from Home						
DAILY	36	38	36	33	32	34
2-3 TIMES/WEEK	27	28	15	26	25	25
ONCE A WEEK	12	11	6	9	15	17
1-2 TIMES/MONTH	12	11	30	22	13	11
NEVER	14	12	12	11	16	13
Wrote Memos/Letters						
DAILY	66	66	57	89	67	74
2-3 TIMES/WEEK	24	24	26	6	22	19
ONCE A WEEK	4	4	3	2	6	3
1-2 TIMES/MONTH	4	3	9	0	3	2
NEVER	2	2	6	2	3	2
Conducted Scholarly Research						
DAILY	42	44	17	49	45	45
2-3 TIMES/WEEK	22	23	20	17	23	22
ONCE A WEEK	10	11	6	9	12	15
1-2 TIMES/MONTH	10	8	26	11	10	11
NEVER	15	14	31	15	10	8
Conducted Data Analysis						
DAILY	19	19	11	17	21	19
2-3 TIMES/WEEK	12	12	9	15	13	11
ONCE A WEEK	14	12	17	17	12	11
1-2 TIMES/MONTH	18	18	17	28	19	26
NEVER	38	40	46	23	35	33
Created Presentations						
DAILY	22	23	14	23	22	19
2-3 TIMES/WEEK	20	21	17	19	17	20
ONCE A WEEK	15	17	17	11	15	16
1-2 TIMES/MONTH	30	28	26	34	28	28
NEVER	14	12	26	13	19	1

NUMBER OF COURSES TAUGHT IN GENERAL EDUCATION

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	64	69	59	59	52	68	85	80	61	48	55
ONE	19	21	22	25	25	32	10	17	23	31	25
TWO	9	7	10	9	13	0	2	3	10	15	13
THREE	5	2	5	4	6	0	2	0	4	6	5
FOUR	2	2	3	3	2	0	0	0	2	0	3
FIVE OR MORE	1	0	1	0	3	0	0	0	0	0	0

NUMBER OF COURSES TAUGHT IN OTHER UNDERGRADUATE

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	24	26	7	9	31	17	62	46	6	8	7
ONE	31	30	33	31	44	83	36	41	39	34	32
TWO	27	24	34	33	17	0	2	10	32	34	33
THREE	12	14	17	19	5	0	0	0	16	20	22
FOUR	4	6	5	8	3	0	0	3	4	3	5
FIVE OR MORE	2	1	4	1	0	0	0	0	2	1	1

NUMBER OF COURSES TAUGHT IN NON-CREDIT

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	94	98	95	97	87	96	97	100	97	98	99
ONE	5	2	4	2	10	4	3	0	2	1	1
TWO	0	0	0	1	2	0	0	0	1	0	0
THREE	0	0	1	0	0	0	0	0	1	0	0
FOUR OR MORE	0	0	0	0	2	0	0	0	0	1	0

NUMBER OF COURSES TAUGHT IN GRADUATE

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	44	46	38	44	88	100	53	61	38	44	46
ONE	40	39	49	48	11	0	39	40	53	44	50
TWO	12	11	10	8	2	0	8	0	7	11	2
THREE	3	3	2	1	0	0	0	0	1	1	2
FOUR OR MORE	1	1	0	1	0	0	0	0	0	0	0

NUMBER OF ARTICLES IN ACADEMIC/PROFESSIONAL JOURNALS

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	18	20	13	20	43	40	2	4	11	7	10
1 TO 2	13	13	13	13	18	14	6	4	11	11	12
3 TO 4	13	11	14	12	11	6	10	9	11	13	11
5 TO 10	20	20	22	21	11	9	29	13	21	25	24
11 TO 20	18	15	20	15	5	11	27	26	19	24	23
21 TO 50	15	17	14	15	10	14	23	38	18	16	15
MORE THAN 50	4	5	4	4	1	6	4	6	9	5	5

NUMBER OF CHAPTERS IN EDITED VOLUMES

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	52	49	49	51	76	67	35	24	41	40	35
1 TO 2	24	20	28	21	13	6	35	14	27	28	27
3 TO 4	13	15	14	17	5	9	14	24	17	17	19
5 TO 10	8	10	7	9	6	9	14	26	10	10	13
11 TO 20	3	4	3	2	0	9	4	10	4	3	4
21 TO 50	0	1	0	0	0	0	0	2	2	1	1
MORE THAN 50	0	0	0	0	0	0	0	0	0	0	0

NUMBER OF BOOKS, MANUALS, MONOGRAPHS

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	55	59	53	61	74	70	28	39	52	44	46
1 TO 2	30	26	33	29	18	18	42	27	29	37	33
3 TO 4	9	9	9	6	5	6	17	25	10	10	9
5 TO 10	4	5	4	3	2	6	10	7	6	8	10
11 TO 20	1	1	1	1	0	0	4	2	2	1	1
21 TO 50	1	0	1	0	0	0	0	0	1	1	0

NUMBER OF EXHIBITIONS/PERFORMANCES PRESENTED

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	81	82	82	80	69	84	83	84	84	84	85
1 TO 2	3	3	3	2	6	3	2	5	4	2	5
3 TO 4	3	2	2	2	10	0	2	0	2	2	1
5 TO 10	2	1	1	2	6	0	2	0	1	2	2
11 TO 20	1	2	1	2	2	3	2	7	2	2	1
21 TO 50	3	2	3	3	5	0	0	0	2	4	2
MORE THAN 50	7	8	9	10	3	9	10	5	6	5	4

NUMBER OF PROFESSIONAL WRITINGS/PERFORMANCES LAST TWO YEARS

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
NONE	27	29	23	28	46	54	17	15	21	19	22
1 TO 2	22	30	22	33	23	14	28	34	29	30	34
3 TO 4	25	23	25	22	19	20	28	30	28	25	30
5 TO 10	21	16	24	15	9	9	21	21	17	19	11
11 TO 20	4	2	5	2	2	3	6	0	4	4	3
21 TO 50	1	0	1	0	0	0	0	0	1	2	0
MORE THAN 50	1	0	1	0	1	0	0	0	0	1	0

MOST/ALL SCHOLARLY WORK CONDUCTED

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
ALONE	52	49	54	50	52	57	43	49	55	59	52
WITH ONE OTHER PERSON	25	21	25	23	21	18	30	28	24	23	30
WITH TWO OR MORE PEOPLE	10	14	9	14	7	10	2	14	17	13	13

PROFESSIONAL GOALS: PERCENT ESSENTIAL OR VERY IMPORTANT

	TOTAL BGSU		FULL TIME UNDERG.		PART TIME UNDERG.		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
BE A GOOD TEACHER	99	97	99	97	100	97	96	94	97	99	98
BE A GOOD COLLEAGUE	84	88	82	87	86	91	94	92	87	85	87
DEVELOP PHILOSOPHY OF LIFE	NA	75	NA	74	NA	71	NA	83	73	NA	74
RAISE A FAMILY	NA	70	NA	70	NA	68	NA	66	72	NA	75
HELP OTHERS IN DIFFICULTY	NA	65	NA	62	NA	74	NA	60	60	NA	64
PROMOTE RACIAL UNDERSTANDING	NA	61	NA	57	NA	68	NA	70	57	NA	65
BECOME AUTHORITY IN OWN FIELD	NA	58	NA	58	NA	46	NA	57	61	NA	57
INTEGRATE SPIRITUALITY INTO LIFE	NA	47	NA	48	NA	47	NA	38	49	NA	46
OBTAIN RECOG FROM COLLEAGUES	NA	45	NA	48	NA	32	NA	47	53	NA	51
INFLUENCE SOCIAL VALUES	NA	35	NA	32	NA	38	NA	38	32	NA	39
BE VERY WELL-OFF FINANCIALLY	NA	34	NA	34	NA	29	NA	36	40	NA	36
BE INVOLVED IN ENVIRONMENT CLEAN-UP	NA	26	NA	25	NA	32	NA	26	27	NA	28
INFLUENCE POLITICAL STRUCTURE	NA	16	NA	14	NA	16	NA	20	14	NA	16

**EDUCATION GOALS FOR UNDERGRADUATE STUDENTS:
% ESSENTIAL OR VERY IMPORTANT**

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
DEVELOP ABILITY TO THINK CLEARLY	99	100	98	100	100	100	100	100	100	99	100
ENHANCE STUDENTS' SELF-UNDERSTANDING	62	67	61	66	66	62	59	64	57	55	63
PREPARE STUDENTS FOR EMPLOYMENT	66	66	69	64	63	71	55	68	67	63	61
ENHANCE APPREC OF RECE/ETH GROUPS	NA	62	NA	57	NA	62	NA	70	52	NA	66
PREPARE STUDENTS FOR RESPONSIBLE CITIZENSHIP	58	60	56	53	57	64	74	85	55	62	61
HELP STUDENTS DEVELOP PERSONAL VALUES	59	57	57	53	61	56	60	53	51	53	55
PREPARE FOR GRADUATE EDUCATION	50	54	54	53	39	44	40	47	60	53	60
DEVELOP MORAL CHARACTER	52	50	52	46	50	50	47	51	50	48	54
ENHANCE STUDENTS' OUT-OF-CLASS EXPERIE	40	47	36	46	51	44	51	47	38	37	40
PROVIDE FOR EMOTIONAL DEVELOPMENT	35	36	33	32	37	27	32	36	30	30	34
INSTILL COMMITMENT TO COMMUNITY SERVICE	30	32	28	27	33	31	34	34	29	25	31
TEACH CLASSICS OF WESTERN CIVILIZATION	26	22	26	21	21	15	28	15	28	26	29
PREPARE STUDENTS FOR FAMILY LIVING	18	13	17	10	19	12	15	11	11	12	12

**INSTRUCTIONAL METHODS USED IN MOST OR
ALL UNDERGRADUATE COURSES**

	TOTAL BGSU		FULL- TIME UNDERG.		PART- TIME UNDERG.		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
CLASS DISCUSSIONS	70	71	70	70	73	74	78	79	63	67	68
EXTENSIVE LECTURING	42	42	43	44	42	26	20	29	54	38	41
INDEPENDENT PROJECTS	39	43	37	43	46	51	38	46	31	34	34
COOPERATIVE LEARNING (SMALL GROUPS)	37	40	36	39	44	54	35	44	34	41	46
GROUP PROJECTS	25	29	24	28	31	34	25	36	25	30	38
COMPUTER/MACHINE- AIDED INSTRUCTION	17	22	18	22	18	20	14	17	20	17	20
STUDENT DEVELOPED ACTIVITIES	15	19	15	20	19	11	14	17	13	15	15
READINGS ON RACIAL/ETHNIC ISSUES	18	21	18	20	15	31	16	24	17	17	26
EXPERIENTIAL LEARNING/ FIELD STUDIES	20	20	19	20	25	17	16	22	17	19	19
READINGS ON WOMEN/GENDER ISSUES	18	19	19	19	15	31	12	22	17	18	26
RECITALS/ DEMONSTRATIONS	20	19	20	18	21	17	17	17	16	18	17
MULTIPLE DRAFTS OF WRITTEN WORK	18	20	19	17	23	31	25	34	15	15	16
TEACHING ASSISTANTS	12	13	14	13	10	9	6	15	13	11	11
STUDENT-SELECTED COURSE TOPICS	11	13	10	12	14	18	10	19	8	11	9

**UNDERGRADUATE EVALUATION METHODS
USED IN MOST OR ALL COURSES**

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
ESSAY MID-TERMS/FINALS	39	40	39	42	31	34	43	48	39	49	48
COMPETENCY-BASED GRADING	43	42	41	41	53	51	32	29	48	39	44
STUDENT PRESENTATIONS	35	38	34	37	40	49	44	43	33	38	39
SHORT-ANSWER MID-TERMS/FINALS	33	35	34	37	29	23	29	42	32	34	35
TERM/RESEARCH PAPERS	36	35	35	35	36	40	35	39	33	37	36
QUIZZES	30	30	29	32	34	26	25	27	31	25	28
MULTIPLE-CHOICE MID-TERMS/FINALS	32	29	31	29	35	31	18	29	25	17	20
WEEKLY ESSAY ASSIGNMENTS	16	19	15	21	24	11	4	20	16	14	16
GRADING ON A CURVE	25	21	29	20	18	17	18	24	23	25	19
STUDENT EVALUATIONS OF EACH OTHER	16	19	16	19	22	26	10	20	13	14	18

**AGREE STRONGLY OR SOMEWHAT STRONGLY
CONCERNING THIS INSTITUTION**

	TOTAL BGSU		FULL- TIME UNDERG.		PART- TIME UNDERG.		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
FACULTY OF COLOR ARE TREATED FAIRLY	85	83	82	84	90	73	89	80	85	81	79
WOMEN FACULTY ARE TREATED FAIRLY	74	79	71	80	81	73	80	78	83	80	81
FEMALE	49	61	41	63	75	56	58	50	66	NA	56
MALE	87	90	86	90	88	93	86	91	91	NA	92
FACULTIES ARE INTERESTED IN STU. ACADEMIC PROB.	73	77	74	77	75	81	78	85	73	85	80
FAC. ARE COMMITTED TO THE WELFARE OF THE INS.	77	79	77	77	85	84	65	85	75	82	81
GAY/LESBIAN FACULTY TREATED FAIRLY	NA	72	NA	74	NA	57	NA	73	77	NA	71
FACULTY ARE INTERESTED IN STU. PERSONAL PROB.	66	70	66	70	72	63	67	65	64	76	74
MY RESEARCH VALUED BY DEPT FACULTY	NA	72	NA	69	NA	82	NA	82	71	NA	67
STUDENT AFFAIRS STAFF ARE SUPPORTED BY FACULTY	54	56	52	57	65	57	46	49	56	63	60
MANY COURSES INCL FEMINIST PERSPECTIVES	36	41	35	38	45	45	26	56	35	40	45
PEOPLE DON'T RESPECT EACH OTHER	45	38	46	36	36	38	57	46	39	38	36
STUDENTS ARE WELL PREPARED ACADEMICALLY	21	21	19	19	28	25	22	17	33	60	53
STUDENTS ARE COMMITTED TO COMM SERV	13	16	13	16	20	3	11	15	17	26	24
COURSES INVOLVE COMMUNITY SERVICE	15	14	13	15	25	3	10	9	15	17	17
THERE IS A LOT OF RACIAL CONFLICT HERE	15	9	16	10	11	6	11	7	25	13	62

**ISSUES BELIEVED TO BE OF HIGHEST OR
HIGH PRIORITY AT INSTITUTION**

	TOTAL BGSU		FULL- TIME UNDERG.		PART- TIME UNDERG.		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
TO PROMOTE THE INTELLECTUAL DEV OF STUDENTS	71	82	71	80	73	94	76	89	80	85	88
TO INCREASE OR MAINTAIN NATIONAL PRESTIGE	67	71	65	72	74	59	70	76	72	80	78
TO ENHANCE THE INSTITUTION'S NATIONAL IMAGE	65	68	64	67	67	53	70	74	71	81	74
TO DEV A SENSE OF COMMUNITY AMONG STUDENT/FACULTY	52	68	50	66	50	53	72	74	36	46	48
TO RECRUIT MORE MINORITY STUDENTS	57	67	56	64	55	63	76	87	56	67	73
TO CREATE A DIVERSE MULTI-CULTURAL ENV ON CAMPUS	55	63	56	59	50	56	63	74	52	54	61
TO HIRE MORE MINORITY FACU. & ADMINISTRATOR	52	55	51	54	53	38	65	59	48	54	56
TO DEVELOP LEADERSHIP ABILITY AMONG STUDENTS	37	52	39	50	43	63	33	63	42	59	58
TO HELP STUDENTS EXAMINE & UNDERSTAND PERSONAL VALUES	40	49	42	44	41	56	43	54	36	45	52
TO HIRE MORE WOMEN FAC. AND ADMINISTRATOR	42	42	44	40	36	38	46	57	45	57	53
TO FACILITATE STUDENT INVOLVEMENT IN COMM SERVICE ACTIVITIES	21	29	22	27	25	22	24	33	21	33	31
TO HELP STU LEARN HOW TO BRING ABOUT CHANGE IN AMERICAN SOCIETY	23	28	26	25	24	31	22	24	18	25	24
TO HIRE FACULTY STARS	25	22	25	21	28	13	22	30	33	19	1

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

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
THERE IS A GREAT DEAL OF CONFORMITY AMONG STUDENTS	37	38	38	37	34	40	36	45	29	73	74
ITS EASY FOR STU TO SEE FACULTY OUTSIDE OF REGULAR OFFICE HOURS	27	33	29	38	23	23	20	23	35	51	49
INTERCOLLEGIATE SPORTS ARE OVEREMPHASIZED	27	24	30	25	19	15	13	15	21	34	33
FACULTY HERE RESPECT EACH OTHER	15	23	12	25	27	24	11	9	23	24	24
FACULTY TYPICALLY ARE AT ODDS WITH THE ADMINISTRATION	16	22	19	25	7	15	13	22	21	11	14
SOCIAL ACTIVITIES ARE OVEREMPHASIZED	15	12	17	15	7	6	9	4	9	28	28
FACULTY ARE REWARDED FOR GOOD TEACHING	10	8	11	9	8	3	7	6	12	21	19
MOST STUDENTS ARE TREATED LIKE NUMBERS	7	7	6	7	9	9	7	2	6	2	3
STUDENTS DON'T SOCIALIZE REGULARLY	0	2	1	2	0	0	0	2	9	1	0

**INSTITUTION EXPERIENCED SIGNIFICANT
CHANGE IN THE LAST DECADE**

	TOTAL BGSU	FULL-TIME UNDERG.	PART-TIME UNDERG.	ACADEMIC ADMIN	PUB DOC I UNIV.	OHIO PEER UNIV.
	1998	1998	1998	1998	1998	1998
	%	%	%	%	%	%
OVERALL MISSION, PURPOSE	69	68	53	76	40	22
GOVERNANCE	45	41	52	46	35	23
FACULTY ROLE/REWARD	42	40	29	42	34	28
GENERAL EDUCATION	30	30	25	28	40	44

**ASPECTS OF THE JOB NOTED AS
VERY SATISFACTORY OR SATISFACTORY**

	TOTAL BGSU		FULL-TIME UNDERG.		PART-TIME UNDERG.		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
AUTONOMY AND INDEPENDENCE	86	85	84	85	90	88	87	80	88	92	92
PROF. RELATIONSHIPS WITH OTHER FACULTY	68	75	64	73	75	84	81	78	68	71	68
JOB SECURITY	72	74	72	73	51	69	98	87	75	86	77
OPPORTUNITY TO DEVELOP NEW IDEAS	74	74	71	72	76	72	79	70	74	78	81
WORKING CONDITIONS	73	75	70	71	80	79	76	74	73	80	80
COMPETENCY OF COLLEAGUES	70	71	65	70	80	81	79	72	67	70	71
OVERALL JOB SATISFAC.	77	71	73	69	78	70	91	74	70	79	76
TEACHING LOAD	67	64	62	62	70	77	82	67	60	66	65
OPPORTUNITY FOR SCHOLARLY PURSUITS	58	63	56	60	47	58	56	60	63	62	73
SOCIAL RELATIONSHIPS WITH OTHER FACULTY	54	57	52	55	63	57	64	54	55	61	52
RELATIONS. WITH ADM.	58	56	53	50	71	72	79	73	54	60	57
VISIBILITY FOR JOBS AT OTHER INSTITUT.	44	46	40	42	47	55	49	61	40	48	45
SALARY & FRINGE BENEFITS	48	41	48	37	35	44	72	52	43	51	60
QUALITY OF STUDENTS	43	40	39	33	45	49	52	40	44	76	63

STILL WANT TO BE A COLLEGE PROFESSOR?

	TOTAL BGSU		FULL-TIME UNDERGRAD		PART-TIME UNDERGRAD		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
DEFINITELY YES	41	44	40	41	37	37	48	46	43	47	45
PROBABLY YES	38	34	37	35	48	31	39	40	35	32	37
NOT SURE	11	14	12	14	9	23	7	8	13	14	11
PROBABLY NO	8	7	9	9	5	6	2	6	7	6	5
DEFINITELY NO	2	2	2	2	1	3	4	0	2	1	2

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

	TOTAL BGSU		FULL-TIME UNDERG.		PART-TIME UNDERG.		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
TIME PRESSURES	85	89	86	89	79	82	98	100	84	88	85
LACK OF PERSONAL TIME	83	81	85	81	79	79	93	100	77	85	80
INST. PROCEDURES AND RED TAPE	68	75	71	78	49	55	89	87	71	71	67
HOUSEHOLD RESPONSIBILITIES	69	73	68	75	77	79	67	76	68	71	75
KEEPING UP WITH INFO TECH	NA	68	NA	66	NA	73	NA	67	65	NA	64
TEACHING LOAD	50	54	62	64	30	18	25	35	58	62	56
COLLEAGUES	63	60	66	63	37	36	82	74	60	66	64
RESEARCH OR PUBLISHING DEMANDS	60	59	68	62	39	30	48	57	66	72	64
PERSONAL FINANCES	61	60	62	61	70	58	44	61	56	56	54
COMMITTEE WORK	54	58	60	60	23	42	72	76	57	61	55
STUDENTS	56	54	59	59	55	52	41	54	55	62	58
MY PHYSICAL HEALTH	46	55	48	56	42	46	39	50	47	44	50
FACULTY MEETINGS	47	52	53	54	20	27	57	54	52	64	58
REVIEW/PROMOTION PROCESS	46	42	53	46	31	24	32	33	47	46	42
CHILD CARE	32	33	32	35	34	21	26	28	31	35	35
CHILDRENS' PROBLEMS	27	34	26	34	25	39	24	52	31	37	35
CARE OF ELDERLY PARENT	24	31	21	30	30	24	24	26	34	24	35
SUBTLE DISCRIMINATION	30	28	33	30	18	33	30	26	25	24	29
FEMALE	58	45	57	45	24	13	54	57	43		53
MALE	20	17	21	20	9	21	24	13	17		18
MARITAL FRICTION	26	27	28	28	18	33	28	31	23	29	25
ILLNESS OR DEATH OF SPOUSE		7		8		9		7	7		7

**VIEWS ON HIGHER EDUCATION ISSUES:
PERCENT AGREEING STRONGLY/SOMEWHAT**

	TOTAL BGSU		FULL-TIME UNDERG.		PART-TIME UNDERG.		ACADEMIC ADMIN		PUB DOC I UNIV.	OHIO PEER UNIV.	
	1995	1998	1995	1998	1995	1998	1995	1998	1998	1995	1998
	%	%	%	%	%	%	%	%	%	%	%
DIVERSE STUDENT BODY ENHANCES EDUCATION	NA	90	NA	90	NA	82	NA	91	89	NA	93
COMPUTERS ENHANCE STUDENT LEARNING	NA	89	NA	88	NA	85	NA	85	86	NA	86
COLLEGES SHOULD ENCOURAGE STUDENTS TO BE INVOLVED IN COMM SERV ACTIVITIES	80	80	78	78	86	82	76	89	74	73	78
COLLEGES SHOULD BE ACTIVELY INVOLVED IN SOLVING SOCIAL PROB.	73	68	73	65	70	65	78	65	60	65	70
TENURE IS ESSENTIAL TO ATTRACT THE BEST MINDS TO ACADEME	54	60	57	61	36	41	56	65	67	59	64
COMMUNITY SERVICE SHOULD BE GIVEN WEIGHT IN COLLEGE ADMISSIONS DECISIONS	44	54	39	49	59	59	46	65	48	53	59
WESTERN CIVILIZATION AND CULTURE SHOULD BE THE FOUNDATION OF THE UNDERGRADUATE CURRICULUM	42	47	44	48	39	47	33	44	57	48	57
TENURE IS AN OUTMODED CONCEPT	41	36	37	34	56	56	47	35	32	38	34
PROMOTING DIVERSITY LEADS TO THE ADMISSION OF TOO MANY UNDERPREPARED STUDENTS	26	25	28	29	22	18	16	11	34	28	26
THE CHIEF BENEFIT OF A COLLEGE EDUCATION IS THAT IT INCREASES ONE'S EARNING POWER	18	21	17	22	20	21	15	13	27	18	23
COLLEGE OFFICIALS HAVE THE RIGHT TO BAN PERSONS WITH EXTREME VIEWS FROM SPEAKING ON CAMPUS	19	12	17	13	28	15	13	13	20	18	19

**LOCAL QUESTIONS:
PERCENT AGREEING STRONGLY OR AGREEING (1998)**

	TOTAL BGSU	FULL- TIME UNDERG.	PART- TIME UNDERG.	ACADEMIC ADMIN
	%	%	%	%
MY DEPARTMENT CHAIR IS SUPPORTIVE OF FACULTY'S PURSUIT OF THEIR JOB RESPONSIBILITIES	87	88	87	85
I HAVE CONTRIBUTED TO PROMOTING A SPIRIT OF COLLEGIALLY AT BGSU	85	82	84	96
ACCEPTABLE STANDARDS OF BEHAVIOR AND PROFESSIONAL ETHICS ARE CLEARLY COMMUNICATED IN MY DEPARTMENT'S ENVIRONMENT	76	76	75	70
MY DEPARTMENTAL WORK ENVIRONMENT IS CONDUCTIVE TO ACCOMPLISHING MY JOB RESPONSIBILITIES	76	74	75	75
MY DEAN IS SUPPORTIVE OF FACULTY'S PURSUIT OF THEIR JOB RESPONSIBILITIES	74	73	69	82
A SPIRIT OF TEAMWORK EXISTS WITHIN MY DEPARTMENT	70	71	62	74
INTERNAL COMMUNICATION METHODS HAVE IMPROVED THE FLOW OF INFORMATION FOR KEEPING MEMBERS OF THE COMMUNITY ADEQUATELY INFORMED	73	70	66	79
ACCEPTABLE STANDARDS OF BEHAVIOR AND PROFESSIONAL ETHICS ARE CLEARLY COMMUNICATED IN THE UNIVERSITY ENVIRONMENT	65	67	66	62
ACCEPTABLE STANDARDS OF BEHAVIOR AND PROFESSIONAL ETHICS ARE CLEARLY COMMUNICATED IN MY COLLEGE'S ENVIRONMENT	65	65	72	68
MY DEPARTMENT'S REWARD STRUCTURE IS ALIGNED WITH THE UNIVERSITY'S MISSION AND GOALS	55	53	38	68
THE CENTRAL ADMINISTRATION IS SUPPORTIVE OF FACULTY'S PURSUIT OF THEIR JOB RESPONSIBILITIES	54	49	53	63
INFORMATION ABOUT THE ISSUES CONFRONTING THE UNIVERSITY IS WIDELY SHARED WITH MEMBERS OF THE UNIVERSITY COMMUNITY	53	49	53	64
A SPIRIT OF TEAMWORK EXISTS WITHIN MY COLLEGE	47	46	44	49
THE UNIVERSITY'S ORGANIZATIONAL STRUCTURE FACILITATES THE ACHIEVEMENT OF ITS MISSION AND GOALS	35	34	31	34
THE BUILDING COMMUNITY PROJECT HAS HELPED FURTHER A SPIRIT OF COLLEGIALLY AMONG FACULTY AND STAFF AT BGSU	36	31	38	62
I AM REWARDED FOR MY EFFORTS TO PROMOTE COMMUNITY AT BGSU	29	25	26	46