

Report of the Results of the 2001-2002 UCLA Faculty Survey

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ABSTRACT

This report describes the results of the UCLA Faculty Survey completed in 2001-2002 by BGSU full-time faculty, part-time faculty, academic administrators, and others who taught in the Fall of 2001. The report provides information on faculty characteristics, teaching and other activities, workload, job satisfaction and sources of stress, as well as faculty perceptions about the institution, their professional goals and goals for undergraduate students, and their views on higher education issues. Results were compared with those from the 1998-99 BGSU administration of the same survey, with those from a Doctoral I public peer university in Ohio, and with those from fourteen other public Doctoral I and Research II universities. Group differences (gender, ethnicity, rank, college, full-time vs. part-time faculty, faculty vs. administrator) were also noted where they occurred. A summary and conclusions are provided along with detailed tabular responses.

BACKGROUND AND METHODOLOGY

In 2001-2002, BGSU faculty participated in the Higher Education Research Institute (HERI) Faculty Survey conducted through the Cooperative Institutional Research Program at UCLA. This triennial survey is designed to provide colleges and universities with information on faculty of all types and academic administrators. It includes items on participants' characteristics, teaching and professional activities, job satisfaction and stress, professional goals and goals for undergraduates, perceptions of their institutions, and views on higher education issues. A number of changes both internal and external to BGSU have occurred since the last such survey was administered in 1998-99 and a current portrait of the faculty and their experiences and attitudes provides a valuable tool for planning and decision making.

Survey administration was coordinated by the Office of Institutional Research, which distributed 1,195 copies of the survey, including locally-developed questions, to all full/part time faculty, academic administrators, and others who taught in the Fall of 2001. Materials were first distributed to participants in October 2001, and a follow-up mailing was conducted in January, 2002. Participants returned their completed survey directly to UCLA. A total of 422 surveys were received for a response rate of 35%. This rate is lower than the 39% response rate when the survey was last used at BGSU.

Of the 422 respondents, 268 were categorized by HERI as full-time undergraduate faculty (FTUG). The remaining respondents were categorized as administrators (ADMN), part-time undergraduate faculty (PTUG), graduate only faculty, and others according to HERI criteria. *Unless otherwise stated, references to BGSU faculty in the narrative report mean full-time undergraduate faculty. The comparative results between BGSU and selected peer institutions are also based only on the data from the respondents categorized as full-time undergraduate faculty.*

To examine how representative the survey respondents were of the population, the demographic characteristics of the 268 BGSU FTUG faculty were compared to all Fall 2001 full-time faculty. There was a high degree of gender and racial background similarity between the respondents and the population. Survey respondents by college roughly mirrored the distribution of population. The largest difference was the over-representation of on-tenured full-time undergraduate faculty (61% for sample vs. 52% for population) among the participants. FTUG assistant professors were also slightly over-represented (35% in the survey vs. 30% for population). The proportion of FTUG professors (16% in the survey) was lower than in the population (20%). These limitations and the low response rate require that all results from this survey be interpreted with some caution.

The BGSU results were analyzed separately for full-time undergraduate faculty (N=268), part-time undergraduate faculty (N=64), and academic administrators (N=51). Group differences (e.g., gender, ethnicity, rank and college) among the FTUG faculty were also examined and significant differences are noted where they occurred. In addition BGSU FTUG responses were compared with those FTUG participants from fourteen other

public Doctoral I and Research II universities* (N=2636) as well as with those from an Ohio Doctoral I public peer university (N=344).

A listing of the survey responses is included at the end of this report. Unless otherwise stated, all numbers in the report indicate percentages of survey participants. Percentages may not always sum to 100 due to rounding.

*** Internal Group Difference:**

Gender: male vs. female
Ethnicity: minority faculty vs. European American faculty
Rank: professor vs. associate professor vs. assistant professor
vs. lecturer vs. instructor
College: Arts & Sciences vs.
Business Administration vs.
Education and Human Development vs.
Health and Human Services vs.
Musical Arts vs.
Technology vs.
Firelands

*** List of Fourteen Public Doctoral I and Research II University Peers:**

University of Alabama, AL
Northern Arizona University, AZ
University of Arkansas-Little Rock, AR
University of South Florida, FL
University of Idaho, ID
Northeastern Illinois University, IL
University of Southern Mississippi, MS
University of Missouri - Rolla, MO
SUNY-Albany, NY
Binghamton University, NY
Miami University, OH
Texas A&M University - Commerce, TX
University of North Texas, TX
College of William & Mary, VA

RESULTS

1. Faculty characteristics and primary interest

BGSU full-time undergraduate (FTUG) faculty respondents in 2001 were primarily white/Caucasian, between age 30-59, married, and with a political view of Liberal or Middle-of-the-Road. There were more males than were females, and more than 75% of them had a rank either assistant professor, associate professor, or full professor. The majority of them hold a doctoral degree and 3/4 of them have worked at BGSU for 14 years or less. Thirty-nine percent of the BGSU participants were tenured faculty. This rate is not only lower than the actual tenure rate for all BGSU full-time faculty (48.5%), but also lower than the reported tenure rates for 14 other public Doctoral I and Research II universities (55%) as well as for an Ohio peer university (61%). For detailed demographic information please go to Full-Time Faculty Information at BGSU Fact Book and Faculty Characteristics at end of this report.

Teaching, rather than research, was the primary interest area for the majority of BGSU faculty. A similar result was found for the 1998-99 administration of the survey at BGSU and among the faculty in our comparison groups (see Table 1). Lecturers and faculty at Firelands were more likely to favor teaching than were faculty in other ranks and faculty in other colleges. Administrators, on the other hand, were more likely than faculty to favor research.

Table 1. Primary Interest

	BGSU				PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
VERY HEAVILY IN TEACHING	23	25	23	26	22	25
IN BOTH, BUT LEANING TOWARD TEACHING	43	42	42	44	40	44
IN BOTH, BUT LEANING TOWARD RESEARCH	31	29	31	27	33	27
VERY HEAVILY IN RESEARCH	3	4	4	3	5	4

2. Why working in higher education

Intellectual challenge and freedom as well as freedom to pursue interests were among the most frequently stated reasons for BGSU faculty as well as for faculty in our comparison groups choose an academic career (see Table 2). Among the BGSU faculty, females were more likely than males to point out having a flexible schedule, opportunities for teaching, occupational prestige, and the opportunity to influence social change as very important reasons to choose an academic career. Professors, associate professors and assistant professors were more likely than faculty in other ranks to cite freedom to pursue scholarly/teaching interests and opportunities for research as the important factors in pursuing a academic career. Intellectual challenge and freedom, however, were least

likely to be cited by instructors as important reasons to choose their careers. Opportunities for research were a less frequently stated reason by faculty at Firelands and the College of Technology.

Table 2. Reasons Noted as Very Important for Pursuing an Academic Career

	BGSU				PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
INTELLECTUAL CHALLENGE	86	82	86	83	86	86
INTELLECTUAL FREEDOM	80	77	78	78	78	79
FREEDOM TO PURSUE INTERESTS	79	76	77	79	80	80
AUTONOMY	72	69	72	69	73	70
OPPORTUNITIES FOR TEACHING	64	65	64	68	67	69
FLEXIBLE SCHEDULE	64	67	64	67	70	64
OPPORTUNITIES FOR RESEARCH	46	47	47	45	52	49
OPPORTUNITIES TO INFLUENCE SOCIAL CHANGE	25	25	22	23	27	29
OCCUPATIONAL PRESTIGE / PROFESSIONAL STATUS	17	15	19	15	19	18

Table 3. Factors Noted as Very Important in Your Decision to Work at this College/University

	BGSU				PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
INSTITUTIONAL EMPHASIS ON TEACHING	NA	34	NA	35	42	54
COLLEAGUES	NA	34	NA	29	39	31
GEOGRAPHIC LOCATION	NA	33	NA	34	46	29
OTHER PERSONAL/FAMILY CONSIDERATIONS	NA	27	NA	30	26	22
INSTITUTIONAL EMPHASIS ON RESEARCH	NA	19	NA	14	24	21
SALARY/BENEFITS	NA	19	NA	19	16	15
PRESTIGE OF DEPARTMENT	NA	17	NA	13	16	18
ACADEMIC RANK OFFERED	NA	15	NA	15	13	14
JOB OPPORTUNITIES FOR SPOUSE	NA	15	NA	15	17	15
RESEARCH FACILITIES	NA	11	NA	9	10	10
PRESTIGE OF INSTITUTION	NA	7	NA	7	13	25

In terms of the reasons for faculty to work at their current institution, no single reason was chosen by the majority of BGSU faculty (see Table 3 above). Compared with the

faculty at other public Doctoral I and Research II universities, BGSU faculty were less likely to indicate colleagues, geographic location, and institutional emphasis on research as important reasons to work at their current institution. Compared with the faculty at an Ohio peer university, BGSU faculty were less likely to report institutional emphasis on teaching and prestige of institution as very important reasons for working at their current university.

BGSU full-time faculties were more likely than administrators to cite geographic location as a very important reason to work at BGSU. They were, however, less likely than administrators to cite colleagues, institutional emphasis on research, salary/benefits, prestige of department, job opportunities for spouse, and research facilities as important reasons to work at BGSU. Compared with faculty in other ranks, lecturers and instructors were less like to consider institutional emphasis on research, but more likely to consider geographic location as a very important reason for working at BGSU. Among the faculty in seven colleges, Firelands faculty were least often considering institutional emphasis on research, and Health and Human Development faculty least often considered geographic location when they chose to work for BGSU.

3. Teaching activities

As was the case with participants from 14 other Doctoral I and Research II public universities and at the Ohio peer university, teaching was the principal activity for the majority of the BGSU full-time undergraduate (FTUG) faculty (see Table 4). BGSU administrator and part-time faculty were more likely than full-time faculty to do administration work. Detailed teaching-related activities are shown on Tables 5, 6, 7, and Table 8.

Table 4. Principal Activity

	BGSU				PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
TEACHING	76	76	87	92	87	92
ADMINISTRATION	13	13	5	3	4	4
RESEARCH	7	6	7	3	8	4
SERVICES TO CLIENTS	3	2	0	0	1	0
OTHER	2	3	1	2	0	0

Table 5. Number and Type of Courses Taught in

	PERCENT OF BGSU FULL-TIME UNDERGRADUATE FACULTY Fall 2001				
	0	1	2	3	4 and more
GENERAL EDUCATION COURSES	56	23	12	3	6
OTHER BA OR BS UNDERGRADUATE CREDIT COURSES	15	28	31	18	8
NON-BA CREDIT COURSES	97	3	0	0	0
GRADUATE COURSES	53	41	4	2	1

Table 5 summarizes the survey results concerning the number and types of courses taught during the fall of 2001 by BGSU full-time undergraduate faculty. Like the situation in 1998, BGSU faculties were more likely to teach undergraduate credit courses than to teach non-credit courses, graduate courses and general education courses. A similar result was found among the full-time faculty in our comparison group institutions. Compared with part-time faculty and administrators, however, BGSU full-time faculty not only taught more undergraduate credit courses, but also more general education and graduate courses. Minority faculty as well as professors, associate professors, and assistant professors were more likely to teach graduate courses than were European-American faculties as well as faculty in other ranks. Faculty at Firelands and the College of Arts & Sciences taught more general education courses than did the faculty in other colleges. Faculties in the College of Health and Human Services were more likely to have taught non-BA credit courses than were faculty in other colleges.

Table 6. Other Teaching Activities (Last Two Years)

	BGSU				PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
PARTICIPATED IN A TEACHING ENHANCEMENT WORKSHOP	55	55	56	60	52	59
WORKED WITH UNDERGRADUATES ON A RESEARCH PROJECT	NA	49	NA	54	65	71
PLACED OR COLLECTED ASSIGNMENTS FOR A COURSE ON THE INTERNET	32	43	35	47	55	54
USED INTRA- OR EXTRAMURAL FUNDS FOR RESEARCH	NA	42	NA	42	52	56
TAUGHT AN INTERDISCIPLINARY COURSE	36	35	40	38	41	42
TEAM TAUGHT A COURSE	34	27	34	28	37	40

TAUGHT AN HONORS COURSE	20	18	23	21	19	22
TAUGHT A SERVICE LEARNING COURSE	21	12	23	12	20	19
TAUGHT AN ETHNIC STUDIES COURSE	7	5	7	5	12	15
TAUGHT WOMEN'S STUDIES COURSE	6	6	7	7	7	10
TAUGHT A COURSE EXCLUSIVELY THROUGH THE INTERNET	1	5	2	6	9	3

BGSU faculties in 2001 were more likely to attend a teaching workshop and to use the Internet to place or collect assignments than were the faculty in 1998. They were, however, less likely to teach a service learning course than were the faculty in 1998. They were also less likely than the faculty in our comparison groups to work with students on a research project, use funds for research, and team teach a course.

Within BGSU, full-time faculty were more likely than part-time faculty to participate in a teaching enhancement workshop, work with students on a research project, place or collect assignments on the Internet, and use intra- or extramural funds for research. Minority faculties were more likely to teach an ethnic studies course than were European-American faculty. While female faculty were more likely to have taught a women's study courses, male faculty were more likely to have used funds for research and to have placed assignments on internet.

Professors, Associate professors, and lecturers were more likely to teach an interdisciplinary course than were the faculty in other ranks. Instructors and lecturers were less likely to use funds for research and place assignments on the Internet than were professors, associate professors, and assistant professors.

Among the faculty in the seven colleges, Technology faculty were most likely to have taught a course exclusively through the Internet. Faculty in the College of Arts and Sciences, the College of Business Administration, and the College of Health and Human Services were more likely to have taught an honors course than were faculty in other colleges. Faculty in the College of Education and Human Development, the College of Arts and Sciences, and the College of Health and Human Services were more likely to have used funds for research than were faculty in other colleges.

Other survey items concerning teaching activities asked faculty to indicate the instructional and evaluation methods they used in most or all of their undergraduate courses. The results were shown on Table 7 and Table 8.

Table 7. Instructional Methods Used in Most or All Undergraduate Classes

	BGSU				PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
CLASS DISCUSSIONS	71	75	70	72	72	72
COOPERATIVE LEARNING (SMALL GROUPS)	40	51	39	53	43	51
INDEPENDENT PROJECTS	43	45	43	47	40	41
EXTENSIVE LECTURING	42	37	44	36	49	39
GROUP PROJECTS	29	34	28	33	32	41
COMPUTER/MACHINE-AIDED INSTRUCTION	22	26	22	28	30	23
RECITALS/DEMONSTRATIONS	19	25	18	27	18	14
EXPERIENTIAL LEARNING/FIELD STUDIES	20	24	20	25	25	21
READINGS ON RACIAL/ETHNIC ISSUES	21	21	20	17	22	25
READINGS ON WOMEN/GENDER ISSUES	19	21	19	16	19	23
MULTIPLE DRAFTS OF WRITTEN WORK	20	19	17	20	20	22
STUDENT-DEVELOPED ACTIVITIES	19	16	20	16	17	16
STUDENT-SELECTED COURSE TOPICS	13	12	12	14	13	14
TEACHING ASSISTANTS	13	11	13	9	12	10
COMMUNITY SERVICE AS PART OF COURSEWORK	NA	4	NA	4	6	3

As was the case in 1998, BGSU faculty reported using a variety of instructional methods in their undergraduate classes, and class discussions was the only method used by a majority of the survey participants. A fairly large increase in the use of cooperative learning was found among the BGSU faculty between 1998 and 2001. There is a sizable difference in the use of lecturing and cooperative learning between our faculty and those at 14 other public Doctoral I and Research II universities.

BGSU part-time faculty reported using extensive lecturing more frequently than did full-time faculty and administrators. Administrators reported using group projects more often, but independent projects and computer/machine-aided instruction less often than did full/part time faculty. Minority faculty indicated using independent projects more often than did European-American faculty. Lecturers and instructors seemed more likely than the faculty in other ranks to use cooperative learning and class discussions in most or all of their class. While male faculty were more likely to use extensive lecturing in their class, female faculty were more likely to use computer or machine-aided instruction, cooperative learning, independent projects, readings on racial or gender issues, and student-developed activities in their class.

Among the faculty in the seven colleges, Musical Arts faculty were most likely to use teaching assistants for their class, and faculty in Health and Human Services were least likely to use the method of cooperative learning. Faculties in those two colleges were also less likely to use class discussion in their classrooms. Faculty in the College of Education and Human Development, the College of Technology, and the College of Musical Arts reported using experiential learning/field studies more frequently than did the faculty in other colleges. Faculty in Technology and Musical Arts also used recitals/demonstrations in their class more frequently.

Table 8. Evaluation Methods Used in Most or All Undergraduate Classes

	BGSU				PUB. DOC. I & RES. II UNIV.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
	COMPETENCY-BASED GRADING	42	45	41	45	49
ESSAY MID-TERMS/FINALS	40	44	42	43	44	52
STUDENT PRESENTATIONS	38	42	37	44	41	44
SHORT-ANSWER MID-TERMS/FINALS	35	40	37	40	37	35
TERM/RESEARCH PAPERS	35	38	35	37	40	48
QUIZZES	30	33	32	33	33	30
MULTIPLE-CHOICE MID-TERMS/FINALS	29	32	29	29	29	19
STUDENT EVALUATIONS OF EACH OTHERS' WORK	19	24	19	27	18	25
WEEKLY ESSAY ASSIGNMENTS	19	21	21	21	17	18
GRADING ON A CURVE	21	14	20	13	20	16

Besides a diversity of teaching methods used in most or all undergraduate classes, a wide variety of evaluation methods were used to examine students' work and no single one of them was used by a majority of the participants. Compared with the faculty at an Ohio peer university, BGSU faculty make use of *multiple-choice mid-term/finals* more often, but *term/research papers* and *essay mid-terms/finals* less often to evaluate students' work.

BGSU part-time faculty used *multiple-choice mid-terms/finals* more often than did administrators and full-time faculty. Administrators used *essay mid-term/finals* more frequently than did full time faculty, but *competency-based grading* less often than did full time or part time faculty. While male faculty used *grading on a curve* more often, female faculty used *weekly essay assignments*, *student presentations*, *student evaluations of each others' work*, and *competency-based grading* more frequently.

Compared with faculty in the other colleges, faculty in the College of Technology and the College of Education and Human Development were more likely to use *student presentations* to evaluate student's work. Faculty at Firelands and the College of Health

and Human Services were less likely to use *weekly essay assignments*. *Multiple-choice mid-term and/or final exams* and *essay mid-term and/or final exams* were least likely to be used by Musical Arts faculty.

4. General activities

A portion of the survey results concerning faculty "general activities" is included on Table 9.

Table 9. General Activities (Percent "Yes")

	BGSU				PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
RECEIVED AN AWARD FOR TEACHING	39	40	39	39	46	52
PLAN WORKING BEYOND AGE 70	37	33	38	32	32	28
SEXUALLY HARASSED AT THIS INSTITUTION	5	6	5	7	6	9
IN THE LAST TWO YEARS: PERCENT YES						
DEVELOPED A NEW COURSE	63	64	69	72	74	69
SERVED AS A PAID CONSULTANT	39	39	38	37	42	32
CONSIDERED LEAVING ACADEME FOR ANOTHER JOB	39	34	41	35	37	35
HAD ONE OR MORE FIRM JOB OFFERS	33	35	33	36	31	28
CONSIDERED EARLY RETIREMENT	28	26	27	24	31	29
TAUGHT COURSES AT MORE THAN ONE INSTITUTION DURING THE SAME TERM	12	13	14	13	10	7
REQUESTED/SOUGHT AN EARLY PROMOTION	NA	5	NA	4	7	5

The percentage of BGSU faculty who engaged in various general activities is largely unchanged from the results of the 1998 survey. The percentage of BGSU faculty who claimed to receive an award for outstanding teaching is lower than that of the Ohio peer university.

BGSU full-time faculties were more likely than administrators and part-time faculty to report that they developed a new course in the last two years. Part-time faculty were more likely than administrators and full-time faculty to report that they have taught courses at several institutions during the same term and have commuted a long distance to work. Compared with faculty, administrators were more likely to report that they have received an award for teaching. They were also more likely to consider early retirement, and less likely to plan to work beyond age 70.

BGSU minority faculties were more likely than European-American faculty to have done research or writing focused on ethnic studies. Female faculties were more likely than male faculty to have done research focusing on women. They were also more likely than males to report that they have been sexually harassed, have interrupted their careers for family reasons, have considered leaving academe for another job, and have received at least one firm job offer during last two years.

Professors and associate professors were more likely than faculty in other ranks to hold an academic administrative post, receive an award for outstanding teaching, and consider early retirement. Assistant professors, lecturers, and instructors were more likely than professors and associate professors to have received at least one firm job offer in the past two years. Lecturers and instructors were more likely than faculty in other ranks to have taught courses at more than one institution during the same term. Instructors were most likely to commute a long distance to work. Lecturers were most likely to have interrupted their professional career for more than one year for family reasons, and least likely to plan working beyond age 70.

Among the faculty in the seven colleges, Business Administration faculties were least likely to have served as paid consultants in the past two years. Faculty at Firelands and the College of Education and Human Development were more likely have interrupted their career for family reasons than were faculty in the other colleges.

5. Scholarly activities

The scholarly activities conducted by BGSU faculty and the faculty in our comparison groups are summarized below in terms of numbers of publications and performances produced during the course of the participants' careers as well as last two years.

Table 10. Scholarly Activities

	BGSU				PUBLIC DOC. I & RES. II UNIV.	OHIO PEER UNIV.
	Total		FTUG			
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
NUMBER OF ARTICLES IN ACADEMIC OR PROFESSIONAL JOURNALS						
none	20	18	20	21	14	17
1 - 2	13	19	13	22	14	11
3 - 4	11	10	12	11	13	9
5 - 10	20	21	21	20	19	23
11 - 20	15	13	15	11	18	23
21 and more	22	19	19	16	22	17

NUMBER OF CHAPTERS IN EDITED VOLUMES						
none	49	53	51	57	42	38
1 - 2	20	24	21	26	28	26
3 - 4	15	10	17	7	15	20
5 - 10	10	9	9	7	9	7
11 - 20	4	3	2	2	4	7
21 and more	1	2	0	1	2	2
NUMBER OF BOOKS, MANUALS, OR MONOGRAPHS						
none	59	61	61	63	53	51
1 - 2	26	29	29	30	29	29
3 - 4	9	6	6	5	10	10
5 - 10	5	4	3	2	6	8
11 - 20	1	1	1	0	2	1
21 and more	0	0	0	0	1	1
NUMBER OF EXHIBITIONS OR PERFORMANCES						
none	82	80	80	77	81	83
1 - 2	3	4	2	4	3	4
3 - 4	2	4	2	5	2	2
5 - 10	1	2	2	2	2	2
11 - 20	2	1	2	0	2	2
21 and more	10	10	13	12	10	7
NUMBER OF PROFESSIONAL WRITINGS HAVE BEEN PUBLISHED OR ACCEPTED FOR PUBLICATION <i>IN THE LAST TWO YEARS</i>						
none	29	32	28	30	26	27
1 - 2	30	32	33	36	32	34
3 - 4	23	21	22	19	26	24
5 - 10	16	13	15	12	14	13
11 - 20	2	2	2	2	2	2
21 and more	0	0	0	0	1	0

The scholarly activities of BGSU faculty *during the course of their careers* were largely unchanged between 1998 and 2001. They were still behind our counterparts in the comparison groups in terms of total publications on articles, chapters and books. BGSU administrators reported more publication of articles, chapters, and books than did faculty members. Professors and associate professors reported more publication of articles, chapters, and books than did assistant professors, lecturers, and instructors. Female faculty, on average, reported fewer published articles than did males. Musical Arts

faculty reported more exhibitions/performances, and Health and Human Services faculty reported more published books/manuals/monographs than did the faculty in other colleges.

There is no significant difference between BGSU faculty and faculty in our comparison groups in terms of number of writings published or accepted for publication *in the last two years*. BGSU part-time faculty as well as faculty at Firelands College, the College of Technology, and the College of Musical Arts indicated a lower level of research activity than did full-time faculty and the faculty in other colleges during last two years. BGSU instructors reported the lowest level of scholarly activity among the faculty in different ranks.

6. Work load

As shown in Table 11 below, the majority of BGSU full-time undergraduate faculty spent a great deal of their time on teaching, preparing for teaching, household/child care duties, research and scholarly writing, advising students, and committee work. They rarely spent any time on consulting with clients or patients and outside consulting or freelance work.

Table 11. Hours per Week Spend on Each Activity:

	PERCENT OF BGSU FULL-TIME UNDERGRADUATE FACULTY IN 2001						
	None	1-4	5-8	9-12	13-16	17-20	21+
Scheduled Teaching	1	5	45	34	10	4	2
Preparing for Teaching	1	8	27	27	16	11	11
Advising / Counseling Students	8	55	27	6	3	1	0
Committee Work and Meeting	11	55	25	8	0	1	0
Other Administration	39	40	9	7	2	2	2
Research and Scholarly Writing	23	27	20	14	7	5	5
Creative Products & Performances	61	23	8	4	3	2	0
Consultation with Clients or Patients	90	8	1	0	0	0	0
Community or Public Service	47	44	7	2	0	0	0
Outside Consulting or Freelance Work	73	19	7	0	1	0	0
Household/Child Care Duties	11	16	25	16	10	11	10

Full-time faculty reported spending more time in scheduled teaching, preparing for teaching, advising students, and in research and scholarly writing than did part-time faculty and administrators. Administrators reported spending more time on administration, committee work and meetings than did faculty. While male faculty were more likely to spend some time on outside consulting, female faculty were more likely to devote more time to domestic responsibilities.

Among the faculty in the seven colleges, Musical Arts faculty were most likely to spend time in outside consulting and freelance work. Lecturers and instructors were less likely to spend time in research than were professors, associate and assistant professors. Instructors were also least likely to spend time on committee work and meetings among the faculty in different ranks.

7. Goals

The survey also asked faculty to respond to a series of questions concerning their perception of the importance of professional goals for themselves as well as the educational goals for undergraduate students. The goals cited by 50% or more of the BGSU respondents as very important or essential are highlighted in Table 12 and Table 13.

Table 12. Professional Goals Noted as Essential or Very Important

	BGSU				PUB. DOC. I & RES. II UNIV.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
BEING A GOOD TEACHER	97	96	97	96	98	98
BEING A GOOD COLLEAGUE	88	86	87	85	89	87
DEVELOPING A MEANINGFUL PHILOSOPHY OF LIFE	75	72	74	70	76	77
RAISING A FAMILY	70	69	70	66	70	70
HELPING OTHERS WHO ARE IN DIFFICULTY	65	66	62	64	62	63
HELPING TO PROMOTE RACIAL UNDERSTANDING	61	60	57	55	59	62
BECOMING AN AUTHORITY IN MY FIELD	58	53	58	50	57	51

Being a good teacher and colleague were the paramount professional goals of the BGSU faculty as well as of the faculty in our comparison groups. Compared with the faculty from 14 other public Doctoral I and Research universities, however, BGSU faculty were less likely to point out obtaining recognition from colleagues in their special field as an important professional goal. Compared with the faculty in an Ohio peer university, BGSU faculty were less likely to report influencing social values and the political structure as their important professional goals.

BGSU full-time faculties were less likely than part-time faculty and administrators to report raising a family as a important professional goal. They were also less likely than part-time faculty to consider helping others who are in difficulty and helping to promote racial understanding as important professional goals. Minority faculty were more likely than European American faculty to cite being very well-off financially, helping to promote racial understanding, and achieving congruence between their own values and

institutional values as their importance professional goals. While male faculty were more likely to consider raising a family as an important professional goal, female faculty were more likely to report influencing social values, helping others who are in difficulty, developing a meaningful philosophy of life, helping to promote racial understanding, integrating spirituality into their life, and achieving congruence between their own vales and institutional values as their important professional goals. Among the faculty in the seven colleges, Musical Arts faculty were most likely to cite obtaining recognition from their colleagues for contributions to their special field as an important professional goal. Health and Human Services faculty were most likely to cite being involved in programs to clean up the environment as an important professional goal.

Table 13. Educational Goals for Undergraduate Students Noted as Essential or Very Important

	BGSU				PUB. DOC. I & RES. II UNIV.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
DEVELOP ABILITY TO THINK CLEARLY	100	100	100	100	100	99
PREPARE STUDENTS FOR EMPLOYMENT	66	65	64	64	69	59
ENHANCE STUDENTS' SELF-UNDERSTANDING	67	64	66	63	60	62
ENHANCE STUDENTS' KNOWLEDGE OF AND APPRECIATION FOR OTHER RACIAL/ETHNIC GROUPS	62	65	57	62	59	63
PREPARE STUDENTS FOR RESPONSIBLE CITIZENSHIP	60	60	53	57	59	59
HELP STUDENTS DEVELOP PERSONAL VALUES	57	55	53	54	56	55
PREPARE STUDENTS FOR GRADUATE OR ADVANCED EDUCATION	54	53	53	51	58	55
DEVELOP MORAL CHARACTER	50	52	46	51	53	56

As shown in Table 13, fully one hundred percent of BGSU respondents and virtually 100% of respondents in our comparison groups indicated that the most important goal for undergraduates was developing the ability to think clearly. The majority of survey respondents also agreed that preparing students for employment, and enhancing students' self-understanding as well as knowledge of and appreciation for other racial groups were important educational goals for undergraduates.

BGSU administrators more often than faculty members indicated that preparing students for responsible citizenship and enhancing their knowledge of other racial groups were important goals for undergraduates. Compared with males and European American faculty, females and minority faculty more often reported that enhancing knowledge of racial groups and the out-of-class experience of students, preparing students for

responsible citizenship and for graduate education, and instilling in students a commitment to community service were important educational goals for undergraduates. Minority faculty more frequently reported that enhancing students' self-understanding is an important educational goal.

8. Perceptions about your institution

Four sets of survey items deal with faculty perceptions about their institution. The first set of questions asked faculty to note the extent to which they agreed with a series of statements. The second set asked faculty to point out institutional priorities. The third set requested participants to indicate the degree to which they felt a series of statements were descriptive of their institution. And the final set of questions asked the participants to indicate how involved they have been in efforts to reform their institution during past two years. Findings are presented in Tables 14, 15, 16, and 17.

(1) Statements about Your Institution

Table 14. Agree Strongly or Somewhat Concerning Your Institution

	BGSU				PUB. DOC. I & RES. II UNIV.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
FACULTY OF COLOR ARE TREATED FAIRLY	83	85	84	84	86	83
WOMEN FACULTY ARE TREATED FAIRLY	79	81	80	82	81	80
FEMALE	61	68	63	68	70	61
MALE	90	92	90	93	88	90
FACULTY ARE COMMITTED TO THE WELFARE OF THE INSTITUTION	79	81	77	82	77	82
MY TEACHING IS VALUED BY FACULTY IN MY DEPARTMENT	NA	79	NA	80	82	77
FACULTY ARE STRONGLY INTERESTED IN THE ACADEMIC PROBLEMS OF UNDERGRADUATES	77	78	77	77	75	80
GAY/LESBIAN FACULTY TREATED FAIRLY HERE	72	75	74	76	74	68
FACULTY ARE INTERESTED IN STUDENTS' PERSONAL PROBLEMS	70	71	70	69	70	73
THIS INSTITUTION SHOULD HIRE MORE FACULTY OF COLOR	NA	68	NA	65	69	79
MY RESEARCH VALUED BY FACULTY IN MY DEPARTMENT	72	66	69	65	71	64
STUDENT AFFAIRS STAFF HAVE THE SUPPORT AND RESPECT OF FACULTY	56	63	57	65	63	63

RACIAL AND ETHNIC DIVERSITY SHOULD BE MORE STRONGLY REFLECTED IN THE CURRICULUM	NA	59	NA	57	54	64
THIS INSTITUTION SHOULD HIRE MORE WOMEN FACULTY	NA	58	NA	53	61	70
MANY COURSES INCLUDE FEMINIST PERSPECTIVES	41	42	38	43	36	43
MANY COURSES INVOLVE STUDENTS IN COMMUNITY SERVICE	14	24	15	22	26	23
FACULTY FEEL THAT STUDENTS ARE WELL PREPARED ACADEMICALLY	21	21	19	19	34	53
MOST STUDENTS ARE STRONGLY COMMITTED TO COMMUNITY SERVICE	16	17	16	15	23	28
THERE IS A LOT OF CAMPUS RACIAL CONFLICT HERE	9	6	10	6	12	25

More than half of the BGSU faculty agreed strongly or somewhat with 12 out of 17 items listed on the survey. They were more likely to agree that faculty of color, women faculty, and gay/lesbian faculty are treated fairly at BGSU, faculty are committed to the welfare of the institution, their teaching is valued by faculty in their department, and faculty are strongly interested in the academic problems of undergraduates than they were to agree that there is a lot of campus racial conflict here, most students are strongly committed to community service, students are well prepared academically, and many courses involve students in community service.

Compared with the faculty in our comparison groups, BGSU faculty were less likely to agree that students are well prepared academically. Compared with the faculty at an Ohio peer university, BGSU faculty were less likely to agree that their institution should hire more faculty of color and women faculty, students were well prepared academically, most students were strongly committed to community service, and there is a lot of racial conflict at their institution.

Within BGSU, full-time and part-time undergraduate faculties were more likely than administrators to agree that student affairs staff had the support and respect of faculty. They were, however, less likely than the administrators to agree that many courses involve students in community service, and BGSU should hire more women faculty as well as faculty of color.

Male faculty more often agreed that women faculty, faculty of color, and gay/lesbian faculty were treated fairly here. Female faculty, on the other hand, more often agreed that racial and ethnic diversity should be more strongly reflected in the curriculum, and BGSU should hire more women faculty and faculty of color. While European American faculty more often agreed that faculty are interested in students' personal problems, faculty of color were treated fairly here, and that many courses include feminist perspectives, minority faculty more often agreed that there is a lot of campus racial conflict here, BGSU should hire more women faculty as well as faculty of color, and that racial and ethnic diversity should be more strongly reflected in the curriculum.

Lecturers were more likely to agree that BGSU should hire more faculty of color than were the faculty in other ranks. Among the faculty in the seven colleges, Technology faculty were most likely to feel that most students were well-prepared academically. Faculty in the College of Arts & Sciences and the College of Education & Human Development were more likely to agree that racial diversity should be more strongly reflected in the curriculum. Faculty in the College of Health & Human Services and the College of Education & Human Development were more likely to agree that many courses involved students in community service. While faculty at Firelands College, the College of Arts and Sciences, and the College of Education and Human Development more often agreed that BGSU should hire more faculty of color, faculty in the College of Technology and the College of Business Administrations less frequently agreed that BGSU should hire more women faculty.

(2) Institutional Priorities

A second set of items in the section was concerned with faculty's perceptions of institutional priorities. Priorities considered to be high or the highest within the institutions by a majority of participants are shown below.

Table 15. Issues Believed to be of High or Highest Priority for Your Institution

	BGSU				PUB. DOC. I & RES. II UNIV.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
TO PROMOTE THE INTELLECTUAL DEVELOPMENT OF STUDENTS	82	73	80	70	71	80
TO HELP STUDENTS EXAMINE & UNDERSTAND THEIR PERSONAL VALUES	49	66	44	66	38	46
TO DEVELOP A SENSE OF COMMUNITY AMONG STUDENT AND FACULTY	68	64	66	61	40	42
TO RECRUIT MORE MINORITY STUDENTS	67	62	64	58	56	70
TO CREATE A DIVERSE MULTI-CULTURAL CAMPUS ENVIRONMENT	63	61	59	56	55	64
TO ENHANCE THE INSTITUTION'S NATIONAL IMAGE	68	57	67	56	75	84
TO DEVELOP LEADERSHIP ABILITY AMONG STUDENTS	52	53	50	49	42	57
TO INCREASE OR MAINTAIN INSTITUTIONAL PRESTIGE	NA	48	NA	49	66	79

The rank order of the top three priorities for BGSU faculty was not same as the one for faculty in our comparison groups. For BGSU faculty it was (1) promoting the intellectual development of students, followed by (2) helping students examine and understand their personal values, and (3) developing a sense of community among student and faculty. For faculty in our comparison groups it was: (1) enhancing the institution's national image, followed by (2) promoting the intellectual development of students, and (3) increasing or maintain institutional prestige. In other words, faculty in our comparison groups were more likely to consider enhancing or increasing their institution's image and prestige as their high institutional priorities, while BGSU faculty were more likely to consider helping students examine and understand their personal values and developing a sense of community among student and faculty as the high institutional priorities. In fact, the percentage of BGSU faculty who considered helping students examine and understand their personal values as a high institutional priority increased 22% between 1998 and 2001. During the same period of time, however, the percentage of the faculty who felt enhancing the BGSU's national image as well as promoting the intellectual development of students as high institutional priorities decreased.

In addition to the differences on top three priorities, BGSU faculty were also more likely than the faculty in our comparison groups to believe that facilitating student involvement in community service activities and promoting the religious/spiritual development of students were high institutional priorities. They were less likely than faculty at an Ohio peer university to consider recruiting more minority students and mentoring new faculty as high or the highest institutional priorities. They were less likely than the faculty in 14 other Doctoral I and Research II universities to consider hiring faculty stars as a high institutional priority.

Compared with full/part time faculty, BGSU administrators more often believed that developing a sense of community among student and faculty, recruiting more minority students, creating a diverse multi-cultural campus environment, and mentoring new faculty are high institutional priorities. While full time faculty were more likely than part time faculty or administrators to consider increasing or maintaining institutional prestige as a high priority of BGSU, they were less likely to believe developing students' leadership ability as a high priority.

Female faculty more often agreed that hiring faculty stars is a high institutional priority. Male faculty, on the other hand, more often agreed that mentoring new faculty is a high institutional priority. Among the faculty in different ranks, lecturers were most likely to agree that developing a sense of community among students and faculty is high or the highest BGSU priority. Developing a sense of community among students and faculty as well as mentoring new faculty were also more likely to be high BGSU priorities for minority faculty than for European American faculty.

(3) Attributes Characteristic of the Institution

The third set of survey items that deal with institutional perceptions requested the participants to 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 internally and externally.

Table 16. Indicate how well each of the following describes your college or university (Percent "Very Descriptive")

	BGSU				PUB. DOC. I & RES. II UNIV.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
THERE IS A GREAT DEAL OF CONFORMITY AMONG STUDENTS	38	34	37	37	25	67
IT'S EASY FOR STUDENTS TO SEE FACULTY OUTSIDE OF REGULAR OFFICE HOURS	33	40	38	44	42	50
FACULTY HERE RESPECT EACH OTHER	23	33	25	34	32	29
THE FACULTY TYPICALLY ARE AT ODDS WITH THE ADMINISTRATION	22	17	25	18	19	11
SOCIAL ACTIVITIES ARE OVEREMPHASIZED	12	9	15	11	10	27
FACULTY ARE REWARDED FOR BEING GOOD TEACHERS	8	9	9	10	12	19
MOST STUDENTS ARE TREATED LIKE "NUMBERS IN A BOOK"	7	3	7	4	7	4
STUDENTS HERE DON'T USUALLY SOCIALIZE WITH EACH OTHER	2	2	2	3	5	2

BGSU faculties were more likely to agree that there is a great deal of conformity among students than were those public Doctoral I and Research II university faculty, but far less likely to agree with this statement when compared with the faculty at an Ohio peer university. They were also less likely than the faculty in an Ohio peer university to agree that social activities were overemphasized at their institution and that faculty were rewarded for being good teachers.

The percentage of BGSU faculty who agreed that faculty here respect each other continually rose from 12% in 1995 to 25% in 1998 and to 34% in 2001. Professors and associate Professors, however, were less likely than the faculty in other ranks to agree that faculty here respected each other. Among the faculty in the seven colleges, faculty in the College of Arts & Sciences and the College of Health & Human Services were more likely to agree that the faculty were typically at odds with campus administrators. Firelands faculties were most likely to agree that faculty were rewarded for being good teachers. Faculty at Firelands College and the College of Technology were less likely to agree that there was a great deal of conformity among the students.

(4) Involvement with the Institutional Reforms

The final set of questions asked the participants to indicate how involved they have been in efforts to reform their institution during the past two years. The results are shown on table below.

Table 17. During the past two years, how involved have you been in efforts to reform the following at your institution? (Percent "Very Involved")

	BGSU				PUBLIC DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
CURRICULUM	NA	34	NA	35	39	41
GENERAL EDUCATION	NA	21	NA	22	25	27
FACULTY ROLES	NA	18	NA	14	17	15
OVERALL MISSION, PURPOSE	NA	17	NA	14	19	19
GOVERNANCE	NA	13	NA	9	13	11

Administrators reported greater involvement with all the aspects listed on the survey than did faculty. Among the faculty in different ranks, instructors showed the lowest level of involvement with all the items.

9. Job satisfaction and sources of stress

Survey participants were asked how satisfied they were with 15 aspects of their jobs. Fifty percent or more of BGSU faculty, both in 1998 and 2001, were satisfied or very satisfied with 11 of the 15 aspects (see Table 18). BGSU faculty, however, were less satisfied with the quality of students, salary and fringe benefits, and availability of child care than were faculty at an Ohio peer university. The overall job satisfaction rate of BGSU faculty is also lower than that of the faculty at the Ohio peer.

Table 18. Aspects of the Job Noted as Satisfactory or Very Satisfactory*

	BGSU				PUBLIC DOC. I & RES. II UNIV.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
AUTONOMY AND INDEPENDENCE	85	84	85	82	87	88
PROFESSIONAL RELATIONSHIPS WITH OTHER FACULTY	75	75	73	73	74	71
OPPORTUNITY TO DEVELOP NEW IDEAS	74	74	72	74	78	76
JOB SECURITY	74	73	73	67	74	75
OVERALL JOB SATISFACTION	71	71	69	66	72	75
COMPETENCY OF COLLEAGUES	71	70	70	68	71	67
TEACHING LOAD	64	66	62	61	61	61
OPPORTUNITY FOR SCHOLARLY PURSUITS	63	65	60	62	66	69
OFFICE/LAB SPACE	NA	64	NA	62	63	67
SOCIAL RELATIONSHIPS WITH OTHER FACULTY	57	61	55	59	60	55
RELATIONSHIPS WITH ADMINISTRATION	56	59	50	53	57	59
VISIBILITY FOR JOBS AT OTHER INSTITUTIONS	46	48	42	43	45	41
SALARY AND FRINGE BENEFITS	41	45	37	39	40	49
QUALITY OF STUDENTS	40	39	33	33	46	58
AVAILABILITY OF CHILD CARE AT THIS INSTITUTION	NA	26	NA	24	31	37

* respondents marking "not applicable" are not included in these results

BGSU faculty, both full time and part time, were less satisfied than administrators with job security, the opportunity for scholarly pursuits, social relationships with other faculty, salary and fringe benefits, and quality of students. Full-time faculties were less satisfied than part-time faculty and administrators with teaching load and the relationships with administration. Full-time faculties were also less satisfied than administrators with visibility for jobs at other institutions, office/lab space, and overall job satisfaction.

Male faculties were more satisfied than female faculty with the opportunity for scholarly pursuits. European American faculties were more satisfied than minority faculty with job security, competency of colleagues, and autonomy and independence. Among the faculty in the seven colleges, Musical Arts faculty were most satisfied with their visibility for jobs at other institutions, and Technology faculty were least satisfied with teaching load. Among the faculty in different ranks, lecturers were most satisfied with the quality of students and the opportunity for scholarly pursuits, 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, about 80% of BGSU full-time faculty replied in the affirmative. Similar rates were found among the faculty in our comparison groups.

Faculties were also asked to indicate the degree of stress they experienced during the last two years from a list of potential sources in the survey. The greatest sources of stress for the majority of BGSU faculty are shown on Table 19.

Table 19. Factors Noted as Sources of Stress During the Last Two Years: (Percentage of respondents marking "Extensive" or "Somewhat")

	BGSU				PUB. DOC. I & RES. II UNIV.	OHIO PEER UNIV.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
TIME PRESSURES	89	85	89	84	82	84
LACK OF PERSONAL TIME	81	80	81	77	77	77
HOUSEHOLD RESPONSIBILITIES	73	73	75	71	70	70
INSTITUTIONAL PROCEDURES AND "RED TAPE"	75	67	78	68	72	65
KEEPING UP WITH INF. TECHNOLOGY	68	67	66	66	67	66
PERSONAL FINANCES	60	60	61	63	62	54
RESEARCH OR PUBLISHING DEMANDS	59	59	62	62	63	64
STUDENTS	54	57	59	62	57	64
COMMITTEE WORK	58	57	60	57	59	58
TEACHING LOAD	54	49	64	57	62	61
REVIEW/PROMOTION PROCESS	42	50	46	55	50	46
MY PHYSICAL HEALTH	55	49	56	52	47	42
COLLEAGUES	60	54	63	50	57	59

Most faculty, both at BGSU and in our comparison groups, experienced considerable stress during the last two years, either from their work place or home. The percentage of BGSU faculty who felt stressed by institutional procedures and "red tape" showed a ten percent decrease between 1998 and 2001. Compared with the faculty at the Ohio peer university, BGSU faculty were less likely to feel stress from their colleagues, but more likely to be stressed by personal finances, review/promotion process, and their physical health.

Administrators were more likely than full time and part time faculty to be stressed by lack of personal time, institutional procedures and "red tape," committee work, colleagues, faculty meetings, and care of elderly parents. Full time and part time faculty,

on the other hand, were more likely than administrators to be stressed by students, teaching load, their physical health, and subtle discrimination. Full time faculties were also more likely to be stressed by personal finances, research or publishing demands, and the review/promotion process than were part-time faculties as well as administrators.

While not a major source of stress for the majority of BGSU participants, "subtle discrimination" was more likely to be report by female faculty (40%) than male faculty (16%) as a source of stress. Female faculty were also more likely than male faculty to report that lack of personal time, faculty meetings, and managing household responsibilities were sources of stress. Male faculties were more likely than female faculty to indicate institutional procedures and "red tape" as a source of stress.

Compared with European American faculty, minority faculty more often reported research or publishing demands as a source of stress. Musical Arts faculties were most likely to report teaching load as a source of stress. Among the faculty in different ranks, lecturers were most likely to report keeping up with information technology as a source of stress; instructors were least likely to mention committee work, faculty meetings, colleagues, and institutional procedures and "red tape" as the sources of stress; professors were least likely to indicate managing household responsibilities, child care, and personal finances as the sources of stress. Associate/assistant professors were more likely than faculty in other ranks to report the review/promotion process and research or publishing demands as the sources of stress.

10. Views on higher education issues

The final section of the survey asked faculty to indicate the extent of their agreement with a number of higher education issues. The results are summarized below.

Table 20. Indicate Your Agreement with Each of the Following Statements (Percent "Agree Strongly" or "Somewhat")

	BGSU				PUB. DOC. I & RES. II U.	OHIO PEER UNIV. U.
	TOTAL		FTUG		FTUG	FTUG
	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%
A RACIALLY DIVERSE STUDENT BODY ENHANCES THE EDUCATIONAL EXPERIENCE OF ALL STUDENTS	90	93	90	93	90	94
COLLEGES SHOULD ENCOURAGE STUDENTS TO BE INVOLVED IN COMM. SERVICE ACTIVITIES	80	78	78	73	77	78
COLLEGES SHOULD BE ACTIVELY INVOLVED IN SOLVING SOCIAL PROBLEMS	68	70	65	65	65	69
EXTERNAL PRESSURES OFTEN PREVENT RESEARCHERS FROM BEING COMPLETELY	NA	64	NA	64	63	63

OBJECTIVE IN THE CONDUCT OF THEIR WORK						
TENURE IS ESSENTIAL TO ATTRACT THE BEST MINDS TO ACADEME	60	63	61	64	66	61
COMMUNITY SERVICE SHOULD BE GIVEN WEIGHT IN COLLEGE ADMISSIONS DECISIONS	54	54	49	50	52	56
WESTERN CIVILIZATION AND CULTURE SHOULD BE THE FOUNDATION OF THE UNDERGRADUATE CURRICULUM	47	52	48	54	54	52
TENURE IS AN OUTMODED CONCEPT	36	35	34	36	34	38
PROMOTING DIVERSITY LEADS TO THE ADMISSION OF TOO MANY UNDER PREPARED STUDENTS	25	24	29	25	30	23
THE CHIEF BENEFIT OF A COLLEGE EDUCATION IS THAT IT INCREASES ONE'S EARNING POWER	21	25	22	25	30	25
COLLEGE OFFICIALS HAVE THE RIGHT TO BAN PERSONS WITH EXTREME VIEWS FROM SPEAKING ON CAMPUS	12	20	13	21	23	21

There is no significant difference between BGSU faculty and the faculty in our comparison groups on the views on high education issues.

Compared with administrators, BGSU full-time faculty more often agreed that western civilization and culture should be the foundation of the undergraduate curriculum. They were less likely to agree that community service should be given weight in college admissions decisions and that colleges should encourage students to be involved in community service activities than were administrators and part-time faculty. Full-time faculties were also less likely than part-time faculty to agree that colleges should be actively involved in solving social problems. Part-time faculties were less likely to agree that tenure is essential to attract the best minds to academe than were administrators and full time faculty. Administrators were less likely than faculty to agree that tenure is an outmoded concept.

Male faculty more often agreed 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 than did female faculty. Female faculty, on the other hand, more often than male faculty agreed that tenure is an outmoded concept, colleges should encourage students to be involved in community service activities, and a racial diverse student body enhances the educational experience of all students. While European American faculty more often agreed that western civilization and culture should be the foundation of the undergraduate curriculum, minority faculty more often agreed that the chief benefit of a college education is that it increases one's earning power, and that external pressures often prevent researchers from being completely objective in the conduct of their work.

Among the faculty in different ranks, instructors and lecturers were more like to agree that tenure is an outmoded concept. Lecturers were also least likely to agree that tenure is essential to attract the best minds to academe, the chief benefit of a college education is that it increases one's earning power, and that western civilization and culture should be the foundation of the undergraduate curriculum.

Faculty in the College of Musical Arts and the College of Arts and Sciences more likely to agree that tenure is essential to attract the best minds to academe than were faculty in other colleges. Faculty at Firelands, the College of Arts and Sciences, and the College of Health and Human Services were less likely to agree that the chief benefit of a college education is that it increases one's earning power than were faculty in other colleges.

11. Locally-developed questions

A number of BGSU-developed questions were appended to the UCLA faculty main survey. Three areas have been touched: (1) the awareness of arts events on campus, (2) safety condition on campus, and (3) issues related to course schedule, location and delivery methods.

BGSU faculty and administrators in general were aware of art events on campus, and most of them felt that it's very important or somewhat important to hold art events on campus. The majority of them were satisfied or very satisfied with the safety condition on campus. They were more interested in international exchange programs than in teaching evening, weekend, and off-campus classes or web-based classes (see Table 20). Around 70% of the participants pointed out that the most important issue BGSU should consider in determining how extensive its involvement in web-based distance education is the quality of instruction.

Table 20. Please Indicate Your Agreement with each of the Following Statements: (Percent "Agree" or "Strongly Agree")

	BGSU			
	TOTAL	FTUG	PTUG	ADMN
	%	%	%	%
I WOULD BE INTERESTED IN TEACHING ONE OF MY ON-CAMPUS COURSES AT AN OFF-CAMPUS LOCATION	33	33	30	39
I WOULD BE INTERESTED IN RESCHEDULING ONE OF MY WEEKDAY COURSES TO THE WEEKEND	11	11	9	13
I WOULD BE INTERESTED IN RESCHEDULING ONE OF MY DAY TIME COURSES TO THE EVENING	34	32	39	31
I WOULD BE INTERESTED IN DEVELOPING AND TEACHING WEB-BASED DISTANCE EDUCATION COURSES	35	36	21	33
WEB-BASED INSTRUCTION CAN BE AS EFFECTIVE AS TRADITIONAL CLASSROOM-BASED INSTRUCTION AT BGSU	20	20	15	13
I SUPPORT THE DEVELOPMENT OF WEB-BASED BACHELOR'S, MASTER'S, AND CERTIFICATE DEGREE PROGRAMS AT BGSU	21	18	17	31

I WOULD BE INTERESTED IN USING INTERACTIVE VIDEO TO BROADCAST ONE OF MY COURSES TO AN OFF-CAMPUS LOCATION	32	30	19	36
I BELIEVE THAT WE SHOULD DO MORE TO INCREASE THE NUMBER OF INTERNATIONAL STUDENTS SEEKING DEGREES AT BGSU	52	52	45	62
I BELIEVE THAT BGSU STUDENTS CAN BENEFIT FOR AN INTERNATIONAL "STUDY ABROAD" EXPERIENCE	91	90	96	88
I WOULD BE INTERESTED IN PARTICIPATING IN AN INTERNATIONAL FACULTY EXCHANGE PROGRAM	65	67	64	75

SUMMARY AND CONCLUSIONS

The UCLA Faculty survey provides a broad array of information on the characteristics, activities, work load, job satisfaction, sources of stress, professional goals, perceptions about their institutions, and views on higher education issues of faculty and academic administrators. Due to the complexity of Bowling Green State University and its faculty, it is difficult to provide a concise summary of the survey results. The summary below is focused on BGSU full time undergraduate faculty only. It also indicates the difference between BGSU full time undergraduate faculty and same type of faculty in our comparison groups, and the difference between internal groups.

BGSU full-time undergraduate faculties in general are more teaching than research-oriented. They usually spend more time each week teaching or preparing for teaching than on any other activities listed on the survey. They were more likely to teach credit courses than non-credit courses, and to be involved in curriculum reform than in governance reform. Most of them participated in a teaching enhancement workshop and developed a new course during last two years. In terms of teaching and evaluation methods, a wide variety of techniques have been used by faculty and only two methods (class discussions and cooperative learning) listed on the survey have been used by more than 50% of the BGSU full-time faculty. In terms of teaching schedule and location, most of them prefer to teach on day time/weekday/on campus courses rather than evening/weekend/off campus courses.

Being a good teacher is the paramount professional goal of virtually all BGSU faculty. Their goals for undergraduates most typically include developing students' ability to think clearly, preparing them for post-college employment as well as for responsible citizenship, and enhancing their capacity for self-understanding and knowledge of other racial groups.

Besides carrying out a larger number of instructional activities, BGSU full-time undergraduate faculty also demonstrated substantial scholarly productivity. The majority of them have published ten or fewer articles and two or fewer chapters, books, manuals, or monographs during their professional life. More than 80% of them published 4 or fewer writings in the last two years.

BGSU full-time undergraduate faculty experienced a considerable amount of stress, much of which comes from constraints on their time, household responsibilities, institutional procedures and "red tape," keeping up with information technology, personal finances, research demands, and students. Despite this, the substantial majority of them (81%) would again choose to enter academe, and listed autonomy and independence, the opportunity to develop new ideas, professional relationships with other faculty, and the safety conditions on campus as their greatest sources of satisfaction. Sixty six percent of the BGSU full time undergraduate faculties were satisfied or very satisfied with overall job satisfaction. This compares 72% of the faculty in 14 other public Doctoral I and Research II universities and 75% of the faculty at an Ohio peer university.

The majority of BGSU full-time undergraduate faculty agreed that minority, gay/lesbian, and female faculty are treated fairly at BGSU; their teaching is valued by faculty in their department; and that BGSU faculty are committed to the welfare of the institution and are interested in students' academic as well as personal problems. They also felt that BGSU students can benefit for an international "study abroad" experience, and that quality of instruction is the most important issue BGSU should consider in determining how extensive its involvement in web-based distance education should be. Promoting the intellectual development of students and helping students understand their personal values are among the top institutional priorities mentioned by BGSU faculty.

In terms of views on higher education issues, more than 60% of the BGSU full-time undergraduate faculty agreed that a diverse student body enhances education, colleges should encourage students to be involved in community service activities, colleges should be actively involved in solving social problems, tenure is essential to attract the best minds to academe, and that external pressures often prevent researchers from being completely objective in the conduct of their work.

Group differences are found in the survey results due to the changes occurring within BGSU, differences between BGSU and other universities, and the diversity of faculty experiences and views. Some of the differences are shown below.

1. Compared with BGSU full-time undergraduate faculty *in 1998*, BGSU full time faculty *in 2001* were (difference equal or greater than 10%):

- more likely to place or collect assignments for a course on the Internet, but less likely to teach a service learning course;
- more likely to consider helping students examine and understand their personal values as well as facilitating student involvement in community service activities as the high institutional priorities, but less likely to indicate promoting the intellectual development of students and enhancing the institution's national image as the high institutional priorities; and
- less likely to feel colleagues, institutional procedures and "red tape" as the sources of stress.

2. Compared with *the full-time undergraduate faculty in fourteen other public Doctoral I and Research II universities*, BGSU full time undergraduate faculty were (difference equal or greater than 10%):

- less likely to cite colleagues, geographic location and institutional emphasis on research as very important reasons to work at their current institution;
- less likely to work with undergraduates on a research project, use intra- or extramural funds for research, and publish 11 or more articles in academic or professional journals;
- less like to use extensive lecturing, but more likely to use cooperative learning in most or all undergraduate classes;
- less likely to point out obtaining recognition from colleagues in their special field as an essential or very important professional goal;
- more likely to feel that there is a great deal of conformity among students, but less likely to feel that students are well prepared academically, and less likely to be satisfied with the quality of students; and
- more likely to believe helping students examine/understand their personal values, developing a sense of community among student and faculty, facilitating student involvement in community service activities, and promoting the religious/spiritual development of students as the high institutional priorities; but less likely to consider enhancing the institution's national image, increasing or maintaining institutional prestige, and hiring faculty stars as the high institutional priorities.

3. Compared with *the full-time undergraduate faculty at an Ohio peer university*, BGSU full-time undergraduate faculty were (difference equal or greater than 10%):

- less likely to consider institutional emphasis on teaching and prestige of institution as the very important reasons to work at their current institution;
- more likely to use recitals/demonstrations in their class and multiple-choice mid-terms/finals in the evaluation; less likely to work with undergraduates on a research project, teach a course through team work, teach an ethnic studies course, and use term/research papers to evaluate students' work;
- less likely to receive an award for teaching;
- less likely to use intra- or extramural funds for research and publish 11 or more articles in academic or professional journals;
- less likely to consider influencing the political structure and social values as the very important professional goals;
- less likely to agree that there is a lot of campus racial conflict here, this institution should hire more faculty of color and women faculty, and social activities are overemphasized;
- less likely to feel that there is a great deal of conformity among students, students here are well prepared academically, and most students are strongly committed to community service;
- more likely to believe that helping students examine/understand their personal values, developing a sense of community among student and faculty, facilitating student involvement in community service activities, and promoting the

religious/spiritual development of students as the high institutional priorities; but less likely to consider promoting the intellectual development of students, recruiting more minority students, enhancing the institution's national image, increasing or maintaining institutional prestige, and mentoring new faculty as the high institutional priorities;

- less likely to be stressed by faculty meetings, but more likely to be stressed by their physical health; and
- less likely to be satisfied with the salary and fringe benefits, quality of students, and availability of child care.

4. Compared with *BGSU part time undergraduate faculty*, BGSU full-time undergraduate faculty were (difference equal or greater than 20%):

- more likely to spend more hours per week on teaching and preparing for teaching, advising/counseling students, and on committee work and meetings;
- less likely to have administrative responsibility, and to be satisfied with the relationships with administration;
- more likely to claim that they developed a new course during the last two years, and that the review/promotion process was a source of stress; and
- less likely to use multiple-choice mid-terms/finals to evaluate student's work.

5. Compared with *BGSU academic administrators*, BGSU full-time undergraduate faculty were (difference equal or greater than 20%):

- less likely to have administration responsibilities and to be involved with the institutional reforms;
- more likely to develop a new course during last two years, and to spend more hours per week on teaching, preparing for teaching, and advising students;
- less likely to publish 11 or more articles in professional journals;
- less likely to point out colleagues, faculty meetings, and care of elderly parent as the sources of stress, but more likely to indicate personal finances, review/promotion process, and teaching load as the sources of stress;
- less likely to be satisfied with job security, teaching load, relationships with administration, and salary/fringe benefits; and
- less likely to agree that BGSU should hire more women faculty, and that recruiting more minority students and creating a diverse campus environment were the high institutional priorities.

6. Compared with BGSU *male* full-time undergraduate faculty, BGSU *female* full-time undergraduate faculty were (difference equal or greater than 20%):

- more likely to interrupt their professional career for more than one year for family reasons, and more likely to indicate that flexible schedule and the opportunity to influence social change were the important reasons for them to pursue an academic career;
- less likely to think that women faculty are treated fairly at BGSU, and more likely to report that subtle discrimination was a source of stress;
- more likely to indicate that BGSU should hire more women faculty; and

- less likely to agree that promoting diversity leads to the admission of too many underprepared students, but more likely to point out that enhancing students' knowledge of and appreciation for other racial groups is an important educational goal for undergraduates

7. Compared with *European-American* full-time undergraduate faculty, BGSU full-time undergraduate *minority faculty* were (difference equal or greater than 20%):

- more likely to do research focused on racial minorities, and to use independent projects in their class;
- more likely to report that research or publishing demands was a source of stress, and less likely to be satisfied with job security;
- more likely to indicate that preparing students for responsible citizenship as well as advanced education, enhancing students' self-understanding and out-of-class experience, enhancing students' knowledge of and appreciation for other racial groups, and instilling in students a commitment to community service were the very important educational goals for undergraduates;
- more likely to consider being very well-off financially, helping to promote racial understanding, and achieving congruence between their own values and institutional values as the important professional goals;
- more often agreed that the chief benefit of a college education is its power to increase one's earning, racial diversity should be more strongly reflected in the curriculum, and BGSU should hire more faculty of color as well as women faculty; and
- less likely to agree that many BGSU courses include feminist perspectives, western civilization and culture should be the foundation of the undergraduate curriculum, faculty here are interested in students' personal problems, and faculty of color are treated fairly at BGSU.

8. Compared with BGSU full-time undergraduate faculty *in other ranks* (difference equal or greater than 20%):

- professors were least likely to indicate personal finances and managing household responsibilities as the sources of stress.
- professors and associate professors were less likely to agree that faculty here respect each other;
- associate and assistant professors were more likely to be stressed by research or publishing demands;
- assistant professors, lecturers, and instructors were more likely to report that they received at least one firm job offer during the last two years.
- lecturers were most likely to interrupt their career for family reasons. They were least satisfied with salary and fringe benefits, but most likely to agree that it is important to develop a sense of community among students and faculty, and that BGSU should hire more faculty of color;
- lecturers and instructors spent less time on research and scholarly writing. They were less likely to agree that tenure is essential to attract the best minds to

academe, that opportunities for research is a important reason to pursue an academic career, and that geographic location is an important reason for them to work for BGSU. They used cooperative learning more frequently in their classroom; and

- instructors were least likely to be involved with institutional reforms in the areas of governance, faculty roles/rewards, and overall institutional mission and purpose. They were also least likely to consider committee work, faculty meetings, colleagues, and institutional procedures and "red tape" as their sources of stress.

9. Compared with BGSU full-time undergraduate faculty *in other colleges* (difference equal or greater than 20%):

- faculty at Firelands and the College of Arts and Sciences taught more general education courses;
- faculty in the College of Business Administration were least likely to serve as paid consultants during the last two years;
- faculty in the College of Education and Human Development, the College of Musical Arts, and the College of Technology were more likely to use experiential learning/field studies for their course;
- faculty in the College of Education and Human Development and the College of Technology were more likely to use student presentations to evaluate students' work;
- faculty in the College of Health and Human Services reported more publications in books, manuals, or monographs;
- Musical Arts faculty reported spending more time on outside consulting/freelance work, and presenting more exhibitions or performances in the fine or applied arts. They were most likely to use teaching assistants, recitals/demonstrations for their class. They were also most likely to be satisfied with the visibility for jobs at other institutions, but to be stressed by teaching load;
- Technology faculty were most likely to feel that most BGSU students were well-prepared academically; and
- Firelands faculty were least likely to consider institutional emphasis on research as the important reason to work at BGSU.

Some important limitations must be considered when interpreting the survey results. First of all, there is a relatively low overall response rate (35%). Second, the non-tenured full-time undergraduate faculties were over-represented among BGSU participants (61% for survey participants vs. 52% for population). Third, some of the survey items may be ambiguous and no definitions are provided. Fourth, while survey participants were reflective of faculty in general in terms of gender, race, and college, it is not known how the activities and perceptions of those participants can be generalized to the BGSU academic community as a whole. These limitations plus the complexity of BGSU as well as its faculty require that all results from the survey be interpreted with some caution. 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.

The Office of Institutional Research welcomes feedback concerning this and other studies and how they can continue to be improved.

ITEM RESPONSES:

Respondent Types on each Table:

FTUG: Full-time undergrad. faculty

PTUG: Part-time undergrad. faculty

ADMN: Full-time academic administrators

TOTAL: FTUG, PTUG, ADMN, Graduate-only Faculty, Other

PUB. DOC. I & RES. II U.: Public Doctoral I and Research II University

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General Activities: Percent Yes	53
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Number of Chapters in Edited Volumes	55
Number of Books, Manuals, Monographs	55
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Gender

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIVERSITY
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
FEMALE	39	43	38	43	54	45	29	25	38	37
MALE	61	57	62	57	46	55	71	75	62	63

Racial Background*

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
WHITE/CAUCASIAN	91	90	90	89	100	88	94	94	90	90
AFRICAN AM./BLACK	3	2	1	2	0	6	2	4	3	3
AMERICAN INDIAN	1	1	1	1	0	2	0	2	2	2
ASIAN AMERICAN/ASIAN	5	5	6	6	0	3	0	2	4	4
MEXICAN AM./CHICANO	1	0	1	0	0	0	0	0	1	0
PUERTO RICAN AMERICAN	0	0	0	0	0	0	0	0	0	0
OTHER LATINO	1	2	1	2	0	0	0	0	1	2
OTHER	1	2	1	2	0	3	4	2	2	2

* Percentages will sum to more than 100 if any respondent marked more than one ethnic group.

Age as of December 31, 2001

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIVERSITY
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
LESS THAN 30	6	5	6	7	14	2	0	0	2	2
30 TO 34	8	11	10	14	3	8	2	0	7	7
35 TO 39	13	13	14	14	11	13	6	8	12	11
40 TO 44	13	13	16	14	9	16	6	6	12	11
45 TO 49	19	13	18	11	23	14	38	24	16	16
50 TO 54	20	20	17	18	17	22	31	30	18	24
55 TO 59	11	13	10	12	14	11	10	26	17	16
60 TO 64	7	7	6	7	6	6	6	4	11	8
65 TO 69	2	2	3	2	3	5	0	0	3	4
70 OR MORE	1	2	1	2	0	3	0	2	1	1

Present Academic Rank

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
PROFESSOR	26	22	21	16	34	23	69	59	33	38
ASSOCIATE PROFESSOR	27	26	30	26	11	19	25	31	25	22
ASSISTANT PROFESSOR	27	30	27	35	9	17	2	6	26	23
LECTURER	3	3	5	5	0	2	0	0	6	1
INSTRUCTOR	15	17	15	18	40	36	4	4	9	14
OTHER	2	2	1	1	6	3	0	0	2	3

Current Administrative Title

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NOT APPLICABLE	70	69	79	81	54	64	0	0	80	82
DIRECTOR/COORDINATOR/ ADMINISTRATOR	14	15	12	12	11	14	19	26	10	10
DEPARTMENT CHAIR	8	7	6	4	14	11	38	34	4	3
DEAN	1	2	0	0	0	0	4	12	0	0
ASSO./ASSISTANT DEAN	2	2	0	1	9	3	19	12	1	1
VICE PRESIDENT, PROVOST	1	1	0	0	0	0	9	4	0	0
PRESIDENT, CHANCELLOR	NA	0	NA	0	NA	0	NA	0	0	0
OTHER	5	5	3	3	11	8	11	12	5	4

Current Marital Status

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
MARRIED	70	73	71	73	69	84	71	76	74	74
UNMARRIED, LIVING WITH PARTNER	8	5	8	5	9	2	6	4	5	5
SINGLE	22	22	21	22	23	14	23	20	21	21

Highest Academic Degree Earned

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
BACHELOR'S	2	1	1	2	9	0	0	0	1	0
MASTER'S	21	26	21	26	29	36	6	12	16	17
LL., JD	1	1	1	0	3	3	0	2	1	0
M.D., DDS. or equivalent	0	1	0	1	0	0	0	0	1	0
OTHER FIRST PROF. DEGREE BEYOND B.A.	1	1	1	0	0	2	0	0	1	1
ED.D.	3	3	1	1	0	3	0	6	5	3
PH.D.	69	65	70	66	51	48	90	77	73	77
OTHER	3	3	3	3	3	8	4	4	3	2
NONE	2	1	2	1	6	0	0	0	0	1

Year of Appointment at Present Institution

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIVERSITY
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
BEFORE 1964	NA	0	NA	0	NA	0	NA	0	1	0
1964 TO 1968	NA	4	NA	4	NA	3	NA	0	4	2
1969 TO 1973	NA	5	NA	7	NA	2	NA	4	7	7
1974 TO 1978	NA	5	NA	4	NA	3	NA	14	9	12
1979 TO 1983	NA	8	NA	6	NA	8	NA	22	9	11
1984 TO 1988	NA	11	NA	10	NA	12	NA	16	11	14
1989 TO 1993	NA	11	NA	11	NA	13	NA	6	16	12
1994 TO 1998	NA	20	NA	19	NA	23	NA	14	20	14
1999 TO 2001	NA	37	NA	40	NA	36	NA	22	24	27

Are you Tenured?

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIVERSITY
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
YES	52	46	49	39	41	42	91	92	55	61
NO	48	54	51	61	59	58	9	8	45	39

Salary (9/10 Month)

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIVERSITY
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
LESS THAN 20,000	12	10	7	5	67	42	0	0	2	0
20,000 TO 29,999	5	1	6	1	0	0	6	0	3	4
30,000 TO 39,999	18	16	23	20	7	7	12	10	11	12
40,000 TO 49,999	25	27	25	30	7	16	12	5	26	18
50,000 TO 59,999	13	18	15	18	0	14	6	15	16	16
60,000 TO 69,999	13	12	13	10	11	9	35	20	16	15
70,000 TO 79,999	9	7	8	8	4	2	12	15	11	11
80,000 TO 89,999	2	6	3	6	0	2	0	10	8	12
90,000 TO 99,000	1	2	1	1	0	2	0	15	3	5
100,000 OR MORE	2	2	0	1	4	5	18	10	3	8

Salary (11/12 Month)

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIVERSITY
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
LESS THAN 20,000	12	2	7	5	67	0	0	0	1	0
20,000 TO 29,999	5	3	6	2	0	8	6	0	2	7
30,000 TO 39,999	18	21	23	31	7	8	12	3	13	13
40,000 TO 49,999	25	23	25	31	7	15	12	0	22	20
50,000 TO 59,999	13	7	15	12	0	0	6	0	16	20
60,000 TO 69,999	13	12	13	7	11	0	35	14	13	7
70,000 TO 79,999	9	3	8	5	4	8	12	7	8	10
80,000 TO 89,999	2	9	3	7	0	8	0	17	10	7
90,000 TO 99,000	1	10	1	0	0	39	0	31	5	7
100,000 OR MORE	2	9	0	0	4	15	18	28	11	10

Primary College Affiliation:

	TOTAL BGSU 2001		BGSU FTUG 2001	
	%		%	
ARTS AND SCIENCES	47		47%	
BUSINESS ADMINISTRATION	10		9%	
EDUCATION AND HUMAN DEVELOPMENT	19		15%	
FIRELANDS	6		6%	
HEALTH AND HUMAN SERVICE	5		4%	
LIBRARIES AND LEARNING RESOURCES	4		1%	
MUSICAL ARTS	5		7%	
TECHNOLOGY	2		3%	
OTHER	1		8%	

Primary Interest

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIVERSITY
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
VERY HEAVILY IN TEACHING	23	25	23	26	41	36	6	10	22	25
IN BOTH, BUT LEANING TOWARD TEACHING	43	42	42	44	29	34	47	49	40	44
IN BOTH, BUT LEANING TOWARD RESEARCH	31	29	31	27	29	25	45	39	33	27
VERY HEAVILY IN RESEARCH	3	4	4	3	0	5	2	2	5	4

Political Views

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
FAR LEFT	NA	6	NA	5	NA	5	NA	10	7	10
LIBERAL	NA	51	NA	47	NA	52	NA	52	44	47
MIDDLE-OF-THE-ROAD	NA	29	NA	34	NA	29	NA	27	32	27
CONSERVATIVE	NA	13	NA	14	NA	14	NA	8	16	16
FAR RIGHT	NA	1	NA	1	NA	0	NA	2	1	0

Reasons Noted as Very Important for Pursuing an Academic Career

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
INTELLECTUAL CHALLENGE	86	82	86	83	82	71	87	82	86	86
INTELLECTUAL FREEDOM	80	77	78	78	73	64	74	71	78	79
FREEDOM TO PURSUE INTERESTS	79	76	77	79	79	69	83	72	80	80
AUTONOMY	72	69	72	69	69	62	70	75	73	70
OPPORTUNITIES FOR TEACHING	64	65	64	68	67	64	57	55	67	69
FLEXIBLE SCHEDULE	64	67	64	67	66	71	60	65	70	64
OPPORTUNITIES FOR RESEARCH	46	47	47	45	30	39	52	54	52	49
OPPORTUNITIES TO INFLUENCE SOCIAL CHANGE	25	25	22	23	39	28	28	24	27	29
OCCUPATIONAL PRESTIGE / PROFESSIONAL STATUS	17	15	19	15	12	16	15	14	19	18

People Noted as Very Influential in Your Decision to Pursue an Academic Career

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
FATHER	NA	29	NA	26	NA	40	NA	35	32	29
MOTHER	NA	31	NA	29	NA	35	NA	29	32	26
OTHER RELATIVES	NA	10	NA	10	NA	7	NA	8	12	10
UNDERGRADUATE FACULTY OR ADVISOR	NA	27	NA	27	NA	25	NA	32	32	36
GRADUATE FACULTY OR ADVISOR	NA	39	NA	41	NA	31	NA	43	43	42

Factors Noted as Very Important in Your Decision to Work at this College/University

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
INSTITUTIONAL EMPHASIS ON TEACHING	NA	34	NA	35	NA	27	NA	39	42	54
COLLEAGUES	NA	34	NA	29	NA	39	NA	47	39	31
GEOGRAPHIC LOCATION	NA	33	NA	34	NA	36	NA	24	46	29
OTHER PERSONAL/FAMILY CONSIDERATIONS	NA	27	NA	30	NA	25	NA	27	26	22
INSTITUTIONAL EMPHASIS ON RESEARCH	NA	19	NA	14	NA	21	NA	25	24	21
SALARY/BENEFITS	NA	19	NA	19	NA	15	NA	31	16	15
PRESTIGE OF DEPARTMENT	NA	17	NA	13	NA	18	NA	27	16	18
ACADEMIC RANK OFFERED	NA	15	NA	15	NA	11	NA	24	13	14
JOB OPPORTUNITIES FOR SPOUSE	NA	15	NA	15	NA	15	NA	28	17	15
RESEARCH FACILITIES	NA	11	NA	9	NA	12	NA	19	10	10
PRESTIGE OF INSTITUTION	NA	7	NA	7	NA	7	NA	8	13	25

Principal Activity

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
TEACHING	76	76	87	92	56	60	0	0	87	92
ADMINISTRATION	13	13	5	3	38	25	100	100	4	4
RESEARCH	7	6	7	3	3	8	0	0	8	4
SERVICES TO CLIENTS	3	2	0	0	0	2	0	0	1	0
OTHER	2	3	1	2	3	5	0	0	0	0

**During the Past Two Years, Have You Engaged in any of the Following Activities
(Percent "Yes")?**

	BGSU								PUB. DOC. I & RES. II U.	OHIO 'PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
PARTICIPATED IN A TEACHING ENHANCEMENT WORKSHOP	55	55	56	60	36	42	61	52	52	59
WORKED WITH UNDERGRADUATES ON A RESEARCH PROJECT	NA	49	NA	54	NA	39	NA	48	65	71
PLACED OR COLLECTED ASSIGNMENTS FOR A COURSE ON THE INTERNET	32	43	35	47	18	32	39	31	55	54
USED INTRA- OR EXTRAMURAL FUNDS FOR RESEARCH	NA	42	NA	42	NA	31	NA	45	52	56
TAUGHT AN INTERDISCIPLINARY COURSE	36	35	40	38	27	34	48	41	41	42
TEAM TAUGHT A COURSE	34	27	34	28	15	26	42	29	37	40
TAUGHT A SERVICE LEARNING COURSE	21	12	23	12	21	12	27	11	20	19
TAUGHT AN HONORS COURSE	20	18	23	21	13	18	16	12	19	22
TAUGHT AN ETHNIC STUDIES COURSE	7	5	7	5	9	3	11	8	12	15
TAUGHT WOMEN'S STUDIES COURSE	6	6	7	7	9	7	7	8	7	10
TAUGHT A COURSE EXCLUSIVELY THROUGH THE INTERNET	1	5	2	6	0	3	0	2	9	3

How Many of the Following Courses Are You Teaching This Term?

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
GENERAL EDUCATION COURSES										
NONE	69	66	59	56	68	64	80	81	60	52
ONE	21	20	25	23	32	36	17	12	21	21
TWO	7	8	9	12	0	0	3	0	11	14
THREE	2	2	4	3	0	0	0	5	5	8
FOUR	2	3	3	5	0	0	0	0	2	4
FIVE OR MORE	0	1	0	1	0	0	0	2	1	0
OTHER BA OR BS UNDERGRADUATE CREDIT COURSES										
NONE	26	32	9	15	17	23	46	67	7	6
ONE	30	30	31	28	83	77	41	29	34	30
TWO	24	21	33	31	0	0	10	4	32	33
THREE	14	12	19	18	0	0	0	0	19	22
FOUR	6	5	8	7	0	0	3	0	6	7
FIVE OR MORE	1	1	1	1	0	0	0	0	3	2
NON-BA CREDIT COURSES (DEVELOPMENTAL/REMEDIAL)										
NONE	98	98	97	97	96	97	100	100	96	98
ONE	2	2	2	3	4	3	0	0	3	1
TWO	0	0	1	0	0	0	0	0	1	0
THREE	0	0	0	0	0	0	0	0	1	0
FOUR OR MORE	0	0	0	0	0	0	0	0	0	1
FIVE OR MORE	0	0	0	0	0	0	0	0	0	0
GRADUATE COURSES										
NONE	46	56	44	53	100	100	61	83	40	51
ONE	39	32	48	41	0	0	40	15	47	42
TWO	11	8	8	4	0	0	0	2	10	5
THREE	3	3	1	2	0	0	0	0	2	1
FOUR OR MORE	1	1	1	0	0	0	0	0	1	1
FIVE OR MORE	0	1	0	1	0	0	0	0	0	1

Instructional Methods Used in Most or All Undergraduate Classes

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
CLASS DISCUSSIONS	71	75	70	72	74	89	79	81	72	72
COOPERATIVE LEARNING (SMALL GROUPS)	40	51	39	53	54	53	44	53	43	51
INDEPENDENT PROJECTS	43	45	43	47	51	47	46	38	40	41
EXTENSIVE LECTURING	42	37	44	36	26	46	29	36	49	39
GROUP PROJECTS	29	34	28	33	34	36	36	44	32	41
COMPUTER/MACHINE-AIDED INSTRUCTION	22	26	22	28	20	31	17	17	30	23
RECITALS/DEMONSTRATIONS	19	25	18	27	17	29	17	36	18	14
EXPERIENTIAL LEARNING/FIELD STUDIES	20	24	20	25	17	25	22	23	25	21
READINGS ON RACIAL/ETHNIC ISSUES	21	21	20	17	31	30	24	24	22	25
READINGS ON WOMEN/GENDER ISSUES	19	21	19	16	31	32	22	31	19	23
MULTIPLE DRAFTS OF WRITTEN WORK	20	19	17	20	31	13	34	23	20	22
STUDENT-DEVELOPED ACTIVITIES	19	16	20	16	11	15	17	22	17	16
STUDENT-SELECTED COURSE TOPICS	13	12	12	14	18	10	19	19	13	14
TEACHING ASSISTANTS	13	11	13	9	9	15	15	23	12	10
COMMUNITY SERVICE AS PART OF COURSEWORK	NA	4	NA	4	NA	5	NA	8	6	3

Evaluation Methods Used in Most or All Undergraduate Classes

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
COMPETENCY-BASED GRADING	42	45	41	45	51	42	29	31	49	43

ESSAY MID-TERMS/FINALS	40	44	42	43	34	51	48	55	44	52
STUDENT PRESENTATIONS	38	42	37	44	49	46	43	41	41	44
SHORT-ANSWER MID-TERMS/FINALS	35	40	37	40	23	39	42	33	37	35
TERM/RESEARCH PAPERS	35	38	35	37	40	40	39	33	40	48
QUIZZES	30	33	32	33	26	36	27	39	33	30
MULTIPLE-CHOICE MID-TERMS/FINALS	29	32	29	29	31	52	29	28	29	19
STUDENT EVALUATIONS OF EACH OTHERS' WORK	19	24	19	27	26	16	20	25	18	25
WEEKLY ESSAY ASSIGNMENTS	19	21	21	21	11	23	20	28	17	18
GRADING ON A CURVE	21	14	20	13	17	18	24	22	20	16

General Activities: Percent "Yes"

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
U. S. CITIZEN	95	93	95	93	97	89	100	90	94	93
BORN IN THE U.S.A.	91	87	90	85	98	86	98	86	87	87
SPOUSE/PARTNER WORK IN THE SAME CITY	43	46	41	45	53	48	60	55	56	41
HELD AN ACADEMIC ADMINISTRATIVE POSITION	42	48	36	40	44	47	94	96	39	38
RECEIVED AN AWARD FOR TEACHING	39	40	39	39	23	36	43	54	46	52
SPOUSE/PARTNER AN ACADEMIC	37	37	35	34	40	45	50	50	32	32
PLAN WORKING BEYOND AGE 70	37	33	38	32	32	36	37	18	32	28
RESEARCH/WRITING FOCUSED ON WOMEN	32	30	29	29	32	28	34	31	27	32
RESEARCH/WRITING FOCUSED ON ETHNICITY	27	28	26	26	21	28	36	32	29	29
COMMUTE A LONG DISTANCE TO WORK	14	17	12	15	24	27	11	8	17	26
INTERRUPTED CAREER FOR HEALTH/FAMILY REASONS	12	NA	12	NA	18	NA	11	NA	NA	NA
INTERRUPTED CAREER FOR MORE THAN ONE YEAR FOR FAMILY REASONS	NA	15	NA	14	NA	21	NA	10	15	13
IS/WAS YOUR FATHER AN	NA	12	NA	13	NA	11	NA	16	13	15

ACADEMIC										
IS/WAS YOUR MOTHER AN ACADEMIC	NA	10	NA	9	NA	13	NA	16	9	7
SEXUALLY HARASSED AT THIS INSTITUTION	5	6	5	7	6	5	11	4	6	9
A MEMBER OF A FACULTY UNION	NA	2	NA	2	NA	3	NA	2	18	4
IN THE LAST TWO YEARS: PERCENT YES										
DEVELOPED A NEW COURSE	63	64	69	72	41	50	55	49	74	69
SERVED AS A PAID CONSULTANT	39	39	38	37	29	34	47	45	42	32
CONSIDERED LEAVING ACADEME FOR ANOTHER JOB	39	34	41	35	29	40	28	29	37	35
HAD ONE OR MORE FIRM JOB OFFERS	33	35	33	36	24	31	28	35	31	28
CONSIDERED EARLY RETIREMENT	28	26	27	24	21	23	28	39	31	29
TAUGHT COURSES AT MORE THAN ONE INSTITUTION DURING THE SAME TERM	12	13	14	13	21	24	6	2	10	7
REQUESTED/SOUGHT AN EARLY PROMOTION	NA	5	NA	4	NA	5	NA	6	7	5

Number of Articles in Academic/Professional Journals

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	20	18	20	21	40	29	4	6	14	17
1 TO 2	13	19	13	22	14	16	4	2	14	11
3 TO 4	11	10	12	11	6	8	9	10	13	9
5 TO 10	20	21	21	20	9	15	13	25	19	23
11 TO 20	15	13	15	11	11	15	26	24	18	23
21 TO 50	17	15	15	13	14	11	38	26	14	13
MORE THAN 50	5	4	4	3	6	7	6	8	8	4

Number of Chapters in Edited Volumes

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.		
	TOTAL		FTUG		PTUG		ADMN				FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001			2001	2001
	%	%	%	%	%	%	%	%			%	%
NONE	49	53	51	57	67	59	24	32	42	38		
1 TO 2	20	24	21	26	6	16	14	26	28	26		
3 TO 4	15	10	17	7	9	7	24	21	15	20		
5 TO 10	10	9	9	7	9	11	26	11	9	7		
11 TO 20	4	3	2	2	9	5	10	9	4	7		
21 TO 50	1	1	0	0	0	2	2	2	2	2		
MORE THAN 50	0	1	0	1	0	0	0	0	0	0		

Number of Books, Manuals, Monographs

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.		
	TOTAL		FTUG		PTUG		ADMN				FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001			2001	2001
	%	%	%	%	%	%	%	%			%	%
NONE	59	61	61	63	70	64	39	49	53	51		
1 TO 2	26	29	29	30	18	25	27	31	29	29		
3 TO 4	9	6	6	5	6	3	25	8	10	10		
5 TO 10	5	4	3	2	6	7	7	12	6	8		
11 TO 20	1	1	1	0	0	2	2	0	2	1		
21 TO 50	0	0	0	0	0	0	0	0	1	1		
MORE THAN 50	0	0	0	0	0	0	0	0	0	0		

Number of Exhibitions/Performances in the Fine or Applied Arts Presented

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.		
	TOTAL		FTUG		PTUG		ADMN				FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001			2001	2001
	%	%	%	%	%	%	%	%			%	%
NONE	82	80	80	77	84	81	84	80	81	83		
1 TO 2	3	4	2	4	3	5	5	2	3	4		
3 TO 4	2	4	2	5	0	0	0	2	2	2		

5 TO 10	1	2	2	2	0	3	0	2	2	2
11 TO 20	2	1	2	0	3	0	7	2	2	2
21 TO 50	2	4	3	5	0	3	0	6	3	2
MORE THAN 50	8	6	10	7	9	7	5	6	7	5

Number of Professional Writings Have Been Published or Accepted for Publication in the Last Two Years

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	29	32	28	30	54	50	15	30	26	27
1 TO 2	30	32	33	36	14	22	34	30	32	34
3 TO 4	23	21	22	19	20	20	30	28	26	24
5 TO 10	16	13	15	12	9	8	21	10	14	13
11 TO 20	2	2	2	2	3	0	0	2	2	2
21 TO 50	0	0	0	0	0	0	0	0	1	0
MORE THAN 50	0	0	0	0	0	0	0	0	0	0

Principal Activity

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
TEACHING	76	76	87	92	56	60	0	0	87	92
ADMINISTRATION	13	13	5	3	38	25	100	100	4	4
RESEARCH	7	6	7	3	3	8	0	0	8	4
SERVICES TO CLIENTS	3	2	0	0	0	2	0	0	1	0
OTHER	2	3	1	2	3	5	0	0	0	0

During the Past Two Years, Have You Engaged in any of the Following Activities (Percent "Yes")?

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV. II U.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
PARTICIPATED IN A TEACHING ENHANCEMENT WORKSHOP	55	55	56	60	36	42	61	52	52	59
WORKED WITH UNDERGRADUATES ON A RESEARCH PROJECT	NA	49	NA	54	NA	39	NA	48	65	71
PLACED OR COLLECTED ASSIGNMENTS FOR A COURSE ON THE INTERNET	32	43	35	47	18	32	39	31	55	54
USED INTRA- OR EXTRAMURAL FUNDS FOR RESEARCH	NA	42	NA	42	NA	31	NA	45	52	56
TAUGHT AN INTERDISCIPLINARY COURSE	36	35	40	38	27	34	48	41	41	42
TEAM TAUGHT A COURSE	34	27	34	28	15	26	42	29	37	40
TAUGHT A SERVICE LEARNING COURSE	21	12	23	12	21	12	27	11	20	19
TAUGHT AN HONORS COURSE	20	18	23	21	13	18	16	12	19	22
TAUGHT AN ETHNIC STUDIES COURSE	7	5	7	5	9	3	11	8	12	15
TAUGHT WOMEN'S STUDIES COURSE	6	6	7	7	9	7	7	8	7	10
TAUGHT A COURSE EXCLUSIVELY THROUGH THE INTERNET	1	5	2	6	0	3	0	2	9	3

How Many of the Following Courses Are You Teaching This Term?

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
GENERAL EDUCATION COURSES										
NONE	69	66	59	56	68	64	80	81	60	52
ONE	21	20	25	23	32	36	17	12	21	21
TWO	7	8	9	12	0	0	3	0	11	14
THREE	2	2	4	3	0	0	0	5	5	8
FOUR	2	3	3	5	0	0	0	0	2	4
FIVE OR MORE	0	1	0	1	0	0	0	2	1	0
OTHER BA OR BS UNDERGRADUATE CREDIT COURSES										
NONE	26	32	9	15	17	23	46	67	7	6
ONE	30	30	31	28	83	77	41	29	34	30
TWO	24	21	33	31	0	0	10	4	32	33
THREE	14	12	19	18	0	0	0	0	19	22
FOUR	6	5	8	7	0	0	3	0	6	7
FIVE OR MORE	1	1	1	1	0	0	0	0	3	2
NON-BA CREDIT COURSES (DEVELOPMENTAL/REMEDIAL)										
NONE	98	98	97	97	96	97	100	100	96	98
ONE	2	2	2	3	4	3	0	0	3	1
TWO	0	0	1	0	0	0	0	0	1	0
THREE	0	0	0	0	0	0	0	0	1	0
FOUR OR MORE	0	0	0	0	0	0	0	0	0	1
FIVE OR MORE	0	0	0	0	0	0	0	0	0	0
GRADUATE COURSES										
NONE	46	56	44	53	100	100	61	83	40	51
ONE	39	32	48	41	0	0	40	15	47	42
TWO	11	8	8	4	0	0	0	2	10	5
THREE	3	3	1	2	0	0	0	0	2	1
FOUR OR MORE	1	1	1	0	0	0	0	0	1	1
FIVE OR MORE	0	1	0	1	0	0	0	0	0	1

Instructional Methods Used in Most or All Undergraduate Classes

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN			
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
CLASS DISCUSSIONS	71	75	70	72	74	89	79	81	72	72
COOPERATIVE LEARNING (SMALL GROUPS)	40	51	39	53	54	53	44	53	43	51
INDEPENDENT PROJECTS	43	45	43	47	51	47	46	38	40	41
EXTENSIVE LECTURING	42	37	44	36	26	46	29	36	49	39
GROUP PROJECTS	29	34	28	33	34	36	36	44	32	41
COMPUTER/MACHINE-AIDED INSTRUCTION	22	26	22	28	20	31	17	17	30	23
RECITALS/DEMONSTRATIONS	19	25	18	27	17	29	17	36	18	14
EXPERIENTIAL LEARNING/FIELD STUDIES	20	24	20	25	17	25	22	23	25	21
READINGS ON RACIAL/ETHNIC ISSUES	21	21	20	17	31	30	24	24	22	25
READINGS ON WOMEN/GENDER ISSUES	19	21	19	16	31	32	22	31	19	23
MULTIPLE DRAFTS OF WRITTEN WORK	20	19	17	20	31	13	34	23	20	22
STUDENT-DEVELOPED ACTIVITIES	19	16	20	16	11	15	17	22	17	16
STUDENT-SELECTED COURSE TOPICS	13	12	12	14	18	10	19	19	13	14
TEACHING ASSISTANTS	13	11	13	9	9	15	15	23	12	10
COMMUNITY SERVICE AS PART OF COURSEWORK	NA	4	NA	4	NA	5	NA	8	6	3

Evaluation Methods Used in Most or All Undergraduate Classes

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
COMPETENCY-BASED GRADING	42	45	41	45	51	42	29	31	49	43
ESSAY MID-TERMS/FINALS	40	44	42	43	34	51	48	55	44	52
STUDENT PRESENTATIONS	38	42	37	44	49	46	43	41	41	44
SHORT-ANSWER MID-TERMS/FINALS	35	40	37	40	23	39	42	33	37	35
TERM/RESEARCH PAPERS	35	38	35	37	40	40	39	33	40	48
QUIZZES	30	33	32	33	26	36	27	39	33	30
MULTIPLE-CHOICE MID-TERMS/FINALS	29	32	29	29	31	52	29	28	29	19
STUDENT EVALUATIONS OF EACH OTHERS' WORK	19	24	19	27	26	16	20	25	18	25
WEEKLY ESSAY ASSIGNMENTS	19	21	21	21	11	23	20	28	17	18
GRADING ON A CURVE	21	14	20	13	17	18	24	22	20	16

General Activities: Percent "Yes"

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
U. S. CITIZEN	95	93	95	93	97	89	100	90	94	93
BORN IN THE U.S.A.	91	87	90	85	98	86	98	86	87	87
SPOUSE/PARTNER WORK IN THE SAME CITY	43	46	41	45	53	48	60	55	56	41
HELD AN ACADEMIC ADMINISTRATIVE POSITION	42	48	36	40	44	47	94	96	39	38
RECEIVED AN AWARD FOR TEACHING	39	40	39	39	23	36	43	54	46	52
SPOUSE/PARTNER AN ACADEMIC	37	37	35	34	40	45	50	50	32	32
PLAN WORKING BEYOND AGE 70	37	33	38	32	32	36	37	18	32	28
RESEARCH/WRITING	32	30	29	29	32	28	34	31	27	32

FOCUSED ON WOMEN										
RESEARCH/WRITING FOCUSED ON ETHNICITY	27	28	26	26	21	28	36	32	29	29
COMMUTE A LONG DISTANCE TO WORK	14	17	12	15	24	27	11	8	17	26
INTERRUPTED CAREER FOR HEALTH/FAMILY REASONS	12	NA	12	NA	18	NA	11	NA	NA	NA
INTERRUPTED CAREER FOR MORE THAN ONE YEAR FOR FAMILY REASONS	NA	15	NA	14	NA	21	NA	10	15	13
IS/WAS YOUR FATHER AN ACADEMIC	NA	12	NA	13	NA	11	NA	16	13	15
IS/WAS YOUR MOTHER AN ACADEMIC	NA	10	NA	9	NA	13	NA	16	9	7
SEXUALLY HARASSED AT THIS INSTITUTION	5	6	5	7	6	5	11	4	6	9
A MEMBER OF A FACULTY UNION	NA	2	NA	2	NA	3	NA	2	18	4
IN THE LAST TWO YEARS: PERCENT YES										
DEVELOPED A NEW COURSE	63	64	69	72	41	50	55	49	74	69
SERVED AS A PAID CONSULTANT	39	39	38	37	29	34	47	45	42	32
CONSIDERED LEAVING ACADEME FOR ANOTHER JOB	39	34	41	35	29	40	28	29	37	35
HAD ONE OR MORE FIRM JOB OFFERS	33	35	33	36	24	31	28	35	31	28
CONSIDERED EARLY RETIREMENT	28	26	27	24	21	23	28	39	31	29
TAUGHT COURSES AT MORE THAN ONE INSTITUTION DURING THE SAME TERM	12	13	14	13	21	24	6	2	10	7
REQUESTED/SOUGHT AN EARLY PROMOTION	NA	5	NA	4	NA	5	NA	6	7	5

Number of Articles in Academic/Professional Journals

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN			
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	20	18	20	21	40	29	4	6	14	17
1 TO 2	13	19	13	22	14	16	4	2	14	11
3 TO 4	11	10	12	11	6	8	9	10	13	9
5 TO 10	20	21	21	20	9	15	13	25	19	23

11 TO 20	15	13	15	11	11	15	26	24	18	23
21 TO 50	17	15	15	13	14	11	38	26	14	13
MORE THAN 50	5	4	4	3	6	7	6	8	8	4

Number of Chapters in Edited Volumes

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	49	53	51	57	67	59	24	32	42	38
1 TO 2	20	24	21	26	6	16	14	26	28	26
3 TO 4	15	10	17	7	9	7	24	21	15	20
5 TO 10	10	9	9	7	9	11	26	11	9	7
11 TO 20	4	3	2	2	9	5	10	9	4	7
21 TO 50	1	1	0	0	0	2	2	2	2	2
MORE THAN 50	0	1	0	1	0	0	0	0	0	0

Number of Books, Manuals, Monographs

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	59	61	61	63	70	64	39	49	53	51
1 TO 2	26	29	29	30	18	25	27	31	29	29
3 TO 4	9	6	6	5	6	3	25	8	10	10
5 TO 10	5	4	3	2	6	7	7	12	6	8
11 TO 20	1	1	1	0	0	2	2	0	2	1
21 TO 50	0	0	0	0	0	0	0	0	1	1
MORE THAN 50	0	0	0	0	0	0	0	0	0	0

Number of Exhibitions/Performances in the Fine or Applied Arts Presented

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	82	80	80	77	84	81	84	80	81	83
1 TO 2	3	4	2	4	3	5	5	2	3	4
3 TO 4	2	4	2	5	0	0	0	2	2	2
5 TO 10	1	2	2	2	0	3	0	2	2	2
11 TO 20	2	1	2	0	3	0	7	2	2	2
21 TO 50	2	4	3	5	0	3	0	6	3	2
MORE THAN 50	8	6	10	7	9	7	5	6	7	5

Number of Professional Writings Have Been Published or Accepted for Publication in the Last Two Years

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	29	32	28	30	54	50	15	30	26	27
1 TO 2	30	32	33	36	14	22	34	30	32	34
3 TO 4	23	21	22	19	20	20	30	28	26	24
5 TO 10	16	13	15	12	9	8	21	10	14	13
11 TO 20	2	2	2	2	3	0	0	2	2	2
21 TO 50	0	0	0	0	0	0	0	0	1	0
MORE THAN 50	0	0	0	0	0	0	0	0	0	0

Average Hours per Week Spent on Scheduled Teaching

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	6	9	0	1	3	0	24	40	1	0
1 TO 4	15	18	7	5	63	63	42	32	7	7
5 TO 8	38	38	41	45	34	28	24	19	43	36
9 TO 12	32	24	40	34	0	5	9	6	36	45

13 TO 16	5	7	6	10	0	3	0	2	8	7
17 TO 20	3	3	3	4	0	0	0	0	4	5
21 TO 34	1	1	2	2	0	0	0	0	1	0
35 or MORE	1	0	0	0	0	0	0	0	0	0

Average Hours per Week Spent on Preparing for Teaching

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	6	9	0	1	3	0	27	38	0	0
1 TO 4	12	12	8	8	37	37	18	28	10	6
5 TO 8	26	29	25	27	49	40	40	19	25	19
9 TO 12	19	23	23	27	3	20	11	11	26	30
13 TO 16	17	12	19	16	9	3	4	2	17	16
17 TO 20	9	7	11	11	0	0	0	0	12	12
21 TO 34	8	7	11	8	0	0	0	2	8	13
35 TO 44	3	2	3	3	0	0	0	0	2	4

Average Hours per Week Spent on Advising/Counseling Students

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	10	14	8	8	12	29	11	23	5	2
1 TO 4	56	53	55	55	71	52	52	65	62	63
5 TO 8	26	23	28	27	12	14	30	6	23	27
9 TO 12	6	6	5	6	6	2	5	4	6	6
13 TO 16	1	2	1	3	0	2	0	0	2	1
17 TO 20	2	2	3	1	0	2	2	2	1	1
21 TO 34	0	0	0	0	0	0	0	0	0	0
35 OR MORE	0	0	0	0	0	0	0	0	0	0

Average Hours per Week Spent on Committee Work and Meetings

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	13	13	11	11	53	34	4	2	8	9
1 TO 4	45	49	52	55	12	39	9	18	67	64
5 TO 8	28	23	28	25	12	15	35	29	18	21
9 TO 12	8	10	7	8	12	10	24	20	5	5
13 TO 16	2	2	1	0	3	2	9	10	1	2
17 TO 20	2	3	1	1	6	0	9	18	1	0
21 TO 34	1	1	0	0	3	0	4	4	0	0
35 OR MORE	1	0	0	0	0	0	7	0	0	0

Average Hours per Week Spent on Other Administration

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	37	33	40	39	50	36	0	0	43	44
1 TO 4	33	34	39	40	15	28	7	4	37	38
5 TO 8	10	9	9	9	6	5	11	12	10	11
9 TO 12	8	8	7	7	6	10	13	14	5	4
13 TO 16	3	5	1	2	9	2	16	10	3	2
17 TO 20	3	3	2	2	0	9	9	16	2	1
21 TO 34	3	6	2	2	3	5	22	29	1	1
35 TO 44	2	1	0	0	9	5	16	8	0	0
45 OR MORE	1	1	0	0	3	0	7	8	0	0

Average Hours per Week Spent on Research and Scholarly Writing

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	17	24	14	23	49	42	16	17	13	13
1 TO 4	27	28	27	27	18	27	38	52	27	30
5 TO 8	21	20	21	20	21	13	29	23	20	21

9 TO 12	16	13	17	14	0	12	7	4	16	14
13 TO 16	9	6	9	7	6	2	4	2	10	12
17 TO 20	6	4	7	5	6	0	7	2	6	6
21 TO 34	5	4	5	5	0	5	0	0	5	4
35 TO 44	1	1	0	0	0	0	0	0	1	0
45 OR MORE	1	1	1	0	0	0	0	0	1	0

Average Hours per Week Spent on Other Creative Products and Performances

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	63	65	62	61	68	73	74	70	58	65
1 TO 4	22	21	22	23	19	18	26	17	26	23
5 TO 8	7	7	7	8	7	0	0	11	9	7
9 TO 12	3	4	3	4	7	3	0	2	4	2
13 TO 16	3	2	4	3	0	0	0	0	1	0
17 TO 20	1	1	1	2	0	2	0	0	1	1
21 TO 34	1	1	1	0	0	2	0	0	1	1
35 TO 44	0	0	0	0	0	2	0	0	0	0
45 OR MORE	0	0	0	0	0	0	0	0	0	0

Average Hours per Week Spent on Consultation with Clients or Patients

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	83	87	87	90	84	88	84	82	84	90
1 TO 4	10	9	9	8	6	9	13	7	12	9
5 TO 8	4	2	3	1	9	2	3	2	2	0
9 TO 12	1	1	0	0	0	0	0	7	1	1
13 TO 16	1	1	0	0	0	0	0	0	0	0
17 TO 20	0	1	0	0	0	0	0	2	0	0
21 TO 34	0	0	0	0	0	0	0	0	0	0
35 TO 44	0	0	0	0	0	2	0	0	0	0
45 OR MORE	0	0	0	0	0	0	0	0	0	0

Average Hours per Week Spent on Community or Public Service

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	39	44	39	47	41	38	34	42	36	42
1 TO 4	51	46	52	44	50	49	54	48	51	46
5 TO 8	7	7	7	7	3	7	10	9	10	10
9 TO 12	2	2	1	2	3	0	0	0	2	1
13 TO 16	1	0	0	0	0	2	2	0	1	0
17 TO 20	0	0	0	0	0	0	0	0	0	0
21 TO 34	0	0	0	0	0	0	0	0	0	0
35 TO 44	0	0	0	0	0	2	0	0	0	0
45 OR MORE	0	1	0	0	3	3	0	0	0	0

Average Hours per Week Spent on Outside Consulting /Freelance Work

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	63	73	63	73	65	75	83	80	67	74
1 TO 4	26	17	27	19	15	9	15	16	25	22
5 TO 8	6	8	6	7	6	7	3	4	5	2
9 TO 12	2	0	3	0	0	0	0	0	2	2
13 TO 16	1	1	0	1	3	2	0	0	0	0
17 TO 20	1	0	1	0	6	0	0	0	0	0
21 TO 34	0	0	0	0	0	0	0	0	0	0
35 TO 44	0	1	0	0	3	7	0	0	0	0
45 OR MORE	1	0	0	0	3	2	0	0	0	0

Average Hours per Week spent on Household/Child Care Duties

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
NONE	10	11	9	11	14	10	11	17	12	12
1 TO 4	17	15	18	16	6	12	23	19	18	18

5 TO 8	28	24	29	25	31	25	32	23	23	21
9 TO 12	15	17	16	16	14	13	11	13	17	19
13 TO 16	11	10	11	10	14	10	7	13	9	9
17 TO 20	8	10	8	11	6	8	7	8	7	11
21 TO 34	5	6	4	6	6	10	7	4	6	5
35 TO 44	2	3	2	3	0	5	2	2	3	2
45 OR MORE	4	3	4	1	9	8	0	2	5	3

Professional Goals Noted as Essential or Very Important

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
BEING A GOOD TEACHER	97	96	97	96	97	94	94	94	98	98
BEING A GOOD COLLEAGUE	88	86	87	85	91	84	92	86	89	87
DEVELOPING A MEANINGFUL PHILOSOPHY OF LIFE	75	72	74	70	71	67	83	69	76	77
RAISING A FAMILY	70	69	70	66	68	83	66	83	70	70
HELPING OTHERS WHO ARE IN DIFFICULTY	65	66	62	64	74	75	60	67	62	63
HELPING TO PROMOTE RACIAL UNDERSTANDING	61	60	57	55	68	70	70	63	59	62
BECOMING AN AUTHORITY IN MY FIELD	58	53	58	50	46	54	57	63	57	51
INTEGRATING SPIRITUALITY INTO MY LIFE	47	46	48	46	47	54	38	31	48	43
ACHIEVING CONGRUENCE BETWEEN MY OWN VALUES AND INSTITUTIONAL VALUES	NA	46	NA	47	NA	44	NA	41	51	54
OBTAINING RECOGNITION FROM COLLEAGUES IN MY SPECIAL FIELD	45	41	48	39	32	37	47	37	50	44
INFLUENCING SOCIAL VALUES	35	35	32	33	38	41	38	39	37	45
BEING VERY WELL-OFF FINANCIALLY	34	32	34	30	29	33	36	47	39	33
BEING INVOLVED IN	26	28	25	29	32	30	26	25	33	31

ENVIRONMENT CLEAN-UP										
INFLUENCING THE POLITICAL STRUCTURE	16	15	14	11	16	27	20	27	17	22

Goals for Undergraduate Students Noted as Essential or Very Important

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
DEVELOP ABILITY TO THINK CLEARLY	100	100	100	100	100	100	100	100	100	99
PREPARE STUDENTS FOR EMPLOYMENT	66	65	64	64	71	63	68	71	69	59
ENHANCE STUDENTS' KNOWLEDGE OF AND APPRECIATION FOR OTHER RACIAL/ETHNIC GROUPS	62	65	57	62	62	65	70	77	59	63
ENHANCE STUDENTS' SELF-UNDERSTANDING	67	64	66	63	62	69	64	60	60	62
PREPARE STUDENTS FOR RESPONSIBLE CITIZENSHIP	60	60	53	57	64	53	85	69	59	59
HELP STUDENTS DEVELOP PERSONAL VALUES	57	55	53	54	56	53	53	47	56	55
PREPARE STUDENTS FOR GRADUATE OR ADVANCED EDUCATION	54	53	53	51	44	57	47	59	58	55
DEVELOP MORAL CHARACTER	50	52	46	51	50	44	51	49	53	56
ENHANCE THE OUT-OF-CLASS EXPERIENCE OF STUDENTS	47	43	46	41	44	44	47	49	38	38
INSTILL IN STUDENTS A COMMITMENT TO COMMUNITY SERVICE	32	34	27	31	31	39	34	41	34	29
PROVIDE STUDENTS FOR EMOTIONAL DEVELOPMENT	36	33	32	32	27	25	36	28	33	36
STUDY A FOREIGN LANGUAGE	NA	32	NA	32	NA	28	NA	33	34	34
TEACH STUDENTS THE CLASSIC WORKS OF WESTERN CIVILIZATION	22	23	21	23	15	18	15	18	28	25
PREPARE STUDENTS FOR FAMILY LIVING	13	10	10	10	12	13	11	10	12	11

Agree Strongly or Somewhat Concerning Your Institution

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
FACULTY OF COLOR ARE TREATED FAIRLY	83	85	84	84	73	88	80	87	86	83
WOMEN FACULTY ARE TREATED FAIRLY	79	81	80	82	73	81	78	86	81	80
FEMALE	61	68	63	68	56	69	50	75	70	61
MALE	90	92	90	93	93	91	91	89	88	90
FACULTY ARE COMMITTED TO THE WELFARE OF THE INSTITUTION	79	81	77	82	84	82	85	80	77	82
MY TEACHING IS VALUED BY FACULTY IN MY DEPARTMENT	NA	79	NA	80	NA	77	NA	78	82	77
FACULTY ARE STRONGLY INTERESTED IN THE ACADEMIC PROBLEMS OF UNDERGRADUATES	77	78	77	77	81	78	85	84	75	80
GAY/LESBIAN FACULTY TREATED FAIRLY HERE	72	75	74	76	57	79	73	78	74	68
FACULTY ARE INTERESTED IN STUDENTS' PERSONAL PROBLEMS	70	71	70	69	63	67	65	78	70	73
THIS INSTITUTION SHOULD HIRE MORE FACULTY OF COLOR	NA	68	NA	65	NA	68	NA	78	69	79
MY RESEARCH VALUED BY FACULTY IN MY DEPARTMENT	72	66	69	65	82	70	82	63	71	64
STUDENT AFFAIRS STAFF HAVE THE SUPPORT AND RESPECT OF FACULTY	56	63	57	65	57	59	49	46	63	63
RACIAL AND ETHNIC DIVERSITY SHOULD BE MORE STRONGLY REFLECTED IN THE CURRICULUM	NA	59	NA	57	NA	55	NA	61	54	64
THIS INSTITUTION SHOULD HIRE MORE WOMEN FACULTY	NA	58	NA	53	NA	60	NA	74	61	70

MANY COURSES INCLUDE FEMINIST PERSPECTIVES	41	42	38	43	45	47	56	40	36	43
MANY COURSES INVOLVE STUDENTS IN COMMUNITY SERVICE	14	24	15	22	3	26	9	35	26	23
FACULTY FEEL THAT STUDENTS ARE WELL PREPARED ACADEMICALLY	21	21	19	19	25	18	17	24	34	53
MOST STUDENTS ARE STRONGLY COMMITTED TO COMMUNITY SERVICE	16	17	16	15	3	19	15	16	23	28
THERE IS A LOT OF CAMPUS RACIAL CONFLICT HERE	9	6	10	6	6	7	7	4	12	25

Issues Believed to be of High or Highest Priority at Your Institution

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
TO PROMOTE THE INTELLECTUAL DEVELOPMENT OF STUDENTS	82	73	80	70	94	80	89	78	71	80
TO HELP STUDENTS EXAMINE & UNDERSTAND THEIR PERSONAL VALUES	49	66	44	66	56	66	54	73	38	46
TO DEVELOP A SENSE OF COMMUNITY AMONG STUDENT AND FACULTY	68	64	66	61	53	69	74	78	40	42
TO RECRUIT MORE MINORITY STUDENTS	67	62	64	58	63	56	87	78	56	70
TO CREATE A DIVERSE MULTI-CULTURAL CAMPUS ENVIRONMENT	63	61	59	56	56	67	74	80	55	64
TO ENHANCE THE INSTITUTION'S NATIONAL IMAGE	68	57	67	56	53	58	74	61	75	84
TO DEVELOP LEADERSHIP ABILITY AMONG STUDENTS	52	53	50	49	63	65	63	64	42	57
TO INCREASE OR MAINTAIN INSTITUTIONAL PRESTIGE	NA	48	NA	49	NA	34	NA	34	66	79

TO FACILITATE STUDENT INVOLVEMENT IN COMMUNITY SERVICE ACTIVITIES	29	39	27	39	22	47	33	46	27	29
TO MENTOR NEW FACULTY	NA	29	NA	27	NA	23	NA	46	28	37
TO HELP STUDENTS LEARN HOW TO BRING ABOUT CHANGE IN AMERICAN SOCIETY	28	28	25	26	31	27	24	34	22	21
TO HIRE FACULTY STARS	22	21	21	20	13	15	30	26	30	28
TO PROMOTE THE RELIGIOUS/SPIRITUAL DEVELOPMENT OF STUDENTS	NA	19	NA	21	NA	20	NA	14	8	7

**Indicate how well each of the following describes your college or university
(Percent "Very Descriptive")**

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.		
	TOTAL		FTUG		PTUG		ADMN				FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001			2001	2001
	%	%	%	%	%	%	%	%			%	%
THERE IS A GREAT DEAL OF CONFORMITY AMONG STUDENTS	38	34	37	37	40	24	45	35	25	67		
IT'S EASY FOR STUDENTS TO SEE FACULTY OUTSIDE OF REGULAR OFFICE HOURS	33	40	38	44	23	30	23	40	42	50		
FACULTY HERE RESPECT EACH OTHER	23	33	25	34	24	30	9	29	32	29		
THE FACULTY TYPICALLY ARE AT ODDS WITH THE ADMINISTRATION	22	17	25	18	15	13	22	17	19	11		
SOCIAL ACTIVITIES ARE OVEREMPHASIZED	12	9	15	11	6	7	4	8	10	27		
FACULTY ARE REWARDED FOR BEING GOOD TEACHERS	8	9	9	10	3	3	6	4	12	19		
MOST STUDENTS ARE TREATED LIKE "NUMBERS IN A BOOK"	7	3	7	4	9	3	2	2	7	4		
STUDENTS HERE DON'T USUALLY SOCIALIZE WITH EACH OTHER	2	2	2	3	0	0	2	2	5	2		

During the past two years, how involved have you been in efforts to reform the following at your institution? (Percent "Very Involved")

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
CURRICULUM	NA	34	NA	35	NA	33	NA	52	39	41
GENERAL EDUCATION	NA	21	NA	22	NA	21	NA	36	25	27
FACULTY ROLES	NA	18	NA	14	NA	16	NA	42	17	15
OVERALL MISSION, PURPOSE	NA	17	NA	14	NA	13	NA	40	19	19
GOVERNANCE	NA	13	NA	9	NA	8	NA	34	13	11

Aspects of the Job Noted as Satisfactory or Very Satisfactory*

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
AUTONOMY AND INDEPENDENCE	85	84	85	82	88	87	80	88	87	88
PROFESSIONAL RELATIONSHIPS WITH OTHER FACULTY	75	75	73	73	84	72	78	84	74	71
OPPORTUNITY TO DEVELOP NEW IDEAS	74	74	72	74	72	75	70	68	78	76
JOB SECURITY	74	73	73	67	69	80	87	96	74	75
OVERALL JOB SATISFACTION	71	71	69	66	70	74	74	80	72	75
COMPETENCY OF COLLEAGUES	71	70	70	68	81	77	72	69	71	67
TEACHING LOAD	64	66	62	61	77	81	67	84	61	61
OPPORTUNITY FOR SCHOLARLY PURSUITS	63	65	60	62	58	59	60	76	66	69
OFFICE/LAB SPACE	NA	64	NA	62	NA	70	NA	78	63	67
SOCIAL RELATIONSHIPS WITH OTHER FACULTY	57	61	55	59	57	61	54	74	60	55
RELATIONSHIPS WITH ADMINISTRATION	56	59	50	53	72	75	73	76	57	59

VISIBILITY FOR JOBS AT OTHER INSTITUTIONS	46	48	42	43	55	48	61	56	45	41
SALARY AND FRINGE BENEFITS	41	45	37	39	44	47	52	67	40	49
QUALITY OF STUDENTS	40	39	33	33	49	37	40	51	46	58
AVAILABILITY OF CHILD CARE AT THIS INSTITUTION	NA	26	NA	24	NA	29	NA	27	31	37

* respondents marking "not applicable" are not included in these results

If You were to Begin Your Career again, Would You Still Want to be a College Professor?

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
DEFINITELY YES	44	47	41	43	37	47	46	65	45	45
PROBABLY YES	34	34	35	38	31	25	40	18	34	34
NOT SURE	14	11	14	11	23	17	8	4	13	13
PROBABLY NO	7	6	9	6	6	11	6	12	7	6
DEFINITELY NO	2	2	2	2	3	0	0	2	2	2

Factors Noted as Sources of Stress for During the Last Two Years: Percentage of respondents marking "Extensive" or "Somewhat"

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
TIME PRESSURES	89	85	89	84	82	87	100	90	82	84
LACK OF PERSONAL TIME	81	80	81	77	79	80	100	88	77	77
HOUSEHOLD RESPONSIBILITIES	73	73	75	71	79	79	76	71	70	70
INSTITUTIONAL PROCEDURES AND "RED TAPE"	75	67	78	68	55	54	87	84	72	65
KEEPING UP WITH INF. TECHNOLOGY	68	67	66	66	73	69	67	63	67	66
PERSONAL FINANCES	60	60	61	63	58	46	61	41	62	54
RESEARCH OR PUBLISHING	59	59	62	62	30	45	57	49	63	64

DEMANDS										
COMMITTEE WORK	58	57	60	57	42	48	76	71	59	58
STUDENTS	54	57	59	62	52	56	54	46	57	64
COLLEAGUES	60	54	63	50	36	53	74	73	57	59
REVIEW/PROMOTION PROCESS	42	50	46	55	24	33	33	28	50	46
TEACHING LOAD	54	49	64	57	18	41	35	26	62	61
MY PHYSICAL HEALTH	55	49	56	52	46	46	50	38	47	42
FACULTY MEETINGS	52	49	54	47	27	38	54	75	52	58
CHILD CARE	33	31	35	30	21	38	28	34	29	30
CHILDREN'S PROBLEMS	34	26	34	22	39	36	52	24	27	29
CARE OF ELDERLY PARENT	31	29	30	25	24	30	26	45	32	34
SUBTLE DISCRIMINATION (e.g., prejudice, racism, sexism)	28	26	30	27	33	23	26	14	28	31
FEMALE	45	40	45	40	13	39	57	39	42	50
MALE	17	15	20	16	21	9	13	5	19	17
MARITAL FRICTION	27	25	28	24	33	33	31	24	22	21

**Please Indicate Your Agreement with Each of the Following Statements
(Percent Agree Strongly or Somewhat)**

	BGSU								PUB. DOC. I & RES. II U.	OHIO PEER UNIV.
	TOTAL		FTUG		PTUG		ADMN		FTUG	FTUG
	1998	2001	1998	2001	1998	2001	1998	2001	2001	2001
	%	%	%	%	%	%	%	%	%	%
A RACIALLY DIVERSE STUDENT BODY ENHANCES THE EDUCATIONAL EXPERIENCE OF ALL STUDENTS	90	93	90	93	82	91	91	92	90	94
COLLEGES SHOULD ENCOURAGE STUDENTS TO BE INVOLVED IN COMM. SERVICE ACTIVITIES	80	78	78	73	82	86	89	84	77	78
COLLEGES SHOULD BE ACTIVELY INVOLVED IN SOLVING SOCIAL PROBLEMS	68	70	65	65	65	75	65	71	65	69
EXTERNAL PRESSURES OFTEN PREVENT RESEARCHERS FROM BEING COMPLETELY OBJECTIVE IN THE CONDUCT OF THEIR	NA	64	NA	64	NA	68	NA	67	63	63

WORK										
TENURE IS ESSENTIAL TO ATTRACT THE BEST MINDS TO ACADEME	60	63	61	64	41	47	65	74	66	61
COMMUNITY SERVICE SHOULD BE GIVEN WEIGHT IN COLLEGE ADMISSIONS DECISIONS	54	54	49	50	59	65	65	59	52	56
WESTERN CIVILIZATION AND CULTURE SHOULD BE THE FOUNDATION OF THE UNDERGRADUATE CURRICULUM	47	52	48	54	47	46	44	43	54	52
TENURE IS AN OUTMODED CONCEPT	36	35	34	36	56	40	35	25	34	38
PROMOTING DIVERSITY LEADS TO THE ADMISSION OF TOO MANY UNDER PREPARED STUDENTS	25	24	29	25	18	22	11	31	30	23
THE CHIEF BENEFIT OF A COLLEGE EDUCATION IS THAT IT INCREASES ONE'S EARNING POWER	21	25	22	25	21	27	13	20	30	25
COLLEGE OFFICIALS HAVE THE RIGHT TO BAN PERSONS WITH EXTREME VIEWS FROM SPEAKING ON CAMPUS	12	20	13	21	15	21	13	25	23	21

How important are arts events on campus to you as a faculty member of administrator at BGSU?

	BGSU			
	TOTAL	FTUG	PTUG	ADMN
	%	%	%	%
VERY IMPORTANT	35	36	32	39
SOMEWHAT IMPORTANT	37	36	37	33
UNSURE, NO OPINION	12	13	11	7
SOMEWHAT UNIMPORTANT	11	10	14	7
VERY UNIMPORTANT	5	6	7	15

I am aware of arts events on campus

	BGSU			
	TOTAL	FTUG	PTUG	ADMN
	%	%	%	%
STRONGLY AGREE	29	29	29	33
AGREE	53	54	43	48
UNSURE, DON'T KNOW	10	10	17	9
DISAGREE	6	6	9	9
STRONGLY DISAGREE	1	1	2	2

How satisfied you were with the safety condition on campus? (Percent "Satisfied" or "Very Satisfied")

	BGSU			
	TOTAL	FTUG	PTUG	ADMN
	%	%	%	%
OVERALL SAFETY CONDITIONS IN MY OFFICE OR PRIMARY WORKPLACE	87	88	85	89
OVERALL SAFETY CONDITIONS WITHIN THE BUILDING WHERE I SPEND MOST OF MY TIME	81	82	78	85
THE ADEQUACY OF TRAINING ON FIRE SAFETY AND SAFE WORK PRACTICES	57	58	53	72
MY SENSE OF PERSONAL SAFETY ON CAMPUS	89	89	84	93

Please indicate your agreement with each of the following statements: (Percent "Agree" or "Strongly Agree")

	BGSU			
	TOTAL	FTUG	PTUG	ADMN
	%	%	%	%
I WOULD BE INTERESTED IN TEACHING ONE OF MY ON-CAMPUS COURSES AT AN OFF-CAMPUS LOCATION	33	33	30	39
I WOULD BE INTERESTED IN RESCHEDULING ONE OF MY WEEKDAY COURSES TO THE WEEKEND	11	11	9	13
I WOULD BE INTERESTED IN RESCHEDULING ONE OF MY DAY TIME COURSES TO THE EVENING	34	32	39	31
I WOULD BE INTERESTED IN DEVELOPING AND TEACHING WEB-BASED DISTANCE EDUCATION COURSES	35	36	21	33
WEB-BASED INSTRUCTION CAN BE AS EFFECTIVE AS TRADITIONAL CLASSROOM-BASED INSTRUCTION AT BGSU	20	20	15	13
I SUPPORT THE DEVELOPMENT OF WEB-BASED BACHELOR'S, MASTER'S, AND CERTIFICATE DEGREE PROGRAMS AT BGSU	21	18	17	31

I WOULD BE INTERESTED IN USING INTERACTIVE VIDEO TO BROADCAST ONE OF MY COURSES TO AN OFF-CAMPUS LOCATION	32	30	19	36
I BELIEVE THAT WE SHOULD DO MORE TO INCREASE THE NUMBER OF INTERNATIONAL STUDENTS SEEKING DEGREES AT BGSU	52	52	45	62
I BELIEVE THAT BGSU STUDENTS CAN BENEFIT FOR AN INTERNATIONAL "STUDY ABROAD" EXPERIENCE	91	90	96	88
I WOULD BE INTERESTED IN PARTICIPATING IN AN INTERNATIONAL FACULTY EXCHANGE PROGRAM	65	67	64	75

I believe web-delivered degree and certificate programs are best developed by:

	BGSU			
	TOTAL	FTUG	PTUG	ADMN
	%	%	%	%
COLLEGES	9	8	2	8
DEPARTMENTS	27	30	12	36
CONTINUING EDUCATION	7	7	8	8
A JOINT EFFORT OF ALL UNITS	34	32	42	44
NO OPINION	24	24	37	5

The most important issue BGSU should consider in determining how expansive its involvement in web-based distance education is:

	BGSU			
	TOTAL	FTUG	PTUG	ADMN
	%	%	%	%
QUALITY OF INSTRUCTION	75	77	66	72
POTENTIAL FOR SHARED REVENUE	3	3	2	6
MARKET-DRIVEN NEED	8	6	12	14
FACULTY RESEARCH OPPORTUNITY	1	1	0	0
DISCIPLINARY INTEGRITY	14	12	20	8