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## **FACULTY TRENDS: HERI Survey Results, 1995-2004**

Office of Institutional Research

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## HERI Survey Results: 1995 to 2004

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## **SELECTED FINDINGS**

In 2004-05, Montclair State University participated in the 6<sup>th</sup> administration of the Higher Education Research Institute's (HERI) triennial survey of college and university faculty. HERI, founded by Alexander W. Astin, is located within the Graduate School of Education and Information Studies at the University of California, Los Angeles.

Montclair State University has participated in the HERI faculty survey 3 times since the survey was first administered in 1989-90. On each occasion, the responses of MSU faculty were compared to nationally-normed responses of faculty from participating public, four-year colleges. In 2004-05, MSU's comparison group included 11,267 faculty members drawn from 85 institutions across the nation. Table A-3 in the Appendix contains a list of institutions in our 2004-05 comparison group.

HERI prepared survey packages using data provided by the Office of Institutional Research (OIR), and returned the packages to MSU for distribution to its faculty. A letter from the Provost was added to the survey package prior to distribution by OIR. Faculty returned their completed surveys directly to HERI rather than to the University. A second copy of the survey was mailed to non-respondents following the same procedures. The Office of Institutional Research coordinated arrangements with HERI, and summarized the findings.

### **A. Response Rates and Representativeness**

- One third of MSU's full-time faculty completed the HERI faculty survey.

Of the 453 faculty members surveyed in 2004-05, a total of 150 (33%) returned surveys. Response rates on faculty surveys have varied little. In 1995-96 the rate was 31%, and in 2001-02 it was 34%. [Table A-1]

Nationally, the response rate at participating public, four-year colleges was 39%.

- The demographic profile of survey respondents matched the overall profile of MSU full-time faculty.

No statistically significant differences were found between survey respondents and all full-time faculty on the demographic factors of age, race/ethnicity, or sex. [Table A-2]

## B. Trends: Comparing MSU Faculty Responses from 1995-96 and 2004-05

### Characteristics of Respondents

- While the opinions of senior faculty members still predominate, more survey respondents are recently-appointed junior faculty.

Between 1995-96 and 2004-05, the proportion of Assistant Professors responding to the HERI faculty survey rose 7 percentage points, compared to 2 point declines in the proportions of respondents holding the ranks of Associate Professor and Professor. The proportion of respondents appointed within two years of the survey administration date rose 18 percentage points over the same period. [Table 1]

The proportion of survey respondents without tenure rose nearly 17 percentage points between 1995-96 and 2004-05. [Table 2]

With more junior faculty responding to the survey, the modal annual salary of survey respondents remained unchanged at \$70,000 to \$79,999 between 1995-96 and 2004-05 despite clear salary gains. These gains were seen in the fact that the proportion of survey respondents with annual salaries below \$50,000 declined 25 percentage points over the decade, while the proportion of survey respondents with annual salaries of \$90,000 or above rose 25 points. [Table 4]

The proportion of survey respondents who earned their highest degree within two years of the survey administration date rose 8 percentage points between 1995-96 and 2004-05, and those earning their degrees within seven years of survey administration rose nearly 20 points over the same period. The proportion of survey respondents who earned Ph.D.'s rose 11 percentage points to 79% over the decade. [Table 5]

- While the opinions of faculty members trained in the humanities and social sciences still predominate, more survey respondents are trained in mathematics, science, the arts, and education.

Survey participation by faculty trained across a range of disciplines in science and mathematics rose approximately 7 percentage points over the past decade, and participation by faculty trained in the arts and education rose 4 and 3 points, respectively. In contrast, the proportion of survey respondents trained in the humanities and social sciences declined 7 percentage points, and participation by faculty trained in business fields declined 3 points. [Table 3]

### Views on the Profession

- The interests of most faculty respondents still lean toward teaching, but a growing number express a preference for research.

Nearly  $\frac{2}{3}$  of survey respondents in 2004-05 described their interests as “heavily into” or “leaning towards” teaching, but that proportion was 12 percentage points lower than it was in 1995-96. In contrast, the proportions of survey respondents who said they were “leaning towards” or “heavily into” research rose 11 and 2 percentage points, respectively, over the decade. [Table 6]

- Faculty respondents are more confident that they made the right career choice.

In 1995-96, less than half of faculty respondents said that, if they could start over, they would definitely want to be a college professor again. By 2004-5, that proportion had risen to nearly  $\frac{2}{3}$  of respondents, or an increase of nearly 17 percentage points over the decade. [Table 6]

In previous surveys, MSU faculty said they were attracted to an academic career primarily for the “intellectual challenge” and “intellectual freedom,” and that they had been influenced to make this decision by a number of people, including their parents and faculty advisors (both undergraduate and graduate). [Table 7]

### Views on Teaching

- The views of faculty respondents regarding student outcomes have changed little during the decade.

Across all survey years, faculty respondents identified the ability to think clearly and critically as the most important outcome of higher education for undergraduates. In 2004-05, 100% of faculty respondents said it was “very important” or “essential” for undergraduates to develop the ability to think critically. This was followed in importance by mastery of disciplinary knowledge (96%) and writing ability (85%). Between 1995-96 and 2004-05, the proportion of faculty who emphasized “preparation for graduate or advanced education” rose 7 percentage points, while the proportion of faculty who emphasized “helping students develop personal values” fell 4 points. [Table 8]



- The pedagogical approaches used by faculty respondents have changed during the past decade to increase classroom engagement.

Between 1995-96 and 2004-05, the proportions of faculty respondents using the following classroom techniques rose substantially: group projects (+17 percentage points), cooperative/small group learning (+16 points), student presentations (+14 points), class discussion (+14 percentage points), and essay mid-term and/or final exams (+11 points). In contrast, use of the following classroom techniques declined: multiple-choice mid-term and/or final exams (-9 percentage points) and term/research papers (-3 points). [Table 9]

In a previous survey year, 8% of faculty respondents said that a community service requirement existed in their departments. [Table 10]

#### Views on the Institution

- Survey responses suggest that faculty have detected changes in institutional priorities during the past decade.

Approximately  $\frac{3}{4}$  of survey respondents in 2004-05 said they believed that the highest institutional priorities were “institutional prestige,” “national image,” and “pursuit of extramural funding.” Between 1995-96 and 2004-05, the proportions of survey respondents who said that “hiring faculty ‘stars’” and “enhancing the institution’s national image” were high priorities at the institution rose 17 and 8 percentage points, respectively. [Table 11]

Over the decade, the proportions of faculty respondents who said that “recruiting more minority students” and “creating a diverse multi-cultural campus environment” were high priorities at the institution declined 16 and 8 percentage points, respectively. [Table 11]

- Respondents’ views regarding interactions with colleagues and students changed in positive directions over the decade.

Nearly 45% of survey respondents in 2004-05 said that faculty respected each other, up 26 percentage points from 1995-96. Another 35% of 2004-05 respondents said that the expression of diverse values and beliefs was respected on campus, and  $\frac{1}{4}$  said it was easy for students to see faculty outside of their regular office hours, up 11 percentage points between 1995-96 and 2004-05. [Table 12]

Despite these positive changes, more respondents in 2004-05 also felt that faculty and “campus administration” were typically at odds with one another (+8 percentage points). [Table 12]

- Survey responses suggest that there have been positive changes in the student body and campus relations over the decade.

Over the decade, the proportion of survey respondents who felt that students were academically well-prepared rose 6 percentage points. [Table 13]

Only 8% of 2004-05 survey respondents felt that there was “a lot” of racial conflict on the campus compared to 30% in 1995-96, a decline of nearly 22 percentage points. [Table 13]

- Faculty responses suggest that there is less concern for students’ personal and academic problems.

While approximately 60% of 2004-05 survey respondents believed “strongly” or “somewhat” that faculty members were interested in students’ personal and academic problems, this figure is 15 percentage points lower than it was in 1995-96. [Table 13]

- Relations among faculty are collegial, and faculty are committed to improving the institution.

Over 88% of 2004-05 survey respondents said that colleagues in their department valued their teaching, and nearly 78% said that colleagues valued their research. Nearly 72% of faculty respondents said there was adequate support for integrating technology into their teaching. [Table 13]

In a previous survey year, 58% of faculty respondents said that they were very involved in curriculum reform at MSU, and 28% said they were very involved in the reform of general education. [Table 14]

#### Satisfaction

- Faculty respondents seem generally satisfied with their jobs.

The following aspects of their jobs were rated “satisfactory” to “very satisfactory” by more than ¾ of 2004-05 survey respondents: autonomy and independence (82%), professional relationships with other faculty (80%), opportunity to develop new ideas (76%), and competency of colleagues (75%). Overall job satisfaction was 78%, up 4 percentage points from 1995-96. [Table 15]

Satisfaction grew most with respect to the following: visibility for jobs at other institutions (+17 percentage points), social relationships with other faculty (+12 points), and quality of student (+7 points). [Table 15]

Satisfaction with the teaching load declined 6 percentage points between 1995-96 and 2004-05. [Table 15]

### Personal Goals and Beliefs

- Faculty respondents felt most strongly about goals associated with their careers.

Over 90% of 2004-05 survey respondents said it was “very important” or “essential” to achieve the following goals: to be a good teacher (97%), to be a good colleague (92%), and to serve as a role model to students (91%). [Table 16]

Over 71% of 2004-05 survey respondents said that, “to a great extent,” their work added meaning to their lives, and 68% said they experienced joy in their work. [Table 17]

- Over the past decade, personal security has grown in importance for faculty respondents, while goals related to social change and self-reflection have declined in importance.

Between 1995-96 and 2004-05, the proportion of survey respondents who said it was “very important” or “essential” to be very well off financially rose from 31% to 57%, or an increase of over 25 percentage points. The only other double-digit growth was associated with the goal of obtaining recognition from colleagues for contributions to the discipline (+11 percentage points over the decade). [Table 16]

Over the decade, declining proportions of survey respondents said it was “very important” or “essential” to influence social values (-7 percentage points) or develop a meaningful philosophy of life (-5 points). [Table 16]

Despite less interest in developing a meaning philosophy of life, nearly 73% of faculty respondents said they engaged in self reflection. [Table 17]

- More faculty respondents characterize their political views as “liberal” than in past years.

Nearly 55% of 2004-05 survey respondents characterized their political beliefs “liberal,” up over 6 percentage points from 1995-96. In contrast, the proportions who described their views as “far left” (-4 points) or “conservative” (-2 points) declined. [Table 18]

Over the decade, the proportion of respondents who agreed “somewhat” or “strongly” that tenure is essential to attract the best minds to academe rose 8 percentage points. In contrast, agreement with the following statements declined over the period: college officials have the right to ban persons with extreme views (-14 points), promoting diversity leads to the admission of too many underprepared students (-12 points), and Western civilization should be the foundation of the undergraduate curriculum (-8 points). [Table 18]

### Activities

- More faculty respondents reported being recognized for teaching excellence, and fewer reported serving in administrative positions.

Between 1995-96 and 2004-05, the proportion of survey respondents who received a teaching award rose from 28% to 40%, or an increase of 12 percentage points. The proportion of respondents with long distance commutes also rose double-digits (+11 percentage points) over the decade. [Table 19]

Over the decade, declining proportions of survey respondents held administrative posts (-11 percentage points) or were born in the United States (-8 points). [Table 16]

- More faculty respondents reported receiving job offers, and fewer reported considering early retirement.

Between 1995-96 and 2004-05, the proportion of survey respondents who received a firm job offer within two years of survey administration rose from 20% to 31%, or an increase of 11 percentage points. The proportion of respondents who considered early retirement declined -17 percentage points over the decade. [Table 20]

A slightly higher percentage (+1 percentage point) of faculty respondents developed a new course within two years of survey administration, but lower percentages taught ethnic studies (-7 points), women’s studies (-5 points), interdisciplinary (-3 points), or team-taught courses (-3 points). [Table 21]

### Teaching

- Faculty respondents say they are teaching more courses in their disciplines and at the graduate level.

Survey respondents from 2004-05 said they taught more graduate and disciplinary courses, and fewer general education and developmental/remedial courses, than did respondents in 1995-96. [Table 22]

### Research, Scholarship, and Creative Expression

- More faculty respondents have authored articles and chapters, but fewer have authored books.

Nearly 95% of the faculty members who responded to the 2004-05 HERI survey said that they had written articles that were published in academic or professional journals, up more than 7 percentage points from 1995-96. Over 60% of the respondents had written chapters for edited volumes, also up more than 7 points in a decade. [Table 23]

Approximately 53% of 2004-05 survey respondents said that they had had at least one book published, down 7 percentage points from 1995-96. [Table 23]

- More faculty respondents have engaged in other forms of creative expression.

Nearly 23% of the faculty members who responded to the 2004-05 HERI survey said that they had presented exhibitions or performances in the fine or applied arts, up more than 5 percentage points from 1995-96. Over 12% of the respondents had acquired patents on their work, or developed computer software. [Table 24]

In a previous survey year, nearly 76% of faculty respondents said that their scholarly work was conducted alone. [Table 25]

### Demands on Time

- Shifts in perceived sources of stress may reflect changes in institutional priorities for faculty respondents.

Between 1995-96 and 2004-05, the proportion of survey respondents who said that research and publishing demands contributed “somewhat” or “extensively” to stress in their lives rose from 56% to 76%, or an increase of 20 percentage points. Other double-digit increases occurred with respect to the following sources of stress: committee work (+16 percentage points), faculty meetings (+15 points), personal finances (+12 points), and teaching load (+11 percentage points). [Table 26]

The following were cited as major sources of stress by lower percentages of respondents in 2004-05 than in 1995-96: discrimination (-12 percentage points), lack of personal time (-7 points), care of elderly parents (-4 points), and child care (-2 percentage points). [Table 26]

The following were cited by more than 2/3 of 2004-05 survey respondents as additional major sources of stress: institutional procedures and red tape (81%), self-imposed high expectations (78%), and managing household responsibilities (73%). [Table 26]

- Faculty respondents are devoting more time to research/scholarship and electronic communication.

Survey respondents in 2004-05 devoted 12 or more hours per week to the following activities: preparing for teaching (34%), household or childcare duties (28%), research or scholarly writing (23%), communicating via email (12%), scheduled teaching (12%), creative products or performances (6%), advising or counseling students (4%), administrative duties (3%), committee work or meetings (3%), and outside consulting or freelance work (2%). [Table 27]

Between 1995-96 and 2004-05, larger proportions of survey respondents devoted 12 or more hours per week to communicating via email (+8 percentage points), research or scholarly writing (+6 points), administrative duties (+2 points), and advising or counseling students (+2 percentage points). Smaller proportions of respondents devoted 12 or more hours per week to creative products or performances (-3 percentage points) and committee work or meetings (-1 point). [Table 27]

#### Background Variables

- Fewer faculty respondents reported being single.

Nearly 75% of 2004-05 survey respondents said they were married, up 6 percentage points from 1995-96, while less than 20% of 2004-05 respondents reported being single, down 8 percentage points over the decade. The proportion of respondents who said they had been divorced declined 18 percentage points, from 40% in 1995-96 to 22% in 2004-05. [Table 28]

Approximately 1/3 of 2004-05 survey respondents have children younger than 18, while 40% have children who are 18 or older. [Table 29]

In previous survey years, nearly 45% of faculty respondents reported that their fathers were college graduates, while 36% reported that their mothers had earned college degrees. [Table 30]

## C. Comparisons with Peer Institutions from the 2004-05 Survey

### Characteristics of Respondents

- More MSU faculty respondents held professorial titles and earned doctorates.

In 2004-05, survey respondents from MSU were more likely than respondents from peer institutions to hold professorial titles (all ranks), while respondents from peer institutions were more likely to occupy such non-professorial titles as “lecturer” and “instructor.” Also, compared to their peers, MSU respondents were more likely to have been appointed either within two years of the survey date (early career), or more than 28 years prior to the survey date (advanced career). Respondents at peer institutions were more likely to be “mid-career” professionals. [Table 1]

More MSU faculty respondents were tenured or tenure-eligible, while more respondents from peer institutions held non-tenure-track positions. [Table 2]

Higher proportions of MSU faculty respondents had earned degrees in mathematics, the arts, and disciplines in the humanities. Respondents from peer institutions were more likely to have earned degrees in health sciences, engineering, and physical science disciplines. [Table 3]

Salaries earned by MSU faculty respondents were higher than those of respondents from peer institutions. The modal salary earned by MSU respondents was \$70,000 to \$79,999, compared to \$40,000 to \$49,999 earned by respondents at peer institutions. [Table 4]

Compared to faculty respondents from peer institutions, MSU respondents were more highly credentialed. More MSU respondents held Ph.D.’s and Ed.D.’s (88% versus 74%), and fewer reported that their highest degree as a Master’s (8% versus 20%). [Table 5]

### Views on the Profession

- MSU faculty respondents were more research-oriented than their peers.

More MSU respondents (36%) than respondents from peer institutions (21%) described themselves as “heavily into” or “leaning towards” research. [Table 6]

- MSU faculty respondents were more confident than their peers that they made the right career choice.

More MSU respondents (65%) than respondents from peer institutions (55%) said they would “definitely” want to be college professors if they were beginning their careers over again. [Table 6]

#### Views on Teaching

- The views of MSU faculty respondents corresponded closely to those of their peers regarding student outcomes.

MSU faculty respondents and their peers agreed that critical thinking, mastery of disciplinary knowledge, and writing ability essential outcomes of higher education. Only one difference was statistically significant. More MSU respondents (70%) than peers (60%) felt that it was important to enhance students’ knowledge of, and appreciation for, other racial/ethnic groups. [Table 8]

- Examination and grading practices used by MSU faculty respondents differed somewhat from those of their peers.

MSU faculty respondents were more likely to rely on essays (63% versus 57%) than multiple-choice questions (22% versus 34%) on exams. The latter difference was statistically significant. MSU respondents were also more likely (26% versus 18%) to grade on a curve. [Table 9]

More MSU faculty respondents (89%) relied on classroom discussion than did their peers (81%). This difference was statistically significant. [Table 9]

#### Views on the Institution

- The views of MSU faculty respondents varied a great deal from those of their peers concerning institutional priorities.

More faculty respondents from MSU than from peer institutions said they believed that the highest institutional priorities were: to hire faculty stars (+26 percentage points), to pursue extramural funding (+24 points), to enhance the institution’s national image (+19 points), to increase or maintain institutional prestige (+19 points), to promote gender equity among faculty (+12 points), and to increase representation of minorities among faculty and administration (+12 percentage points). All of these differences were statistically significant. [Table 11]



MSU faculty respondents were less likely than their colleagues at peer institutions to believe that the following were high institutional priorities: to promote the intellectual development of students (-18 percentage points), to develop leadership ability among students (-16 points), and to develop a sense of community among students and faculty (-13 percentage points). These differences, too, were all statistically significant. [Table 11]

- Faculty respondents from MSU described a more contentious institution than did their and peers.

More faculty respondents from MSU (38%) than from peer institutions (17%) considered the statement “the faculty are typically at odds with campus administration” to be “very descriptive” of their institution. This difference was statistically significant. [Table 12]

MSU faculty respondents were less likely than their colleagues at peer institutions to believe that the following statements were “very descriptive” of their institution: it is easy for students to see faculty outside of regular office hours (-31 percentage points), and faculty are rewarded for being good teachers (-10 percentage points). These differences were statistically significant. [Table 12]

- Compared to their peers, MSU respondents emphasized faculty collegiality more than student-centeredness.

More faculty respondents from MSU (78%) than from peer institutions (68%) said they agreed “strongly” or “somewhat” with the statement my research is valued by faculty in my department. This difference was statistically significant. [Table 13]

MSU faculty respondents described fewer difficulties recruiting and retaining new faculty members than did their peers. Fewer MSU respondents than peers agreed that their department had difficulty recruiting faculty (34% to 48%), and fewer agreed that their department had difficulty retaining faculty (17% to 27%). These differences were statistically significant. [Table 13]

Fewer MSU respondents than respondents from peer institutions agreed “strongly” or “somewhat” with the following statements: faculty are sufficiently involved in campus decision-making (-22 percentage points), faculty are interested in students’ personal problems (-20 points), faculty here are strongly interested in the academic problems of undergraduates (-20 points), the criteria for advancement and promotion decisions are clear (-15 percentage points), most students are strongly committed to community service (-14 points), and faculty feel that most students are well-prepared academically (-11 percentage points). These differences were all statistically significant. [Table 13]

### Satisfaction

- The views of MSU faculty respondents and their peers varied with respect to job satisfaction, but few of these differences were statistically significant.

More faculty respondents from MSU than from peer institutions said that the following aspects of their jobs were “satisfactory” to “very satisfactory:” availability of child care at this institution (+22 percentage points), salary and fringe benefits (+18 points), opportunity for scholarly pursuits (+11 points), prospects for career advancement (+7 points), and visibility for jobs at other institutions or organizations (+6 percentage points). Only the first two of these differences were statistically significant. [Table 15]

MSU faculty respondents were less satisfied than their colleagues at peer institutions with: office and lab space (-10 percentage points), clerical and administrative support (-10 points), the quality of students (-7 points), and relationships with administration (-6 percentage points). None of these differences, however, were statistically significant. [Table 15]

### Personal Goals and Beliefs

- To a greater extent than their peers, MSU faculty respondents aspired to be recognized authorities in their disciplines.

More faculty respondents from MSU than from peer institutions said that they considered it to be “very important” or “essential” to achieve the following personal and professional goals: to obtain recognition from colleagues for contributions to their fields (+17 percentage points), to become authorities in their fields (+15 points), to be very well off financially (+14 points), and to help promote racial understanding (+9 percentage points). The first three of these differences were statistically significant. [Table 16]

MSU faculty respondents were less likely than their peers to identify the following goals as important or essential: to integrate spirituality into their lives (-7 percentage points), to help others who are in difficulty (-4 points), and to achieve congruence between their own and institutional values (-4 percentage points). None of these differences were statistically significant. [Table 15]

- MSU faculty respondents reported that they were less likely than their peers to engage in spiritual and/or religious practices.

More faculty respondents from MSU than from peer institutions said that, “to a great extent,” they: engaged in academic work that spanned multiple disciplines (+7 percentage points), and felt that they had to work harder than their colleagues to be perceived as a legitimate scholars (+5 points). Neither of these differences was statistically significant. [Table 17]

MSU faculty respondents were less likely than their peers to say that they: sought opportunities to grow spiritually (-13 percentage points), considered themselves to be spiritual people (-12 points), engaged in prayer and meditation (-10 points), and considered themselves to be religious people (-10 percentage points). All of these differences were statistically significant. [Table 17]

- More MSU respondents than respondents from peer institutions characterized their political views as “liberal.”

Nearly 55% of MSU survey respondents characterized their political beliefs “liberal,” compared to 45% of respondents from peer institutions. Conversely, more faculty respondents from peer institutions (18%) than from MSU (8%) described themselves as “conservatives.” [Table 18]

More faculty respondents from MSU than from peer institutions agreed “somewhat” to “strongly” that: tenure is essential to attract the best minds to academe (+12 percentage points), colleges should be actively involved in solving social problems (+6 points), and a racially/ethnically diverse student body enhances the educational experience of all students (+5 points). Only the first of these differences was statistically significant. [Table 18]

MSU faculty respondents were less likely than their peers to agree that: tenure is an outmoded concept (-6 percentage points), colleges have a responsibility to work with their surrounding communities to address local issues (-5 points), colleges should encourage students to be involved in community service activities (-4 points), and the chief benefit of a college education is that it increases one’s earning power (-4 percentage points). None of these differences were statistically significant. [Table 18]

## Activities

- More MSU faculty respondents reported being union members, foreign-born, and long-distance commuters.

Over 87% of faculty respondents from MSU reported that they were members of a faculty union, compared to just 37% of respondents from peer institutions. This difference was statistically significant. More MSU respondents (37%) than respondents from peer institutions (21%) also said they commuted a long distance to work. This difference was also statistically significant. [Table 19]

MSU faculty respondents were less likely than their peers to say that: they were born in the U.S.A. (-19 percentage points); they used their scholarship to address local community needs (-15 points); and their spouse/partner worked in the same, or a nearby, city (-11 percentage points). All of these differences were statistically significant. [Table 19]

- MSU faculty respondents were less likely than their peers to have considered leaving their positions.

MSU faculty respondents were less likely than their peers to say that, during the past two years, they: considered leaving academe for another job (-12 percentage points), considered leaving this institution for another (-11 points), and considered early retirement (-11 percentage points). All of these differences were statistically significant. [Table 20]

More faculty respondents from MSU than from peer institutions said that, during the past two years, they: changed academic institutions (+5 percentage points), received at least one firm job offer (+4 points), and taught courses at more than one institution during the same term (+4 points). None of these differences were statistically significant. [Table 20]

- MSU respondents were more involved in research than their peers, but less involved with faculty development activities, online instruction, and activities associated with community interests.

More faculty respondents from MSU than from peer institutions said that, during the past two years, they: conducted research or writing focused on international/global issues (+10 percentage points), conducted research or writing focused on women and gender issues (+6 points), placed or collected assignments on the Internet (+6 points), and conducted research or writing focused on racial or ethnic minorities (+6 percentage points). However, only the first one of these differences was statistically significant. [Table 21]

MSU faculty respondents were less likely than their peers to say that, during the past two years, they: participated in a faculty development program (-13 percentage points), taught a course exclusively on the Internet (-12 points), collaborated with the local community in research/teaching (-8 points), and advised student groups involved in service/volunteer work (-7 percentage points). The first two of these differences were statistically significant. [Table 21]

### Teaching

- Compared to their peers, MSU faculty respondents teach more courses in their disciplines and at the graduate level.

MSU faculty respondents taught more graduate (+19 percentage points) and disciplinary (+5 points) courses than their peers, but fewer general education (-11 percentage points), developmental/remedial (-4 points), vocational/technical (-2 points), and other non-credit (-2 points) courses. [Table 22]

### Research, Scholarship, and Creative Expression

- MSU faculty respondents published more, and more recently, than their peers.

Over their careers, more MSU faculty respondents than colleagues from peer institutions wrote articles that were published in academic or professional journals (95% versus 81%); chapters in edited volumes (60% versus 43%); and books, manuals, or monographs (53% versus 38%). [Table 23]

More MSU faculty respondents (85%) than peers (64%) had professional writings published, or accepted for publication, during the two years prior to survey administration. [Table 23]

- More MSU faculty respondents were also productive in the arts.

Over their careers, more MSU faculty respondents (23%) than respondents from peer institutions (20%) mounted exhibitions or performances in the fine or applied arts. However, only 12% of MSU respondents reported receiving patents or developing computer software products, compared to 14% of their peers. [Table 24]

### Demands on Time

- More MSU respondents are stressed-out by “red tape” and demands for research and publications.

More faculty respondents from MSU than from peer institutions said that the following factors contributed “somewhat” or “extensively” to their stress levels during the two years prior to the survey: research or publishing demands (+13 percentage points), institutional procedures and red tape (+11 points), children’s problems (+8 points), and marital friction (+7 percentage points). Only the first two of these differences were statistically significant. [Table 26]

MSU faculty respondents were less likely than their peers to be stressed by: lack of personal time (-3 percentage points), teaching load (-3 points), job security (-3 points), and physical health (-3 percentage points). None of these differences were statistically significant. [Table 26]

- Compared to their peers, more MSU faculty respondents devoted  $\geq 12$  hours/week to research and writing, while fewer devoted  $\geq 12$  hours/week to scheduled teaching and class preparation.

Over 23% of faculty respondents from MSU said that they devoted 12 or more hours per week to research and scholarly writing, compared to just 11% of respondents from peer institutions, a difference of 12 percentage points. More MSU respondents (12% versus 5%) also said that they spent 12 or more hours per week communicating via email. [Table 27]

More faculty respondents from peer institutions (25%) than from MSU (12%) said they devoted 12 or more hours per week to scheduled teaching. More of the respondents from peer institutions (46%) than from MSU (34%) also said they devoted 12 or more hours per week preparing for teaching. [Table 27]

### Background Variables

- More MSU faculty respondents reported being in stable marriages, but having fewer children.

Slightly higher percentages of respondents from peer institutions reported being married or single, while higher percentages of MSU respondents reported being unmarried, but living with partners. Higher percentages of respondents from peer institutions reported that they had been divorced or widowed, while higher percentages of MSU respondents reported that they had been separated. [Table 28]

Higher percentages of respondents from peer institutions reported having two or more children younger than 18, as well as 18 or older. Higher percentages of MSU respondents reported having only one child, or being childless. [Table 29]

#### **D. Comparisons with MSU Students**

Several questions that were asked on the faculty survey also appeared in HERI surveys administered at MSU to entering fall 2004 freshmen and graduating spring 2005 seniors. These common questions focused on personal goals and political orientation.

##### Personal Goals

- MSU faculty respondents were more likely than students to choose either outward-looking, socially-responsible goals (e.g., race relations and the environment), or inward-looking, “selfish” goals (e.g., self-understanding and recognition from colleagues).

Higher percentages of MSU faculty respondents than students said it was “very important” to “essential” to: develop a meaningful philosophy of life, obtain recognition from colleagues, promote racial understanding, and help clean the environment. For each of these goals, faculty members were more supportive than seniors, who were more supportive than freshmen. [Chart 1]

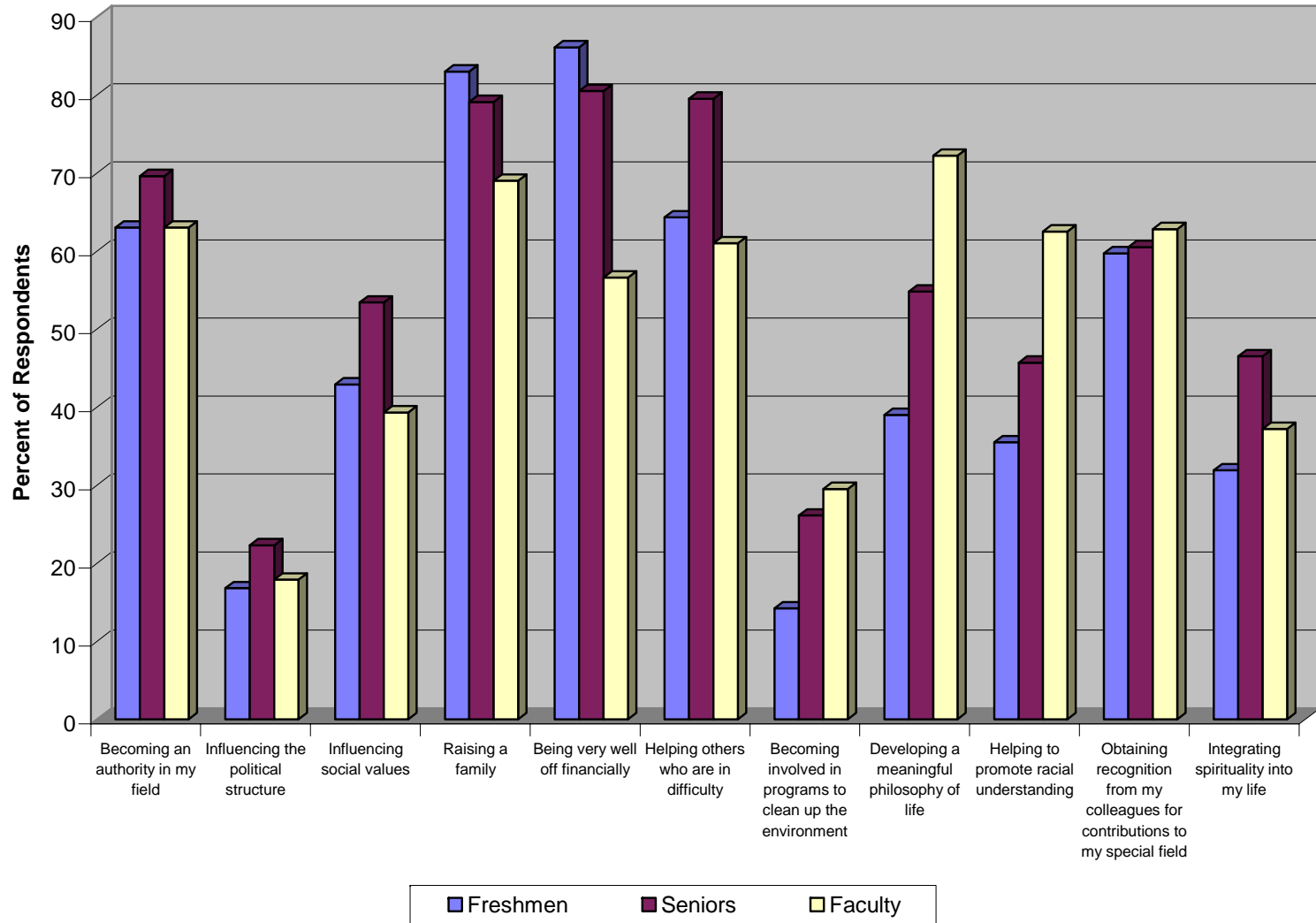
- More MSU freshmen than seniors and faculty respondents chose goals that reflected traditional values and materialism.

Higher percentages of MSU freshmen than seniors and faculty respondents said it was “very important” to “essential” to: raise a family, and be very well off financially. For each of these goals, freshmen were more supportive than seniors, who were more supportive than faculty respondents. [Chart 1]

- The goals sought by more MSU seniors than freshmen and faculty respondents reflected “confident idealism,” humanitarianism, and spirituality.

Higher percentages of MSU seniors than freshmen and faculty respondents said it was “very important” to “essential” to: influence the political structure, influence social values, become authorities in their fields, help others in difficulty, and integrate spirituality into their lives. [Chart 1]

**CHART 1: PERSONAL GOALS**



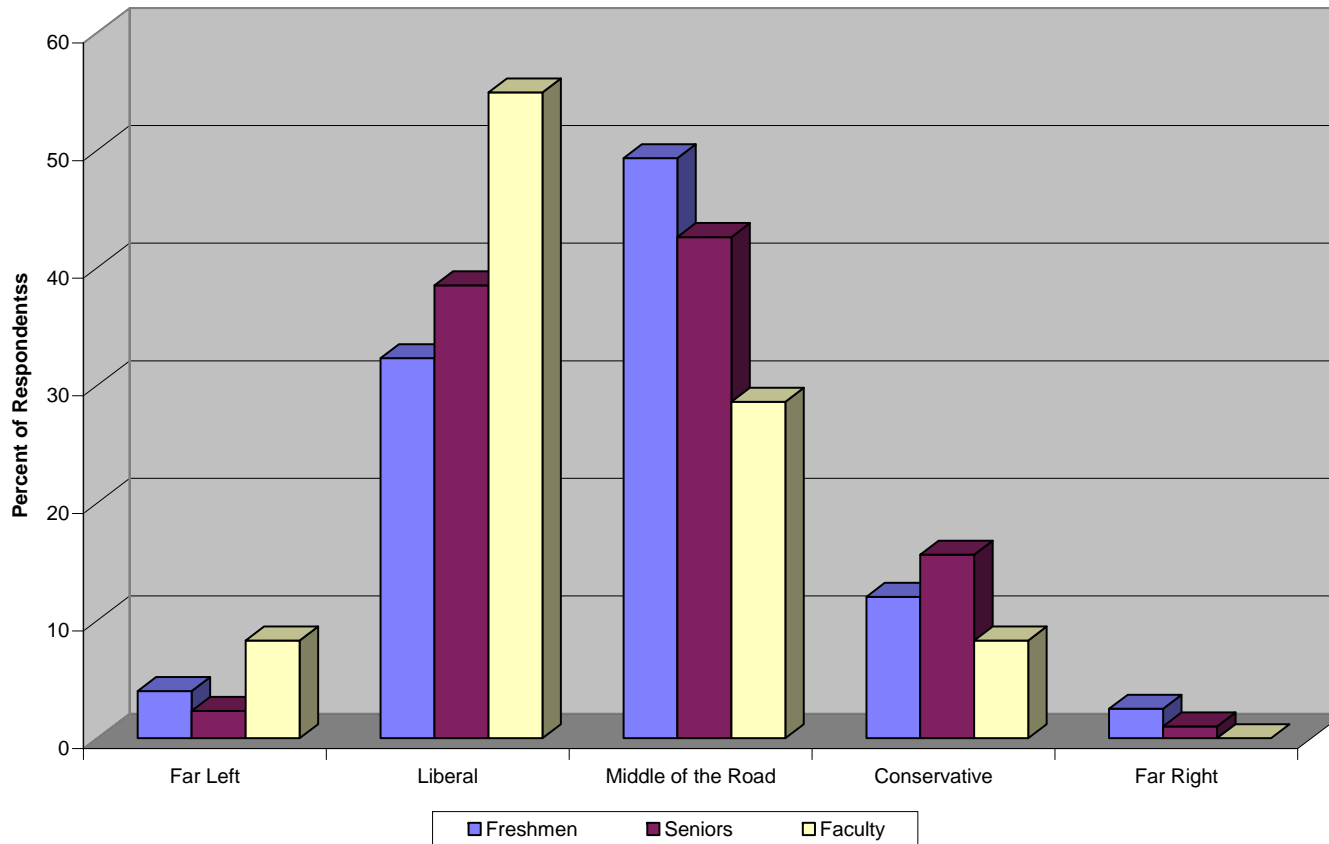


## Political Orientation

- Politically, MSU faculty respondents were more liberal than their students.

Most MSU faculty respondents (55%) characterized their political views as “Liberal,” while most freshmen (49%) and seniors (43%) characterized themselves as “Middle of the Road.” [Chart 2]

**CHART 2: POLITICAL VIEWS**



## E. Local Questions

The 2004-05 HERI faculty survey included questions that were developed locally. Only MSU faculty members were asked these questions, and so no comparative data exist. The questions focused on electronic communications with students, and Blackboard Learning Systems.

### Electronic Communication

- Almost all MSU faculty respondents reported that they communicated electronically with students about a wide range of subjects.

Over 97% of MSU faculty respondents reported that they communicated with students via email. Respondents said they used email “often” or “very often” to communicate with students about: assignments (49%), advisement issues (42%), announcements (41%), and course content (2%). [Table 31]

### Blackboard Learning Systems

- Most MSU faculty respondents reported using Blackboard Learning Systems in their teaching.

A majority (59%) of MSU faculty respondents said they used Blackboard when they taught, and another 8% of respondents said they used other online tools when teaching. Most users felt comfortable with the tool, with 49% rating their skills as “good” to “excellent,” and another 31% saying their skills were “adequate.” [Table 32]

Non-users expressed interest in using Blackboard or similar tools. Nearly 44% of the respondents who said they did not currently use Blackboard, expressed interest in using it in the future. Another 10% of non-users said they were interested in using similar online tools in the future. [Table 32]

### How Blackboard is Used

- MSU faculty respondents were more likely to use Blackboard’s static features (e.g., posting syllabi and announcements) than its dynamic features (e.g., assessment and discussions).

MSU faculty respondents said they used Blackboard “often” to “very often” for the following reasons: to post syllabi (78%), to post class announcements (66%), to post grades (53%), to post lecture notes (40%), to maintain grades (35%), for class discussions (19%), for group management functions (12%), and for testing and quizzes (8%). [Table 33]

### Support Needs

- Most MSU faculty respondents said they wanted support with respect to student assessment.

MSU faculty respondents described their support needs as “moderate” to “high” with respect to: student assessment information and strategies (57%), finding resources to support instruction (54%), managing discussion groups (53%), course development (51%), and general training (46%). [Table 34]

# Tables

**TABLE 1: CURRENT POSITION**

What is your present academic rank?	MSU			MSU		PEER GROUP	
	1995-96	2001-02	2004-05	Pct. Point	Pct. Point	2004-05	Difference
	Pct. of Respondents	Pct. of Respondents	Pct. of Respondents	Difference 95/96 to 04/05	Difference 01/02 to 04/05	Pct. of Respondents	(MSU - Peer Group)
Professor	38.8	40.5	36.7	-2.1	-3.8	31.0	5.7
Associate Professor	31.8	26.4	30.0	-1.8	3.6	25.6	4.4
Assistant Professor	25.6	31.8	32.7	7.1	0.9	29.3	3.4
Lecturer	0.0	0.0	0.0	0.0	0.0	5.5	-5.5
Instructor	3.9	1.4	0.0	-3.9	-1.4	7.6	-7.6
Other	0.0	0.0	0.7	0.7	0.7	1.0	-0.3
	129	148	150				

What is your principal activity in your current position at this institution?	MSU			MSU		PEER GROUP	
	1995-96	2001-02	2004-05	Pct. Point	Pct. Point	2004-05	Difference
	Pct. of Respondents	Pct. of Respondents	Pct. of Respondents	Difference 95/96 to 04/05	Difference 01/02 to 04/05	Pct. of Respondents	(MSU - Peer Group)
Administration	3.1	2.7	1.4	-1.7	-1.3	3.8	-2.4
Teaching	96.9	95.9	95.9	-1.0	0.0	94.0	1.9
Research	0.0	1.4	2.0	2.0	0.6	1.4	0.6
Services to clients and patients	0.0	0.0	0.0	0.0	0.0	0.4	-0.4
Other	0.0	0.0	0.7	0.7	0.7	0.4	0.3
	127	148	148				

Are you currently serving in an administrative position as:	MSU			MSU		PEER GROUP	
	1995-96	2001-02	2004-05	Pct. Point	Pct. Point	2004-05	Difference
	Pct. of Respondents	Pct. of Respondents	Pct. of Respondents	Difference 95/96 to 04/05	Difference 01/02 to 04/05	Pct. of Respondents	(MSU - Peer Group)
Department Chair	5.6	6.4	5.3	-0.3	-1.1	8.6	-3.3
Dean	0.0	0.0	0.7	0.7	0.7	0.9	-0.2
Other	5.6	7.8	27.3	21.7	19.5	14.4	12.9
Associate or Assistant Dean	0.8	0.0	--	N/A	N/A	--	N/A
Director, coordinator, or administrator of an institute, center, lab, or specially-funded program	12.1	13.5	--	N/A	N/A	--	N/A
Vice-President, Provost, or Vice-Chancellor	0.0	0.0	--	N/A	N/A	--	N/A
President or Chancellor	0.0	0.0	--	N/A	N/A	--	N/A
Not Applicable	75.8	72.3	--	N/A	N/A	--	N/A
	124	141	150				

Year of appointment at present institution	MSU			MSU		PEER GROUP	
	1995-96	2001-02	2004-05	Pct. Point	Pct. Point	2004-05	Difference
	Pct. of Respondents	Pct. of Respondents	Pct. of Respondents	Difference 95/96 to 04/05	Difference 01/02 to 04/05	Pct. of Respondents	(MSU - Peer Group)
>37 years earlier	0.0	1.4	2.8	2.8	1.4	1.2	1.6
33 to 37 years earlier	0.8	4.9	12.7	11.9	7.8	4.2	8.5
28 to 32 years earlier	9.6	22.4	8.5	-1.1	-13.9	5.3	3.2
23 to 27 years earlier	28.0	7.7	4.2	-23.8	-3.5	6.2	-2.0
18 to 22 years earlier	12.8	8.4	6.3	-6.5	-2.1	8.5	-2.2
13 to 17 years earlier	11.2	9.1	8.5	-2.7	-0.6	13.0	-4.5
8 to 12 years earlier	13.6	8.4	8.5	-5.1	0.1	13.0	-4.5
3 to 7 years earlier	12.0	17.5	18.3	6.3	0.8	26.3	-8.0
≤2 years earlier	12.0	20.3	30.3	18.3	10.0	22.2	8.1
	125	143	142				

**TABLE 2: TENURE**

What is your tenure status at this institution?	1995-96	MSU	2004-05	MSU		PEER GROUP	
	Pct. of Respondents	2001-02 Pct. of Respondents	Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Tenured	79.3	69.9	62.7	-16.6	-7.2	55.4	7.3
On tenure track, but not tenured	--	--	35.3	N/A	N/A	28.7	6.6
Not on tenure track, but institution has tenure system	--	--	2.0	N/A	N/A	15.8	-13.8
Institution has no tenure system	--	--	0.0	N/A	N/A	0.1	-0.1
Not Tenured	20.7	30.1	--	N/A	N/A	--	N/A
	116	133	150				

If tenured, year tenure was awarded	1995-96	MSU	2004-05	MSU		PEER GROUP	
	Pct. of Respondents	2001-02 Pct. of Respondents	Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
>37 years earlier	0.0	1.0	1.1	1.1	0.1	0.2	0.9
33 to 37 years earlier	0.0	3.0	4.3	4.3	1.3	1.6	2.7
28 to 32 years earlier	6.8	11.0	23.9	17.1	12.9	7.1	16.8
23 to 27 years earlier	12.6	24.0	9.8	-2.8	-14.2	8.9	0.9
18 to 22 years earlier	32.0	11.0	4.3	-27.7	-6.7	10.3	-6.0
13 to 17 years earlier	8.7	10.0	9.8	1.1	-0.2	14.4	-4.6
8 to 12 years earlier	12.6	15.0	15.2	2.6	0.2	19.4	-4.2
3 to 7 years earlier	14.6	9.0	16.3	1.7	7.3	21.4	-5.1
≤2 years earlier	12.6	16.0	15.2	2.6	-0.8	16.8	-1.6
	103	100	92				

**TABLE 3: DISCIPLINE AND DEPARTMENT**

Field of highest degree	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Agriculture or Forestry	0.0	0.0	0.0	0.0	0.0	0.8	-0.8
Biological Sciences	8.6	5.8	6.4	-2.2	0.6	5.9	0.5
Business	9.5	6.6	6.4	-3.1	-0.2	7.2	-0.8
Education	11.2	13.9	13.5	2.3	-0.4	15.1	-1.6
Engineering	0.0	0.0	0.7	0.7	0.7	3.2	-2.5
English	3.4	3.6	6.4	3.0	2.8	6.4	0.0
Health Sciences	0.0	0.7	0.7	0.7	0.0	4.6	-3.9
History or Political Science	4.3	5.1	5.0	0.7	-0.1	6.4	-1.4
Humanities	14.7	14.6	11.3	-3.4	-3.3	6.4	4.9
The Arts and Architecture	7.8	9.5	11.3	3.5	1.8	8.8	2.5
Mathematics/Statistics	6.0	6.6	11.3	5.3	4.7	5.6	5.7
Physical Sciences	5.2	8.0	5.7	0.5	-2.3	8.3	-2.6
Social Sciences	19.8	18.2	12.1	-7.7	-6.1	12.6	-0.5
Other Technical	0.9	2.2	3.5	2.6	1.3	2.3	1.2
Other	8.6	5.1	5.7	-2.9	0.6	6.3	-0.6
	116	137	141				

Department of current faculty appointment	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Agriculture or Forestry	0.0	0.0	0.0	0.0	0.0	1.0	-1.0
Biological Sciences	7.0	5.0	7.0	0.0	2.0	5.6	1.4
Business	8.7	6.5	7.0	-1.7	0.5	8.5	-1.5
Education	10.4	12.2	10.6	0.2	-1.6	10.5	0.1
Engineering	0.0	0.0	0.7	0.7	0.7	2.8	-2.1
English	6.1	5.0	7.0	0.9	2.0	7.0	0.0
Health Sciences	0.9	0.7	1.4	0.5	0.7	5.6	-4.2
History or Political Science	5.2	5.8	5.6	0.4	-0.2	6.0	-0.4
Humanities	11.3	12.2	8.5	-2.8	-3.7	6.0	2.5
The Arts and Architecture	10.4	12.2	14.8	4.4	2.6	9.1	5.7
Mathematics/Statistics	4.3	7.9	8.5	4.2	0.6	6.2	2.3
Physical Sciences	6.1	6.5	3.5	-2.6	-3.0	8.6	-5.1
Social Sciences	18.3	16.5	11.3	-7.0	-5.2	12.5	-1.2
Other Technical	3.5	4.3	6.3	2.8	2.0	3.4	2.9
Other	7.8	5.0	7.7	-0.1	2.7	7.5	0.2
	115	139	142				

**TABLE 4: SALARY**

	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Base salary: 9/10 month contract [1]							
Less than \$20,000	0.0	0.7	0.0	0.0	-0.7	1.7	-1.7
\$20,000 to 29,999	2.4	0.0	0.0	-2.4	0.0	1.6	-1.6
\$30,000 to 39,999	4.1	1.4	0.0	-4.1	-1.4	9.2	-9.2
\$40,000 to 49,999	19.5	9.2	0.7	-18.8	-8.5	25.2	-24.5
\$50,000 to 59,999	25.2	25.5	19.6	-5.6	-5.9	21.5	-1.9
\$60,000 to 69,999	21.1	20.6	23.1	2.0	2.5	15.9	7.2
\$70,000 to 79,999	26.8	17.0	24.5	-2.3	7.5	11.2	13.3
\$80,000 to 89,999	0.8	24.8	7.0	6.2	-17.8	8.1	-1.1
\$90,000 to 99,999	0.0	0.0	18.2	18.2	18.2	4.1	14.1
\$100,000 to 124,999	0.0	0.7	6.3	6.3	5.6	1.3	5.0
\$125,000 to 149,999	0.0	0.0	0.7	0.7	0.7	0.2	0.5
\$150,000 or more	0.0	0.0	0.0	0.0	0.0	0.1	-0.1
	123	141	143				

[1] The number of 2004-05 faculty with 11/12 month contracts is too small (N=2) to present in tabular form.

Salary is based on	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
9/10 month contract	96.3	97.1	98.6	2.3	1.5	83.3	15.3
11/12 month contract	3.7	2.9	1.4	-2.3	-1.5	16.7	-15.3
	109	136	141				



**TABLE 5: CREDENTIALS**

Highest degree earned	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Bachelor's (B.A., B.S., etc.)	0.8	0.0	0.0	-0.8	0.0	0.9	-0.9
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	10.1	7.4	8.0	-2.1	0.6	20.2	-12.2
LL.B. or J.D.	2.3	1.4	1.3	-1.0	-0.1	1.0	0.3
M.D., D.D.S., or equivalent	0.0	0.0	0.7	0.7	0.7	0.2	0.5
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.0	0.0	0.7	0.7	0.7	0.4	0.3
Ed.D.	14.0	12.2	9.3	-4.7	-2.9	5.3	4.0
Ph.D.	67.4	74.3	78.7	11.3	4.4	68.6	10.1
Other degree	4.7	4.7	0.7	-4.0	-4.0	2.7	-2.0
None	0.8	0.0	0.7	-0.1	0.7	0.8	-0.1
	129	148	150				

Year of highest degree now held	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
>37 years earlier	1.6	2.1	1.4	-0.2	-0.7	2.0	-0.6
33 to 37 years earlier	1.6	5.6	11.0	9.4	5.4	5.9	5.1
28 to 32 years earlier	12.9	19.6	17.1	4.2	-2.5	9.5	7.6
23 to 27 years earlier	20.2	13.3	9.6	-10.6	-3.7	10.1	-0.5
18 to 22 years earlier	17.7	11.2	6.8	-10.9	-4.4	11.4	-4.6
13 to 17 years earlier	19.4	9.1	10.3	-9.1	1.2	13.8	-3.5
8 to 12 years earlier	16.9	12.6	14.4	-2.5	1.8	17.6	-3.2
3 to 7 years earlier	7.3	16.1	19.2	11.9	3.1	19.9	-0.7
≤2 years earlier	2.4	10.5	10.3	7.9	-0.2	9.7	0.6
	124	143	146				

Degree currently working on	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Bachelor's (B.A., B.S., etc.)	0.0	0.0	0.0	0.0	0.0	0.3	-0.3
Master's (M.A., M.S., M.F.A., M.B.A., etc.)	0.0	0.0	2.5	2.5	2.5	2.0	0.5
LL.B. or J.D.	0.0	0.0	0.0	0.0	0.0	0.1	-0.1
M.D., D.D.S., or equivalent	0.0	5.4	0.0	0.0	-5.4	0.0	0.0
Other first professional degree beyond B.A. (e.g., D.D., D.V.M.)	0.0	0.0	0.0	0.0	0.0	0.7	-0.7
Ed.D.	2.9	0.0	0.0	-2.9	0.0	2.5	-2.5
Ph.D.	8.8	7.1	5.0	-3.8	-2.1	13.2	-8.2
Other degree	2.9	0.0	0.0	-2.9	0.0	1.4	-1.4
None	85.3	87.5	92.5	7.2	5.0	79.9	12.6
	34	56	40				

**TABLE 6: VIEWS ON THE PROFESSION**

	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Do your interests lie primarily in teaching or research?							
Very heavily in teaching	26.0	27.0	18.2	-7.8	-8.8	31.2	-13.0
In both, but leaning toward teaching	50.4	46.6	45.9	-4.5	-0.7	47.4	-1.5
In both, but leaning toward research	20.5	19.6	31.1	10.6	11.5	19.4	11.7
Very heavily in research	3.1	6.8	4.7	1.6	-2.1	2.0	2.7
Number of Respondents	127	148	148				
If you were to begin your career again, would you still want to be a college professor?							
Definitely yes	48.1	45.3	64.6	16.5	19.3	55.3	9.3
Probably yes	30.2	38.5	26.4	-3.8	-12.1	28.6	-2.2
Not sure	13.2	8.1	7.6	-5.6	-0.5	10.1	-2.5
Probably no	7.0	6.1	0.1	-6.9	-6.0	4.7	-4.6
Definitely no	1.6	2.0	0.1	-1.5	-1.9	1.3	-1.2
Number of Respondents	129	148	144				

**TABLE 7: CHOICES REGARDING CAREER AND PLACE OF EMPLOYMENT**

Reasons noted as very important in your decision to pursue an academic career	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Autonomy	74.0	72.4	--	N/A	N/A	--	N/A
Flexible schedule	63.0	72.2	--	N/A	N/A	--	N/A
Intellectual challenge	86.6	87.6	--	N/A	N/A	--	N/A
Intellectual freedom	81.1	79.9	--	N/A	N/A	--	N/A
Freedom to pursue my scholarly/teaching interests	78.7	76.6	--	N/A	N/A	--	N/A
Opportunities for teaching	74.8	66.7	--	N/A	N/A	--	N/A
Opportunities for research	45.7	43.7	--	N/A	N/A	--	N/A
Occupational prestige/professional status	21.3	20.7	--	N/A	N/A	--	N/A
Opportunity to influence social change	28.3	28.5	--	N/A	N/A	--	N/A
Expected of me after graduate school	5.6	--	--	N/A	N/A	--	N/A
No other opportunities given training	2.4	--	--	N/A	N/A	--	N/A

People noted as very influential in your decision to pursue an academic career	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Father	--	32.2	--	N/A	N/A	--	N/A
Mother	--	32.2	--	N/A	N/A	--	N/A
Other Relatives	--	11.0	--	N/A	N/A	--	N/A
Undergraduate faculty or advisor	--	32.1	--	N/A	N/A	--	N/A
Graduate faculty or advisor	--	38.6	--	N/A	N/A	--	N/A

Factors noted as very important in your decision to work at this college or university	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Institutional emphasis on teaching	--	49.0	--	N/A	N/A	--	N/A
Institutional emphasis on research	--	7.6	--	N/A	N/A	--	N/A
Prestige of institution	--	7.6	--	N/A	N/A	--	N/A
Prestige of department	--	12.4	--	N/A	N/A	--	N/A
Salary/benefits	--	18.6	--	N/A	N/A	--	N/A
Research facilities	--	2.1	--	N/A	N/A	--	N/A
Academic rank offered	--	12.5	--	N/A	N/A	--	N/A
Colleagues	--	31.7	--	N/A	N/A	--	N/A
Geographic location	--	61.1	--	N/A	N/A	--	N/A
Job opportunities for spouse	--	10.4	--	N/A	N/A	--	N/A
Other personal/family considerations	--	27.3	--	N/A	N/A	--	N/A

**TABLE 8: VIEWS ON STUDENT OUTCOMES**

Goals for undergraduates noted as "very important" or "essential"	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group) [1]
Develop ability to think critically [2]	99.2	100.0	100.0	0.8	0.0	99.0	1.0
Prepare students for employment after college	72.4	62.8	71.1	-1.3	8.3	76.3	-5.2
Prepare students for graduate or advanced education	53.2	49.3	60.4	7.2	11.1	62.0	-1.6
Develop moral character	51.6	59.4	55.8	4.2	-3.6	56.7	-0.9
Provide for students' emotional development	35.2	37.8	33.3	-1.9	-4.5	34.7	-1.4
Help students develop personal values	56.3	57.6	52.4	-3.9	-5.2	49.5	2.9
Enhance students' self-understanding	59.5	62.2	58.1	-1.4	-4.1	58.6	-0.5
Instill in students a commitment to community service	38.4	35.4	37.8	-0.6	2.4	38.1	-0.3
Prepare students for responsible citizenship	61.3	69.9	60.1	-1.2	-9.8	62.2	-2.1
Enhance students' knowledge of and appreciation for other racial/ethnic groups	--	66.2	70.3	N/A	4.1	59.7	10.6
Help master knowledge in a discipline	--	--	96.0	N/A	N/A	95.2	0.8
Develop creative capacities	--	--	73.6	N/A	N/A	67.9	5.7
Instill a basic appreciation of the liberal arts	--	--	56.8	N/A	N/A	56.5	0.3
Enhance spiritual development	--	--	13.0	N/A	N/A	16.9	-3.9
Promote ability to write effectively	--	--	85.2	N/A	N/A	89.3	-4.1
Facilitate search for meaning/purpose in life	--	--	38.1	N/A	N/A	34.5	3.6
Prepare students for family living	17.6	11.3	--	N/A	N/A	--	N/A
Teach students the classic works of Western civilization	19.2	24.5	--	N/A	N/A	--	N/A
Enhance the out-of-class experience of students	37.4	44.1	--	N/A	N/A	--	N/A
Study a foreign language	--	38.7	--	N/A	N/A	--	N/A
Increase desire and ability to undertake self-directed learning	93.7	--	--	N/A	N/A	--	N/A

[1] Differences in RED are statistically significant at the .05 level.

[2] Changed from "develop ability to think clearly" in 2004-05.

**TABLE 9: VIEWS ON PEDAGOGY**

Methods you use in "most" or "all" of the courses you teach	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group) [1]
Class discussion	75.0	82.1	89.0	14.0	6.9	81.2	7.8
Community service as part of coursework [2]	2.4	3.5	4.8	2.4	1.3	7.7	-2.9
Cooperative learning (small groups)	29.9	38.9	46.2	16.3	7.3	49.1	-2.9
Essay mid-term and/or final exams	52.0	51.8	63.0	11.0	11.2	56.9	6.1
Extensive lecturing	42.1	38.0	51.4	9.3	13.4	55.8	-4.4
Grading on a curve	26.4	20.0	25.5	-0.9	5.5	18.2	7.3
Group projects	19.8	25.4	36.3	16.5	10.9	35.6	0.7
Multiple-choice mid-term and/or final exams	30.7	30.5	21.9	-8.8	-8.6	33.7	-11.8
Multiple drafts of written work	17.3	17.5	21.4	4.1	3.9	27.0	-5.6
Readings on racial and ethnic issues	20.0	23.8	18.1	-1.9	-5.7	20.8	-2.7
Readings on women and gender issues	18.4	18.9	17.5	-0.9	-1.4	18.1	-0.6
Recitals/Demonstrations	19.2	17.6	18.1	-1.1	0.5	21.5	-3.4
Short-answer mid-term and/or final exams	32.5	39.9	34.0	1.5	-5.9	39.1	-5.1
Student evaluations of each other's work	8.1	14.2	12.6	4.5	-1.6	16.8	-4.2
Student presentations	33.3	39.4	47.6	14.3	8.2	46.4	1.2
Student-selected topics for course content	6.3	16.9	13.7	7.4	-3.2	14.8	-1.1
Teaching assistants	2.4	5.7	4.1	1.7	-1.6	5.4	-1.3
Term/Research papers	42.5	46.9	39.3	-3.2	-7.6	35.7	3.6
On-line instruction	--	--	20.8	N/A	N/A	15.5	5.3
Reflective writing/journaling	--	--	18.1	N/A	N/A	19.7	-1.6
Student evaluations of their own work	--	--	16.0	N/A	N/A	19.8	-3.8
Computer or machine-aided instruction	17.7	29.6	--	N/A	N/A	--	N/A
Experiential learning/Field studies	21.0	23.8	--	N/A	N/A	--	N/A
Independent projects	33.6	34.0	--	N/A	N/A	--	N/A
Student-developed activities (assignments, exams, etc.)	11.4	15.5	--	N/A	N/A	--	N/A
Quizzes	22.1	35.3	--	N/A	N/A	--	N/A
Weekly essay assignments	17.5	16.1	--	N/A	N/A	--	N/A
Competency-based grading	42.9	48.1	--	N/A	N/A	--	N/A

[1] Differences in **RED** are statistically significant at the .05 level.

[2] Changed from "community service as a required part of course work" in 2001-02.

**TABLE 10: COMMUNITY SERVICE**

Does a community service requirement exist on campus for all students?	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Yes	0.0	--	--	N/A	N/A	--	N/A
No	79.4	--	--	N/A	N/A	--	N/A
Don't know	20.6	--	--	N/A	N/A	--	N/A
	126						

Does a community service requirement exist in your department?	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Yes	8.0	--	--	N/A	N/A	--	N/A
No	84.0	--	--	N/A	N/A	--	N/A
Don't know	8.0	--	--	N/A	N/A	--	N/A
	125						

Does a community service requirement exist in other departments?	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Yes	14.3	--	--	N/A	N/A	--	N/A
No	38.1	--	--	N/A	N/A	--	N/A
Don't know	47.6	--	--	N/A	N/A	--	N/A
	126						

Does a community service center exist on campus?	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Yes	11.1	--	--	N/A	N/A	--	N/A
No	55.6	--	--	N/A	N/A	--	N/A
Don't know	33.3	--	--	N/A	N/A	--	N/A
	126						

**TABLE 11: VIEWS ON INSTITUTIONAL PRIORITIES**

Issues you believe to be of "high" or "highest" priority at your institution	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group) [1]
To promote the intellectual development of students	68.3	64.3	63.4	-4.9	-0.9	81.2	-17.8
To develop a sense of community among students and faculty	35.2	29.4	36.8	1.6	7.4	50.1	-13.3
To develop leadership ability among students	30.6	29.8	32.9	2.3	3.1	48.9	-16.0
To help students learn how to bring about change in American society	31.7	27.3	23.9	-7.8	-3.4	31.6	-7.7
To increase or maintain institutional prestige	73.8	65.7	74.8	1.0	9.1	55.9	18.9
To hire faculty "stars"	25.6	31.5	42.4	16.8	10.9	16.2	26.2
To recruit more minority students	63.2	60.8	47.6	-15.6	-13.2	48.4	-0.8
To enhance the institution's national image	67.2	68.3	75.0	7.8	6.7	55.7	19.3
To create a diverse multi-cultural campus environment	66.7	60.1	58.3	-8.4	-1.8	51.9	6.4
To mentor new faculty	--	42.7	51.0	N/A	8.3	43.2	7.8
To increase the representation of minorities in the faculty and administration [2]	65.9	--	58.9	-7.0	N/A	47.4	11.5
To increase the representation of women in the faculty and administration [3]	46.0	--	48.2	2.2	N/A	40.6	7.6
To promote gender equity among faculty	--	--	57.7	N/A	N/A	45.7	12.0
To provide resources for faculty to engage in community-based teaching or research	--	--	28.1	N/A	N/A	34.2	-6.1
To create and sustain partnerships with surrounding communities	--	--	40.7	N/A	N/A	49.5	-8.8
To pursue extramural funding	--	--	77.0	N/A	N/A	52.7	24.3
To help students examine and understand their personal values	46.8	37.8	--	N/A	N/A	--	N/A
To facilitate student involvement in community service	21.1	26.8	--	N/A	N/A	--	N/A
To promote the religious/spiritual development of students	--	7.7	--	N/A	N/A	--	N/A

[1] Differences in RED are statistically significant at the .05 level.

[2] Changed from "To hire more minority faculty and administrators" in 2004-05.

[3] Changed from "To hire more women faculty and administrators" in 2004-05.

**TABLE 12: VIEWS ON THE CAMPUS ENVIRONMENT**

Attributes noted as being "very descriptive" of your institution	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group) [1]
It is easy for students to see faculty outside of regular office hours	14.1	22.4	24.8	10.7	2.4	56.0	-31.2
The faculty are typically at odds with campus administration [2]	29.4	32.9	37.8	8.4	4.9	15.6	22.2
Faculty here respect each other	18.9	20.5	44.7	25.8	24.2	49.5	-4.8
Most students are treated like "numbers in a book"	9.5	9.7	9.4	-0.1	-0.3	3.1	6.3
Social activities are overemphasized	1.6	2.8	2.0	0.4	-0.8	4.7	-2.7
Faculty are rewarded for being good teachers	9.5	9.6	7.3	-2.2	-2.3	17.1	-9.8
There is respect for the expression of diverse values and beliefs	--	--	35.1	N/A	N/A	30.2	4.9
Faculty are rewarded for their efforts to use instructional technology	--	--	17.3	N/A	N/A	19.5	-2.2
Faculty are rewarded for their efforts to work with underprepared students	--	--	2.0	N/A	N/A	4.9	-2.9
There is a great deal of conformity among the students	21.1	13.8	--	N/A	N/A	--	N/A
Students here do not usually socialize with one another	4.9	9.0	--	N/A	N/A	--	N/A
Most of the students are very bright	1.6	--	--	N/A	N/A	--	N/A
There is little or no contact between students and faculty	6.2	--	--	N/A	N/A	--	N/A
The institution is genuinely committed to helping minority students succeed	37.3	--	--	N/A	N/A	--	N/A
Intercollegiate sports are overemphasized	5.0	--	--	N/A	N/A	--	N/A
This campus provides opportunities for students to engage in community service	5.7	--	--	N/A	N/A	--	N/A

[1] Differences in RED are statistically significant at the .05 level.

[2] Changed from "The faculty are typically at odds with campus administrators" in 2004-05.



**TABLE 13: VIEWS ON COLLEAGUES, DEPARTMENTS, AND COLLEGE LIFE**

Statements about your current college to which you agree "strongly" or "somewhat"	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group) [1]
Faculty are interested in students' personal problems	74.6	67.1	59.6	-15.0	-7.5	79.9	-20.3
Faculty feel that most students are well-prepared academically	10.2	17.4	16.6	6.4	-0.8	27.9	-11.3
Faculty here are strongly interested in the academic problems of undergraduates	74.8	68.8	60.3	-14.5	-8.5	79.9	-19.6
There is a lot of campus racial conflict here	30.3	6.3	8.4	-21.9	2.1	7.5	0.9
Most students are strongly committed to community service	13.4	12.7	11.7	-1.7	-1.0	25.4	-13.7
Racial and ethnic diversity should be more strongly reflected in the curriculum	--	56.0	55.2	N/A	-0.8	52.5	2.7
My research is valued by faculty in my department	--	65.2	77.6	N/A	12.4	68.3	9.3
My teaching is valued by faculty in my department	--	85.3	88.4	N/A	3.1	85.5	2.9
My department does a good job of mentoring new faculty	--	--	69.9	N/A	N/A	60.0	9.9
Faculty are sufficiently involved in campus decision making	--	--	31.9	N/A	N/A	53.4	-21.5
My values are congruent with the dominant institutional values	--	--	55.6	N/A	N/A	65.2	-9.6
There is adequate support for integrating technology in my teaching	--	--	71.7	N/A	N/A	75.0	-3.3
This institution takes responsibility for educating underprepared students	--	--	54.5	N/A	N/A	59.5	-5.0
The criteria for advancement and promotion decisions are clear	--	--	54.2	N/A	N/A	69.3	-15.1
Most of the students I teach lack the basic skills for college level work	--	--	47.6	N/A	N/A	44.8	2.8
My department has difficulty recruiting faculty	--	--	34.3	N/A	N/A	48.4	-14.1
My department has difficulty retaining faculty	--	--	17.4	N/A	N/A	27.3	-9.9
There is adequate support for faculty development	--	--	45.8	N/A	N/A	51.2	-5.4
This institution should not offer remedial/developmental education	--	--	20.7	N/A	N/A	28.0	-7.3
This institution should hire more faculty of color	--	69.0	--	N/A	N/A	--	N/A
This institution should hire more women faculty	--	45.0	--	N/A	N/A	--	N/A
Gay and lesbian faculty are treated fairly here	--	77.5	--	N/A	N/A	--	N/A
Student Affairs staff have the support and respect of faculty	50.8	60.7	--	N/A	N/A	--	N/A
Faculty are committed to the welfare of this institution	71.0	69.9	--	N/A	N/A	--	N/A
Many courses include feminist perspectives	49.6	51.4	--	N/A	N/A	--	N/A
Faculty of color are treated fairly here	85.2	85.8	--	N/A	N/A	--	N/A
Women faculty are treated fairly here	86.4	92.3	--	N/A	N/A	--	N/A
Many courses involve students in community service	20.5	35.7	--	N/A	N/A	--	N/A
Most faculty are sensitive to the issues of minorities	67.2	--	--	N/A	N/A	--	N/A
People here don't treat each other with enough respect	48.8	--	--	N/A	N/A	--	N/A
Many courses include minority group perspectives	54.2	--	--	N/A	N/A	--	N/A
There is little trust between minority student groups and campus administrators	41.5	--	--	N/A	N/A	--	N/A
Administrators here act in good faith	44.8	--	--	N/A	N/A	--	N/A
Faculty are committed to the welfare of the local community	35.2	--	--	N/A	N/A	--	N/A

[1] Differences in RED are statistically significant at the .05 level.

**TABLE 14: INVOLVEMENT IN INSTITUTIONAL REFORM**

During the past two years, how involved have you been in efforts to reform the following at your institution?	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Overall Mission	--	25.0	--	N/A	N/A	--	N/A
Very involved	--	25.0	--	N/A	N/A	--	N/A
Minimally involved	--	29.2	--	N/A	N/A	--	N/A
Not involved	--	45.8	--	N/A	N/A	--	N/A
144							

During the past two years, how involved have you been in efforts to reform the following at your institution?	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
General Education	--	28.1	--	N/A	N/A	--	N/A
Very involved	--	28.1	--	N/A	N/A	--	N/A
Minimally involved	--	41.1	--	N/A	N/A	--	N/A
Not involved	--	30.8	--	N/A	N/A	--	N/A
146.0							

During the past two years, how involved have you been in efforts to reform the following at your institution?	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Faculty roles/rewards	--	20.5	--	N/A	N/A	--	N/A
Very involved	--	20.5	--	N/A	N/A	--	N/A
Minimally involved	--	33.6	--	N/A	N/A	--	N/A
Not involved	--	45.9	--	N/A	N/A	--	N/A
146							

During the past two years, how involved have you been in efforts to reform the following at your institution?	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Governance	--	15.8	--	N/A	N/A	--	N/A
Very involved	--	15.8	--	N/A	N/A	--	N/A
Minimally involved	--	34.2	--	N/A	N/A	--	N/A
Not involved	--	50.0	--	N/A	N/A	--	N/A
146							

During the past two years, how involved have you been in efforts to reform the following at your institution?	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Curriculum	--	57.5	--	N/A	N/A	--	N/A
Very involved	--	57.5	--	N/A	N/A	--	N/A
Minimally involved	--	30.8	--	N/A	N/A	--	N/A
Not involved	--	11.6	--	N/A	N/A	--	N/A
146.0							

**TABLE 15: JOB SATISFACTION**

Aspects of your job noted as "very satisfactory" or "satisfactory"	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group) [1]
Salary and fringe benefits	55.6	50.7	60.7	5.1	10.0	42.8	17.9
Opportunity for scholarly pursuits	52.0	62.2	56.2	4.2	-6.0	45.5	10.7
Teaching load	50.4	61.0	44.9	-5.5	-16.1	46.2	-1.3
Quality of students	28.3	31.5	35.4	7.1	3.9	42.5	-7.1
Autonomy and independence	82.5	87.6	81.9	-0.6	-5.7	85.0	-3.1
Professional relationships with other faculty	77.0	72.6	79.6	2.6	7.0	78.3	1.3
Social relationships with other faculty	54.1	59.0	66.4	12.3	7.4	67.3	-0.9
Competency of colleagues	67.5	66.2	75.3	7.8	9.1	76.4	-1.1
Visibility for jobs at other institutions/organizations	32.5	35.6	49.0	16.5	13.4	43.3	5.7
Relationships with administration	45.2	55.2	48.6	3.4	-6.6	54.6	-6.0
Overall job satisfaction	74.0	77.4	78.1	4.1	0.7	75.4	2.7
Opportunity to develop new ideas	73.2	79.3	76.0	2.8	-3.3	73.1	2.9
Office/lab space	--	53.8	49.7	N/A	-4.1	59.6	-9.9
Availability of child care at this institution	--	53.7	58.7	N/A	5.0	36.8	21.9
Prospects for career advancement	--	--	58.7	N/A	N/A	51.5	7.2
Clerical/administrative support	--	--	42.9	N/A	N/A	52.5	-9.6
Job security	83.2	82.4	--	N/A	N/A	--	N/A
Working conditions (hours, location)	66.4	--	--	N/A	N/A	--	N/A
Undergraduate course assignments	84.8	--	--	N/A	N/A	--	N/A
Graduate course assignments	69.6	--	--	N/A	N/A	--	N/A

[1] Differences in RED are statistically significant at the .05 level.

**TABLE 16: PERSONAL AND PROFESSIONAL GOALS**

Personal and professional goals noted as "very important" or "essential"	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group) [1]
Becoming an authority in my field	59.1	50.3	63.0	3.9	12.7	48.2	14.8
Influencing the political structure	17.5	21.2	17.9	0.4	-3.3	18.8	-0.9
Influencing social values	46.5	49.3	39.3	-7.2	-10.0	35.9	3.4
Raising a family	68.5	68.3	69.0	0.5	0.7	68.4	0.6
Being very well off financially	31.2	42.5	56.6	25.4	14.1	42.6	14.0
Helping others who are in difficulty	55.1	71.7	61.0	5.9	-10.7	65.1	-4.1
Becoming involved in programs to clean up the environment	32.0	26.7	29.5	-2.5	2.8	30.7	-1.2
Developing a meaningful philosophy of life	77.2	78.1	72.2	-5.0	-5.9	69.5	2.7
Helping to promote racial understanding	65.1	67.1	62.5	-2.6	-4.6	53.8	8.7
Obtaining recognition from my colleagues for contributions to my special field	51.6	51.7	62.8	11.2	11.1	45.5	17.3
Being a good colleague	84.7	90.3	91.8	7.1	1.5	92.1	-0.3
Being a good teacher	99.2	98.6	97.3	-1.9	-1.3	98.6	-1.3
Integrating spirituality into my life	--	37.5	37.2	N/A	-0.3	44.4	-7.2
Achieving congruence between my own values and institutional values	--	54.2	48.6	N/A	-5.6	52.2	-3.6
Serving as a role model to students	--	--	91.1	N/A	N/A	88.6	2.5
Engage in research	71.2	--	--	N/A	N/A	--	N/A
Engage in outside activities	46.3	--	--	N/A	N/A	--	N/A
Provide services to the community	35.0	--	--	N/A	N/A	--	N/A
Participate in committee or other administrative work	30.3	--	--	N/A	N/A	--	N/A

[1] Differences in RED are statistically significant at the .05 level.

**TABLE 17: PERSONAL BELIEFS AND PRACTICES CONCERNING LIFE AND WORK**

	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group) [1]
Do you, "to a great extent:"							
Engage in academic work that spans multiple disciplines	--	--	37.4	N/A	N/A	30.8	6.6
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	--	--	40.8	N/A	N/A	40.7	0.1
Experience joy in your work	--	--	68.0	N/A	N/A	65.6	2.4
Feel good about the direction in which your life is headed	--	--	64.2	N/A	N/A	63.7	0.5
Engage in self-reflection	--	--	72.8	N/A	N/A	68.5	4.3
Achieve a healthy balance between your personal life and your professional life	--	--	32.7	N/A	N/A	39.0	-6.3
Feel that your work adds meaning to your life	--	--	71.4	N/A	N/A	67.9	3.5
Consider yourself a religious person	--	--	22.8	N/A	N/A	32.5	-9.7
Consider yourself a spiritual person	--	--	34.9	N/A	N/A	47.1	-12.2
Engage in regular exercise	--	--	32.7	N/A	N/A	39.1	-6.4
Eat a well-balanced diet	--	--	40.5	N/A	N/A	41.8	-1.3
Get adequate amounts of sleep	--	--	26.5	N/A	N/A	32.0	-5.5
Engage in prayer/meditation	--	--	14.6	N/A	N/A	24.5	-9.9
Experience close alignment between your work and your personal values	--	--	55.2	N/A	N/A	57.0	-1.8
Seek opportunities to grow spiritually	--	--	16.7	N/A	N/A	29.8	-13.1
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	--	--	28.6	N/A	N/A	23.3	5.3

[1] Differences in RED are statistically significant at the .05 level.

**TABLE 18: POLITICAL VIEWS**

How would you characterize your political views?	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Far Left	12.0	7.6	8.3	-3.7	0.7	7.5	0.8
Liberal	48.8	51.7	54.9	6.1	3.2	44.6	10.3
Middle of the Road	28.0	30.3	28.6	0.6	-1.7	29.4	-0.8
Conservative	10.4	10.3	8.3	-2.1	-2.0	17.9	-9.6
Far Right	0.8	0.0	0.0	-0.8	0.0	0.6	-0.6
Number of Respondents	125	145	133				

Statements with which you agree "strongly" or "somewhat"	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group) [1]
Western civilization and culture should be the foundation of the undergraduate curriculum	58.9	52.1	51.1	-7.8	-1.0	55.7	-4.6
College officials have the right to ban persons with extreme views from speaking on campus	37.0	25.5	23.1	-13.9	-2.4	20.6	2.5
The chief benefit of a college education is that it increases one's earning power	22.7	31.0	25.2	2.5	-5.8	29.0	-3.8
Promoting diversity leads to the admission of too many underprepared students	39.4	33.3	27.3	-12.1	-6.0	26.0	1.3
Colleges should be actively involved in solving social problems	69.8	74.3	72.3	2.5	-2.0	66.2	6.1
Tenure is an outmoded concept	28.1	26.2	25.5	-2.6	-0.7	31.0	-5.5
Colleges should encourage students to be involved in community service activities	82.5	85.4	81.0	-1.5	-4.4	84.9	-3.9
Tenure is essential to attract the best minds to academe	69.3	64.3	77.2	7.9	12.9	65.4	11.8
A racially/ethnically diverse student body enhances the educational experience of all students	--	93.8	95.1	N/A	1.3	90.1	5.0
Realistically, an individual can do little to bring about changes in society	--	--	18.2	N/A	N/A	18.7	-0.5
Colleges should be concerned with facilitating undergraduate students' spiritual development	--	--	22.4	N/A	N/A	22.6	-0.2
Colleges have a responsibility to work with their surrounding communities to address local issues	--	--	78.5	N/A	N/A	83.2	-4.7
The spiritual dimension of faculty members' lives has no place in the academy	--	--	44.8	N/A	N/A	46.6	-1.8
Including community service as part of a course is a poor use of resources	--	--	18.3	N/A	N/A	19.9	-1.6
External pressures often prevent researchers from being completely objective in the conduct of their work	--	75.2	--	N/A	N/A	--	N/A
Community service should be given weight in college admissions decisions	62.2	66.9	--	N/A	N/A	--	N/A
The death penalty should be abolished	54.7	--	--	N/A	N/A	--	N/A
A national health care plan is needed to cover everybody's medical costs	88.2	--	--	N/A	N/A	--	N/A
Abortion should be legal	90.6	--	--	N/A	N/A	--	N/A
Racist/sexist speech should be prohibited on campus	54.3	--	--	N/A	N/A	--	N/A
Community service should be a requirement for graduation	38.1	--	--	N/A	N/A	--	N/A

[1] Differences in **RED** are statistically significant at the .05 level.

**TABLE 19: GENERAL ACTIVITIES**

General activities	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group) [1]
Have you ever held an academic administrative post	53.5	50.7	42.3	-11.2	-8.4	37.3	5.0
Have you ever received an award for outstanding teaching	27.6	35.2	39.6	12.0	4.4	41.6	-2.0
Do you commute a long distance to work	26.0	29.7	37.3	11.3	7.6	20.9	16.4
Does your spouse/partner work in the same/nearby city [2]	25.0	19.5	47.9	22.9	28.4	59.0	-11.1
Were you born in the U.S.A.	76.4	74.5	68.0	-8.4	-6.5	86.6	-18.6
Are you a U.S. citizen	93.7	89.0	88.7	-5.0	-0.3	94.1	-5.4
Have you been sexually harassed at this institution	4.7	9.6	2.7	-2.0	-6.9	5.5	-2.8
Is your spouse/partner an academic	34.3	31.8	34.5	0.2	2.7	31.5	3.0
Are you a member of a faculty union	--	87.7	87.3	N/A	-0.4	36.9	50.4
Do you plan to retire within the next three years	--	--	8.1	N/A	N/A	13.7	-5.6
Do you use your scholarship to address local community needs	--	--	38.7	N/A	N/A	53.7	-15.0
Have you published op-ed pieces or editorials	--	--	20.8	N/A	N/A	21.1	-0.3
Have you ever interrupted your professional career for more than one year for family reasons	15.7	12.3	--	N/A	N/A	--	N/A
Do you plan on working beyond age 70	43.2	36.4	--	N/A	N/A	--	N/A
Is (or was) your mother an academic	--	7.6	--	N/A	N/A	--	N/A
Is (or was) your father an academic	--	12.4	--	N/A	N/A	--	N/A
Have you been sexually harassed at another institution	11.0	--	--	N/A	N/A	--	N/A

[1] Differences in RED are statistically significant at the .05 level.

[2] Changed from "does your spouse/partner work in the same city" in 2004-05.

**TABLE 20: RECENT GENERAL ACTIVITIES**

General activities: During the <i>past two</i> years have you...	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group) [1]
received at least one firm job offer	19.8	24.0	30.7	10.9	6.7	26.9	3.8
considered early retirement	30.2	29.0	12.8	-17.4	-16.2	23.4	-10.6
considered leaving academe for another job	24.4	29.2	20.0	-4.4	-9.2	32.3	-12.3
engaged in paid consulting outside of your institution [2]	55.4	42.8	41.2	-14.2	-1.6	37.2	4.0
taught courses at more than one institution during the same term	--	12.9	12.7	N/A	-0.2	9.1	3.6
requested/sought an early promotion	--	8.3	8.7	N/A	0.4	8.2	0.5
engaged in public service/professional consulting without pay [3]	74.2	--	51.3	-22.9	N/A	60.7	-9.4
considered leaving this institution for another changed academic institutions	--	--	32.0	N/A	N/A	42.9	-10.9
received funding for your work from foundations	--	--	21.9	N/A	N/A	20.0	1.9
received funding for your work from state/federal government	--	--	25.9	N/A	N/A	29.3	-3.4
received funding for your work from business or industry	--	--	11.1	N/A	N/A	12.5	-1.4
used intra- or extramural funds for research	51.7	40.2	--	N/A	N/A	--	N/A

[1] Differences in **RED** are statistically significant at the .05 level.

[2] Changed from "served as a paid consultant" in 2004-05.

[3] Changed from "performed service/volunteer work in the community" in 2004-05.



**TABLE 21: RECENT PROFESSIONAL ACTIVITIES**

Professional activities: During the <i>past two</i> years have you...	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group) [1]
taught an honors course	15.9	13.7	15.7	-0.2	2.0	16.5	-0.8
taught an interdisciplinary course	38.5	36.8	35.4	-3.1	-1.4	35.6	-0.2
taught an ethnic studies course	16.1	13.6	8.7	-7.4	-4.9	9.3	-0.6
taught a women's studies course	11.6	10.5	7.1	-4.5	-3.4	7.2	-0.1
team-taught a course	29.9	24.8	26.9	-3.0	2.1	31.3	-4.4
worked with undergraduates on a research project [2]	72.1	54.3	59.0	-13.1	4.7	63.6	-4.6
developed a new course	66.9	68.7	68.3	1.4	-0.4	66.2	2.1
conducted research or writing focused on racial or ethnic minorities [3]	34.9	31.7	24.6	-10.3	-7.1	19.0	5.6
conducted research or writing focused on women & gender issues [4]	35.4	34.2	24.4	-11.0	-9.8	18.2	6.2
taught a service learning course	--	28.3	25.0	N/A	-3.3	20.4	4.6
placed or collected assignments on the Internet [5]	--	49.6	73.6	N/A	24.0	67.9	5.7
taught a course exclusively on the Internet [6]	--	2.4	1.6	N/A	-0.8	13.7	-12.1
advised student groups involved in service/volunteer work [7]	36.4	--	37.2	0.8	N/A	44.6	-7.4
participated in a faculty development program	--	--	54.5	N/A	N/A	67.4	-12.9
collaborated with the local community in research/teaching	--	--	41.9	N/A	N/A	49.8	-7.9
conducted research or writing focused on international/global issues	--	--	35.7	N/A	N/A	25.3	10.4
taught a first-year seminar	--	--	19.2	N/A	N/A	18.4	0.8
participated in a teaching enhancement workshop	62.6	67.6	--	N/A	N/A	--	N/A
attended a racial/cultural awareness workshop	31.9	--	--	N/A	N/A	--	N/A
held a faculty senate or council office	23.7	--	--	N/A	N/A	--	N/A

[1] Differences in **RED** are statistically significant at the .05 level.

[2] Changed from "worked with students on a research project" in 2001-02.

[3] Changed from "has any of your research or writing focused on racial or ethnic minorities" in 2004-05.

[4] Changed from "has any of your research or writing focused on women" in 2004-05.

[5] Changed from "placed or collected assignments for a course on the Internet" in 2004-05.

[6] Changed from "taught a course exclusively through the Internet" in 2004-05.

[7] Changed from "advised student groups involved in community service/volunteer work" in 2004-05.

**TABLE 22: COURSES TAUGHT**

General Education Courses Taught This Term	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	42.0	37.1	58.1	16.1	21.0	47.5	10.6
1	31.0	35.3	22.2	-8.8	-13.1	21.9	0.3
2	18.0	19.8	18.8	0.8	-1.0	17.6	1.2
3	8.0	5.2	0.0	-8.0	-5.2	7.5	-7.5
4	1.0	2.6	0.9	-0.1	-1.7	4.0	-3.1
≥5	0.0	0.0	0.0	0.0	0.0	1.4	-1.4

Other Undergrad Credit Courses Taught This Term	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	8.7	6.3	5.1	-3.6	-1.2	10.4	-5.3
1	27.0	25.0	27.2	0.2	2.2	23.4	3.8
2	31.3	41.4	31.6	0.3	-9.8	30.0	1.6
3	20.9	16.4	25.7	4.8	9.3	21.3	4.4
4	10.4	8.6	7.4	-3.0	-1.2	10.4	-3.0
≥5	1.7	2.3	2.9	1.2	0.6	4.8	-1.9

Graduate Courses Taught This Term	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	50.0	48.0	46.6	-3.4	-1.4	65.5	-18.9
1	41.5	44.0	44.8	3.3	0.8	25.9	18.9
2	4.3	6.0	6.9	2.6	0.9	6.4	0.5
3	3.2	0.0	1.7	-1.5	1.7	1.6	0.1
4	1.1	1.0	0.0	-1.1	-1.0	0.4	-0.4
≥5	0.0	1.0	0.0	0.0	-1.0	0.2	-0.2

Vocational/Technical Courses Taught This Term	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	--	--	95.8	N/A	N/A	93.8	2.0
1	--	--	1.0	N/A	N/A	1.6	-0.6
2	--	--	0.0	N/A	N/A	1.0	-1.0
3	--	--	1.0	N/A	N/A	0.8	0.2
4	--	--	2.1	N/A	N/A	2.7	-0.6
≥5	--	--	0.0	N/A	N/A	0.2	-0.2

**TABLE 22: COURSES TAUGHT (CONT.)**

Other Non-Credit Courses Taught This Term	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents [1]	2001-02 Pct. of Respondents [1]	2004-05 Pct. of Respondents [1]	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents [1]	Difference (MSU - Peer Group)
None	--	--	95.7	N/A	N/A	93.6	2.1
1	--	--	0.0	N/A	N/A	4.7	-4.7
2	--	--	3.3	N/A	N/A	1.0	2.3
3	--	--	0.0	N/A	N/A	0.3	-0.3
4	--	--	0.0	N/A	N/A	0.2	-0.2
≥5	--	--	1.1	N/A	N/A	0.2	0.9

Developmental/Remedial Courses Taught This Term	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	95.5	95.7	97.9	2.4	2.2	93.7	4.2
1	4.5	2.9	2.1	-2.4	-0.8	3.4	-1.3
2	0.0	0.0	0.0	0.0	0.0	1.4	-1.4
3	0.0	1.4	0.0	0.0	-1.4	0.9	-0.9
4	0.0	0.0	0.0	0.0	0.0	0.3	-0.3
≥5	0.0	0.0	0.0	0.0	0.0	0.3	-0.3

Do you teach remedial/developmental skills in any of the following areas?	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Reading	--	--	2.0	N/A	N/A	2.7	-0.7
Writing	--	--	5.3	N/A	N/A	6.7	-1.4
Mathematics	--	--	1.3	N/A	N/A	3.7	-2.4
ESL	--	--	0.7	N/A	N/A	0.9	-0.2
General Academic Skills	--	--	2.7	N/A	N/A	4.2	-1.5
Other Subject Areas	--	--	1.3	N/A	N/A	2.5	-1.2

**TABLE 23: PUBLICATIONS**

How many of the following have you published? Articles in academic or professional journals		MSU			MSU		PEER GROUP	
		1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	12.6	10.3	5.5	-7.1	-4.8	18.9	-13.4	
1 to 2	18.1	16.6	18.5	0.4	1.9	20.5	-2.0	
3 to 4	17.3	23.4	18.5	1.2	-4.9	17.2	1.3	
5 to 10	27.6	24.1	20.5	-7.1	-3.6	20.7	-0.2	
11 to 20	16.5	17.9	22.6	6.1	4.7	12.4	10.2	
21 to 50	4.7	6.2	13.7	9.0	7.5	7.7	6.0	
More than 50	3.1	1.4	0.7	-2.4	-0.7	2.6	-1.9	

How many of the following have you published? Chapters in edited volumes		MSU			MSU		PEER GROUP	
		1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	47.1	44.5	40.1	-7.0	-4.4	56.9	-16.8	
1 to 2	31.1	30.7	29.2	-1.9	-1.5	25.2	4.0	
3 to 4	13.4	13.9	14.6	1.2	0.7	10.8	3.8	
5 to 10	7.6	8.8	10.2	2.6	1.4	5.2	5.0	
11 to 20	0.8	2.2	3.6	2.8	1.4	1.4	2.2	
21 to 50	0.0	0.0	0.7	0.7	0.7	0.4	0.3	
More than 50	0.0	0.0	1.5	1.5	1.5	0.1	1.4	

How many of the following have you published? Books, manuals, or monographs		MSU			MSU		PEER GROUP	
		1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	39.8	42.0	46.8	7.0	4.8	62.0	-15.2	
1 to 2	36.4	30.4	29.5	-6.9	-0.9	25.8	3.7	
3 to 4	14.4	18.8	15.8	1.4	-3.0	7.3	8.5	
5 to 10	9.3	5.8	3.6	-5.7	-2.2	3.6	0.0	
11 to 20	0.0	0.7	2.2	2.2	1.5	1.0	1.2	
21 to 50	0.0	2.2	2.2	2.2	0.0	0.3	1.9	
More than 50	0.0	0.0	0.0	0.0	0.0	0.1	-0.1	

How many of your professional writings have been published or accepted for publication in the last 2 years?		MSU			MSU		PEER GROUP	
		1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	26.2	32.9	15.0	-11.2	-17.9	36.2	-21.2	
1 to 2	25.4	30.8	37.4	12.0	6.6	35.9	1.5	
3 to 4	25.4	24.0	26.5	1.1	2.5	18.3	8.2	
5 to 10	16.4	10.3	17.7	1.3	7.4	7.9	9.8	
11 to 20	4.9	2.1	2.0	-2.9	-0.1	1.3	0.7	
21 to 50	0.0	0.0	1.4	1.4	1.4	0.2	1.2	
More than 50	1.6	0.0	0.0	-1.6	0.0	0.1	-0.1	

**TABLE 24: OTHER FORMS OF CREATIVE EXPRESSION**

How many exhibitions or performances in the fine or applied arts have you presented?	1995-96	MSU 2001-02	2004-05	MSU		PEER GROUP	
	Pct. of Respondents	Pct. of Respondents	Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	82.4	75.7	77.1	-5.3	1.4	79.7	-2.6
1 to 2	1.7	3.6	2.9	1.2	-0.7	4.0	-1.1
3 to 4	1.7	2.9	1.4	-0.3	-1.5	2.8	-1.4
5 to 10	2.5	3.6	1.4	-1.1	-2.2	2.7	-1.3
11 to 20	1.7	2.1	2.9	1.2	0.8	2.2	0.7
21 to 50	3.4	3.6	4.3	0.9	0.7	2.8	1.5
More than 50	6.7	8.6	10.0	3.3	1.4	5.8	4.2

Other, such as patents or computer software products	1995-96	MSU 2001-02	2004-05	MSU		PEER GROUP	
	Pct. of Respondents	Pct. of Respondents	Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	--	--	87.8	N/A	N/A	86.1	1.7
1 to 2	--	--	7.3	N/A	N/A	8.6	-1.3
3 to 4	--	--	3.3	N/A	N/A	2.7	0.6
5 to 10	--	--	1.6	N/A	N/A	1.4	0.2
11 to 20	--	--	0.0	N/A	N/A	0.6	-0.6
21 to 50	--	--	0.0	N/A	N/A	0.4	-0.4
More than 50	--	--	0.0	N/A	N/A	0.3	-0.3

**TABLE 25: SCHOLARSHIP**

Scholarly work conducted: By Respondent Alone	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	3.3	--	--	N/A	N/A	--	N/A
Some	21.1	--	--	N/A	N/A	--	N/A
Most	39.8	--	--	N/A	N/A	--	N/A
All	35.8	--	--	N/A	N/A	--	N/A

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Scholarly work conducted: With One Other Person	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	28.0	--	--	N/A	N/A	--	N/A
Some	59.8	--	--	N/A	N/A	--	N/A
Most	12.1	--	--	N/A	N/A	--	N/A
All	0.0	--	--	N/A	N/A	--	N/A

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Scholarly work conducted: With Two or More People	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	54.8	--	--	N/A	N/A	--	N/A
Some	39.8	--	--	N/A	N/A	--	N/A
Most	5.4	--	--	N/A	N/A	--	N/A
All	0.0	--	--	N/A	N/A	--	N/A

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Number of days spent off campus for Professional Activities	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	11.9	--	--	N/A	N/A	--	N/A
1 to 2	15.1	--	--	N/A	N/A	--	N/A
3 to 4	26.2	--	--	N/A	N/A	--	N/A
5 to 10	34.1	--	--	N/A	N/A	--	N/A
11 to 20	7.9	--	--	N/A	N/A	--	N/A
21 to 50	3.2	--	--	N/A	N/A	--	N/A
More than 50	1.6	--	--	N/A	N/A	--	N/A

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**TABLE 26: STRESS FACTORS**

Factors contributing "somewhat" or "extensively" to stress during the <u>last two years</u>	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group) [1]
Managing household responsibilities	66.4	72.4	73.1	6.7	0.7	73.5	-0.4
Child care	36.3	33.8	34.5	-1.8	0.7	30.0	4.5
Care of elderly parent	38.1	29.7	34.5	-3.6	4.8	32.1	2.4
My physical health	48.4	40.7	49.0	0.6	8.3	51.6	-2.6
Review/Promotion process	46.8	57.6	52.4	5.6	-5.2	50.0	2.4
Subtle discrimination (e.g., prejudice, racism, sexism)	36.5	32.6	24.8	-11.7	-7.8	25.7	-0.9
Personal finances	53.2	61.4	65.5	12.3	4.1	61.7	3.8
Committee work	48.4	66.2	64.6	16.2	-1.6	61.6	3.0
Faculty meetings	38.9	52.4	54.2	15.3	1.8	52.6	1.6
Research or publishing demands	56.3	55.9	76.4	20.1	20.5	63.0	13.4
Institutional procedures and "red tape"	77.0	76.4	81.4	4.4	5.0	70.7	10.7
Teaching load	57.1	62.1	68.1	11.0	6.0	71.3	-3.2
Children's problems	36.5	30.3	38.7	2.2	8.4	30.8	7.9
Marital friction	20.2	23.1	29.1	8.9	6.0	22.2	6.9
Lack of personal time	77.8	73.8	71.3	-6.5	-2.5	74.7	-3.4
Keeping up with information technology	--	65.3	63.6	N/A	-1.7	58.9	4.7
Health of spouse/partner	--	--	33.3	N/A	N/A	35.6	-2.3
Job security	--	--	28.5	N/A	N/A	31.2	-2.7
Being part of a dual career couple	--	--	37.9	N/A	N/A	35.9	2.0
Self-imposed high expectations	--	--	77.8	N/A	N/A	79.5	-1.7
Change in work responsibilities	--	--	43.4	N/A	N/A	41.6	1.8
Working with underprepared students	--	--	61.8	N/A	N/A	61.5	0.3
Colleagues	55.6	52.8	--	N/A	N/A	--	N/A
Students	55.6	42.8	--	N/A	N/A	--	N/A
Time pressures	84.8	88.9	--	N/A	N/A	--	N/A

[1] Differences in **RED** are statistically significant at the .05 level.

How much stress have you experienced over the past two years	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Extreme	35.7	--	--	N/A	N/A	--	N/A
Moderate	51.6	--	--	N/A	N/A	--	N/A
Little	12.7	--	--	N/A	N/A	--	N/A
Number of Respondents	126						

**TABLE 27: TIME MANAGEMENT**

Hours/Week on Scheduled Teaching (actual, not credit hours)	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	0.0	0.7	0.0	0.0	-0.7	0.3	-0.3
1 to 4	5.7	2.9	3.6	-2.1	0.7	4.4	-0.8
5 to 8	13.8	36.7	35.3	21.5	-1.4	22.0	13.3
9 to 12	69.1	49.6	49.6	-19.5	0.0	48.2	1.4
13 to 16	8.1	7.2	9.4	1.3	2.2	17.1	-7.7
17 to 20	1.6	2.2	1.4	-0.2	-0.8	5.4	-4.0
21 to 34	1.6	0.7	0.0	-1.6	-0.7	2.2	-2.2
35 to 44	0.0	0.0	0.7	0.7	0.7	0.2	0.5
≥45	0.0	0.0	0.0	0.0	0.0	0.1	-0.1

Hours/Week on Preparing for Teaching (including reading student papers and grading)	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	0.0	0.7	0.7	0.7	0.0	0.2	0.5
1 to 4	6.6	16.8	12.1	5.5	-4.7	7.8	4.3
5 to 8	28.9	23.4	29.3	0.4	5.9	21.2	8.1
9 to 12	30.6	21.9	24.3	-6.3	2.4	24.7	-0.4
13 to 16	14.9	15.3	17.9	3.0	2.6	17.9	0.0
17 to 20	9.1	14.6	7.1	-2.0	-7.5	14.5	-7.4
21 to 34	7.4	5.1	5.0	-2.4	-0.1	10.3	-5.3
35 to 44	0.8	2.2	2.1	1.3	-0.1	2.4	-0.3
≥45	1.7	0.0	1.4	-0.3	1.4	1.0	0.4

Hours/Week Advising and Counseling Students	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	0.8	5.0	3.5	2.7	-1.5	4.8	-1.3
1 to 4	61.2	66.9	61.7	0.5	-5.2	59.6	2.1
5 to 8	28.9	20.9	27.7	-1.2	6.8	26.6	1.1
9 to 12	7.4	6.5	3.5	-3.9	-3.0	6.6	-3.1
13 to 16	1.7	0.7	2.1	0.4	1.4	1.6	0.5
17 to 20	0.0	0.0	0.0	0.0	0.0	0.5	-0.5
21 to 34	0.0	0.0	0.7	0.7	0.7	0.3	0.4
35 to 44	0.0	0.0	0.7	0.7	0.7	0.0	0.7
≥45	0.0	0.0	0.0	0.0	0.0	0.0	0.0



**TABLE 27: TIME MANAGEMENT (CONT.)**

Hours/Week on Committee Work and Meetings	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	5.0	4.3	2.1	-2.9	-2.2	5.3	-3.2
1 to 4	69.4	63.0	68.1	-1.3	5.1	65.8	2.3
5 to 8	17.4	26.1	23.4	6.0	-2.7	22.9	0.5
9 to 12	5.0	6.5	3.5	-1.5	-3.0	4.2	-0.7
13 to 16	3.3	0.0	2.1	-1.2	2.1	1.2	0.9
17 to 20	0.0	0.0	0.0	0.0	0.0	0.4	-0.4
21 to 34	0.0	0.0	0.7	0.7	0.7	0.1	0.6
35 to 44	0.0	0.0	0.0	0.0	0.0	0.1	-0.1
≥45	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Hours/Week on Other Administration	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	34.6	34.4	38.6	4.0	4.2	39.4	-0.8
1 to 4	39.3	36.6	37.9	-1.4	1.3	39.6	-1.7
5 to 8	17.8	13.7	15.2	-2.6	1.5	10.6	4.6
9 to 12	7.5	8.4	5.3	-2.2	-3.1	4.6	0.7
13 to 16	0.0	4.6	1.5	1.5	-3.1	2.2	-0.7
17 to 20	0.0	1.5	0.8	0.8	-0.7	1.8	-1.0
21 to 34	0.0	0.0	0.8	0.8	0.8	1.1	-0.3
35 to 44	0.9	0.8	0.0	-0.9	-0.8	0.5	-0.5
≥45	0.0	0.0	0.0	0.0	0.0	0.1	-0.1

Hours/Week on Research and Scholarly Writing	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	9.3	14.7	9.2	-0.1	-5.5	17.0	-7.8
1 to 4	34.7	33.8	27.7	-7.0	-6.1	38.6	-10.9
5 to 8	25.4	16.9	24.1	-1.3	7.2	22.6	1.5
9 to 12	12.7	14.7	15.6	2.9	0.9	10.9	4.7
13 to 16	8.5	11.8	9.9	1.4	-1.9	5.3	4.6
17 to 20	6.8	4.4	5.7	-1.1	1.3	3.2	2.5
21 to 34	1.7	2.2	7.8	6.1	5.6	1.9	5.9
35 to 44	0.0	1.5	0.0	0.0	-1.5	0.5	-0.5
≥45	0.8	0.0	0.0	-0.8	0.0	0.1	-0.1

**TABLE 27: TIME MANAGEMENT (CONT.)**

Hours/Week on Creative Products/Performances	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	52.8	59.5	59.5	6.7	0.0	58.4	1.1
1 to 4	25.9	27.8	25.4	-0.5	-2.4	27.6	-2.2
5 to 8	9.3	5.6	5.6	-3.7	0.0	7.9	-2.3
9 to 12	3.7	1.6	4.0	0.3	2.4	3.2	0.8
13 to 16	3.7	2.4	4.0	0.3	1.6	1.2	2.8
17 to 20	1.9	1.6	0.8	-1.1	-0.8	0.8	0.0
21 to 34	1.9	1.6	0.0	-1.9	-1.6	0.6	-0.6
35 to 44	0.9	0.0	0.8	-0.1	0.8	0.2	0.6
≥45	0.0	0.0	0.0	0.0	0.0	0.1	-0.1

Hours/Week on Consultation with Clients/Patients	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	83.7	84.8	81.6	-2.1	-3.2	83.7	-2.1
1 to 4	15.4	11.2	11.2	-4.2	0.0	11.5	-0.3
5 to 8	1.0	0.8	6.4	5.4	5.6	3.0	3.4
9 to 12	0.0	1.6	0.8	0.8	-0.8	1.0	-0.2
13 to 16	0.0	0.0	0.0	0.0	0.0	0.4	-0.4
17 to 20	0.0	0.0	0.0	0.0	0.0	0.3	-0.3
21 to 34	0.0	0.8	0.0	0.0	-0.8	0.1	-0.1
35 to 44	0.0	0.8	0.0	0.0	-0.8	0.1	-0.1
≥45	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Hours/Week on Community or Public Service	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	36.0	44.2	51.9	15.9	7.7	33.6	18.3
1 to 4	55.3	44.2	45.0	-10.3	0.8	53.7	-8.7
5 to 8	5.3	7.0	3.1	-2.2	-3.9	9.5	-6.4
9 to 12	3.5	3.9	0.0	-3.5	-3.9	2.2	-2.2
13 to 16	0.0	0.8	0.0	0.0	-0.8	0.5	-0.5
17 to 20	0.0	0.0	0.0	0.0	0.0	0.4	-0.4
21 to 34	0.0	0.0	0.0	0.0	0.0	0.1	-0.1
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0	0.0
≥45	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**TABLE 27: TIME MANAGEMENT (CONT.)**

Hours/Week on Outside Consulting/Freelance Work	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	63.9	57.8	59.7	-4.2	1.9	70.5	-10.8
1 to 4	24.1	32.0	32.6	8.5	0.6	22.1	10.5
5 to 8	6.5	7.0	2.3	-4.2	-4.7	4.9	-2.6
9 to 12	3.7	0.8	3.9	0.2	3.1	1.5	2.4
13 to 16	0.9	2.3	1.6	0.7	-0.7	0.3	1.3
17 to 20	0.9	0.0	0.0	-0.9	0.0	0.5	-0.5
21 to 34	0.0	0.0	0.0	0.0	0.0	0.2	-0.2
35 to 44	0.0	0.0	0.0	0.0	0.0	0.0	0.0
≥45	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Hours/Week on Household/Childcare Duties	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	3.4	11.1	12.1	8.7	1.0	12.0	0.1
1 to 4	23.9	19.3	19.7	-4.2	0.4	18.5	1.2
5 to 8	24.8	20.7	25.0	0.2	4.3	24.6	0.4
9 to 12	19.7	16.3	15.2	-4.5	-1.1	16.5	-1.3
13 to 16	9.4	10.4	9.8	0.4	-0.6	9.4	0.4
17 to 20	7.7	9.6	7.6	-0.1	-2.0	7.2	0.4
21 to 34	7.7	8.1	3.8	-3.9	-4.3	5.5	-1.7
35 to 44	3.4	2.2	3.8	0.4	1.6	2.8	1.0
≥45	0.0	2.2	3.0	3.0	0.8	3.6	-0.6

Hours/Week on Communicating via Email	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	13.4	--	2.9	-10.5	N/A	1.1	1.8
1 to 4	63.9	--	23.4	-40.5	N/A	45.3	-21.9
5 to 8	18.5	--	42.3	23.8	N/A	37.6	4.7
9 to 12	0.8	--	19.7	18.9	N/A	11.1	8.6
13 to 16	2.5	--	5.1	2.6	N/A	3.0	2.1
17 to 20	0.0	--	4.4	4.4	N/A	1.2	3.2
21 to 34	0.8	--	1.5	0.7	N/A	0.5	1.0
35 to 44	0.0	--	0.7	0.7	N/A	0.1	0.6
≥45	0.0	--	0.0	0.0	N/A	0.1	-0.1

**TABLE 28: MARITAL STATUS**

Current marital status	1995-96	MSU	2004-05	MSU		PEER GROUP	
	Pct. of Respondents	2001-02 Pct. of Respondents	Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Married	69.0	66.7	74.5	5.5	7.8	75.2	-0.7
Unmarried, living with partner	3.9	8.8	6.0	2.1	-2.8	4.5	1.5
Single	27.1	24.5	19.5	-7.6	-5.0	20.3	-0.8
	129	147	149				

Have you ever been	1995-96	MSU	2004-05	MSU		PEER GROUP	
	Pct. of Respondents	2001-02 Pct. of Respondents	Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Divorced	39.5	22.8	22.0	-17.5	-0.8	26.1	-4.1
Widowed	2.3	2.7	0.7	-1.6	-2.0	2.1	-1.4
Separated	3.9	4.7	4.7	0.8	0.0	3.9	0.8
	129	149	150				

What is the highest level of education reached by your spouse/partner?	1995-96	MSU	2004-05	MSU		PEER GROUP	
	Pct. of Respondents	2001-02 Pct. of Respondents	Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
8th grade or less	0.0	0.0	--	N/A	N/A	--	N/A
Some high school	0.0	0.0	--	N/A	N/A	--	N/A
Completed high school	3.4	0.7	--	N/A	N/A	--	N/A
Some college	1.7	2.8	--	N/A	N/A	--	N/A
Graduated from college	17.1	14.9	--	N/A	N/A	--	N/A
Attended graduate or professional school	15.4	13.5	--	N/A	N/A	--	N/A
Attained advanced degree	49.6	53.2	--	N/A	N/A	--	N/A
Does not apply (no spouse or partner)	12.8	14.9	--	N/A	N/A	--	N/A
	117	141					

**TABLE 29: CHILDREN**

		MSU			MSU		PEER GROUP	
		1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
How many children do you have under 18 years old?	None	--	--	66.7	N/A	N/A	64.7	2.0
	One	--	--	18.0	N/A	N/A	15.7	2.3
	Two	--	--	11.3	N/A	N/A	14.6	-3.3
	Three	--	--	3.3	N/A	N/A	3.9	-0.6
	Four or more	--	--	0.7	N/A	N/A	1.1	-0.4

150

		MSU			MSU		PEER GROUP	
		1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
How many children do you have 18 years or older?	None	--	--	60.0	N/A	N/A	56.6	3.4
	One	--	--	16.0	N/A	N/A	12.2	3.8
	Two	--	--	16.0	N/A	N/A	19.3	-3.3
	Three	--	--	4.0	N/A	N/A	7.4	-3.4
	Four or more	--	--	4.0	N/A	N/A	4.4	-0.4

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**TABLE 29: CHILDREN (CONT.)**

	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
How many children do you have 0-4 years old?							
None	83.1	89.9	--	N/A	N/A	--	N/A
One	12.3	5.4	--	N/A	N/A	--	N/A
Two	4.6	4.7	--	N/A	N/A	--	N/A
Three	0.0	0.0	--	N/A	N/A	--	N/A
Four or more	0.0	0.0	--	N/A	N/A	--	N/A
	65	149					

	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
How many children do you have 5-12 years old?							
None	69.9	85.2	--	N/A	N/A	--	N/A
One	23.3	8.1	--	N/A	N/A	--	N/A
Two	6.8	6.7	--	N/A	N/A	--	N/A
Three	0.0	0.0	--	N/A	N/A	--	N/A
Four or more	0.0	0.0	--	N/A	N/A	--	N/A
	73	149					

	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
How many children do you have 13-17 years old?							
None	61.0	86.6	--	N/A	N/A	--	N/A
One	26.0	12.1	--	N/A	N/A	--	N/A
Two	11.7	1.3	--	N/A	N/A	--	N/A
Three	1.3	0.0	--	N/A	N/A	--	N/A
Four or more	0.0	0.0	--	N/A	N/A	--	N/A
	77	149					

	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
How many children do you have 18-23 years old?							
None	61.5	83.2	--	N/A	N/A	--	N/A
One	33.3	12.8	--	N/A	N/A	--	N/A
Two	3.8	4.0	--	N/A	N/A	--	N/A
Three	1.3	0.0	--	N/A	N/A	--	N/A
Four or more	0.0	0.0	--	N/A	N/A	--	N/A
	78	149					

	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
How many children do you have ≥24 years old?							
None	44.1	67.8	--	N/A	N/A	--	N/A
One	12.9	14.1	--	N/A	N/A	--	N/A
Two	32.3	13.4	--	N/A	N/A	--	N/A
Three	7.5	3.4	--	N/A	N/A	--	N/A
Four or more	3.2	1.3	--	N/A	N/A	--	N/A
	93	149					

**TABLE 30: PARENTS' EDUCATION**

What is the highest level of education reached by your mother?	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
8th grade or less	14.0	16.0	--	N/A	N/A	--	N/A
Some high school	18.2	8.3	--	N/A	N/A	--	N/A
Completed high school	28.9	26.4	--	N/A	N/A	--	N/A
Some college	10.7	13.2	--	N/A	N/A	--	N/A
Graduated from college	17.4	18.7	--	N/A	N/A	--	N/A
Attended graduate or professional school	4.1	4.9	--	N/A	N/A	--	N/A
Attained advanced degree	6.6	12.5	--	N/A	N/A	--	N/A
	121	144					

What is the highest level of education reached by your father?	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
8th grade or less	18.3	17.1	--	N/A	N/A	--	N/A
Some high school	11.7	5.5	--	N/A	N/A	--	N/A
Completed high school	20.8	17.8	--	N/A	N/A	--	N/A
Some college	15.8	15.1	--	N/A	N/A	--	N/A
Graduated from college	9.2	16.4	--	N/A	N/A	--	N/A
Attended graduate or professional school	5.8	5.5	--	N/A	N/A	--	N/A
Attained advanced degree	18.3	22.6	--	N/A	N/A	--	N/A
	120	146					

**TABLE 31: LOCAL QUESTIONS ON ELECTRONIC COMMUNICATION**

How many hours per week do you spend communicating with students via e-mail	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	--	--	2.8	N/A	N/A	--	N/A
1 to 3	--	--	51.8	N/A	N/A	--	N/A
4 to 6	--	--	25.5	N/A	N/A	--	N/A
7 to 9	--	--	14.2	N/A	N/A	--	N/A
≥10	--	--	5.7	N/A	N/A	--	N/A

141

How often do you use e-mail to communicate with your students about assignments	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Never	--	--	5.0	N/A	N/A	--	N/A
Rarely	--	--	8.6	N/A	N/A	--	N/A
Occasionally	--	--	37.1	N/A	N/A	--	N/A
Often	--	--	31.4	N/A	N/A	--	N/A
Very Often	--	--	17.9	N/A	N/A	--	N/A

140

How often do you use e-mail to communicate with your students about announcements	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Never	--	--	10.6	N/A	N/A	--	N/A
Rarely	--	--	17.7	N/A	N/A	--	N/A
Occasionally	--	--	30.5	N/A	N/A	--	N/A
Often	--	--	27.7	N/A	N/A	--	N/A
Very Often	--	--	13.5	N/A	N/A	--	N/A

141

How often do you use e-mail to communicate with your students to clarify course content	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Never	--	--	7.1	N/A	N/A	--	N/A
Rarely	--	--	20.6	N/A	N/A	--	N/A
Occasionally	--	--	48.9	N/A	N/A	--	N/A
Often	--	--	12.8	N/A	N/A	--	N/A
Very Often	--	--	10.6	N/A	N/A	--	N/A

141

How often do you use e-mail to communicate with your students to advise them	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Never	--	--	6.4	N/A	N/A	--	N/A
Rarely	--	--	21.3	N/A	N/A	--	N/A
Occasionally	--	--	30.5	N/A	N/A	--	N/A
Often	--	--	25.5	N/A	N/A	--	N/A
Very Often	--	--	16.3	N/A	N/A	--	N/A

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**TABLE 32: LOCAL QUESTIONS ON BLACKBOARD LEARNING SYSTEMS**

Have you used some aspect of the Blackboard LS for your teaching?		MSU			MSU		PEER GROUP	
		1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
No	--	--	33.1	N/A	N/A	--	N/A	
No, I use other online teaching tools	--	--	7.9	N/A	N/A	--	N/A	
Yes	--	--	59.0	N/A	N/A	--	N/A	
139								

How would you rate your skills using Blackboard LS?		MSU			MSU		PEER GROUP	
		1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Poor	--	--	11.2	N/A	N/A	--	N/A	
Fair	--	--	9.2	N/A	N/A	--	N/A	
Adequate	--	--	30.6	N/A	N/A	--	N/A	
Good	--	--	33.7	N/A	N/A	--	N/A	
Excellent	--	--	15.3	N/A	N/A	--	N/A	
98								

If you do not currently use Blackboard LS are you interested in using it for your teaching?		MSU			MSU		PEER GROUP	
		1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
No	--	--	46.8	N/A	N/A	--	N/A	
Yes	--	--	43.5	N/A	N/A	--	N/A	
Other	--	--	9.7	N/A	N/A	--	N/A	
62								

**TABLE 33: LOCAL QUESTIONS ON BLACKBOARD LS USE**

How often do you use Blackboard LS to: Post Syllabi	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Never	--	--	13.3	N/A	N/A	--	N/A
Rarely	--	--	4.1	N/A	N/A	--	N/A
Occasionally	--	--	5.1	N/A	N/A	--	N/A
Often	--	--	9.2	N/A	N/A	--	N/A
Very often	--	--	68.4	N/A	N/A	--	N/A

98

How often do you use Blackboard LS to: Post Announcements	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Never	--	--	13.3	N/A	N/A	--	N/A
Rarely	--	--	6.1	N/A	N/A	--	N/A
Occasionally	--	--	14.3	N/A	N/A	--	N/A
Often	--	--	19.4	N/A	N/A	--	N/A
Very often	--	--	46.9	N/A	N/A	--	N/A

98

How often do you use Blackboard LS to: Post Lecture Notes	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Never	--	--	37.8	N/A	N/A	--	N/A
Rarely	--	--	9.2	N/A	N/A	--	N/A
Occasionally	--	--	13.3	N/A	N/A	--	N/A
Often	--	--	8.2	N/A	N/A	--	N/A
Very often	--	--	31.6	N/A	N/A	--	N/A

98

How often do you use Blackboard LS to: Host post-discussion forums	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Never	--	--	54.1	N/A	N/A	--	N/A
Rarely	--	--	13.3	N/A	N/A	--	N/A
Occasionally	--	--	13.3	N/A	N/A	--	N/A
Often	--	--	5.1	N/A	N/A	--	N/A
Very often	--	--	14.3	N/A	N/A	--	N/A

98

**TABLE 33: LOCAL QUESTIONS ON BLACKBOARD LS USE (CONT.)**

How often do you use Blackboard LS to: Give Tests or Quizzes	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Never	--	--	72.4	N/A	N/A	--	N/A
Rarely	--	--	10.2	N/A	N/A	--	N/A
Occasionally	--	--	9.2	N/A	N/A	--	N/A
Often	--	--	1.0	N/A	N/A	--	N/A
Very often	--	--	7.1	N/A	N/A	--	N/A

98

How often do you use Blackboard LS to: Maintain Grades	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Never	--	--	51.0	N/A	N/A	--	N/A
Rarely	--	--	9.2	N/A	N/A	--	N/A
Occasionally	--	--	5.1	N/A	N/A	--	N/A
Often	--	--	7.1	N/A	N/A	--	N/A
Very often	--	--	27.6	N/A	N/A	--	N/A

98

How often do you use Blackboard LS to: Post Grades/Assignments	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Never	--	--	30.0	N/A	N/A	--	N/A
Rarely	--	--	11.0	N/A	N/A	--	N/A
Occasionally	--	--	6.0	N/A	N/A	--	N/A
Often	--	--	17.0	N/A	N/A	--	N/A
Very often	--	--	36.0	N/A	N/A	--	N/A

100

How often do you use Blackboard LS to: Use Group Management Function	MSU			MSU		PEER GROUP	
	1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
Never	--	--	60.0	N/A	N/A	--	N/A
Rarely	--	--	15.0	N/A	N/A	--	N/A
Occasionally	--	--	13.0	N/A	N/A	--	N/A
Often	--	--	7.0	N/A	N/A	--	N/A
Very often	--	--	5.0	N/A	N/A	--	N/A

100

**TABLE 34: LOCAL QUESTIONS ON BLACKBOARD LS SUPPORT NEEDS**

How much support do you need for the following: General Training		MSU			MSU		PEER GROUP	
		1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	--	--	23.5	N/A	N/A	--	N/A	
Little	--	--	25.2	N/A	N/A	--	N/A	
Moderate	--	--	24.3	N/A	N/A	--	N/A	
High	--	--	21.7	N/A	N/A	--	N/A	
Other	--	--	5.2	N/A	N/A	--	N/A	
115								

How much support do you need for the following: Course Development		MSU			MSU		PEER GROUP	
		1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	--	--	17.5	N/A	N/A	--	N/A	
Little	--	--	26.3	N/A	N/A	--	N/A	
Moderate	--	--	28.9	N/A	N/A	--	N/A	
High	--	--	21.9	N/A	N/A	--	N/A	
Other	--	--	5.3	N/A	N/A	--	N/A	
114								

How much support do you need for the following: Student Assessment Information and Strategies		MSU			MSU		PEER GROUP	
		1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	--	--	15.7	N/A	N/A	--	N/A	
Little	--	--	20.9	N/A	N/A	--	N/A	
Moderate	--	--	31.3	N/A	N/A	--	N/A	
High	--	--	25.2	N/A	N/A	--	N/A	
Other	--	--	7.0	N/A	N/A	--	N/A	
115								

How much support do you need for the following: Managing Discussion Groups		MSU			MSU		PEER GROUP	
		1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	--	--	17.4	N/A	N/A	--	N/A	
Little	--	--	21.7	N/A	N/A	--	N/A	
Moderate	--	--	25.2	N/A	N/A	--	N/A	
High	--	--	27.8	N/A	N/A	--	N/A	
Other	--	--	7.8	N/A	N/A	--	N/A	
115								

How much support do you need for the following: Finding Resources to Support Instruction		MSU			MSU		PEER GROUP	
		1995-96 Pct. of Respondents	2001-02 Pct. of Respondents	2004-05 Pct. of Respondents	Pct. Point Difference 95/96 to 04/05	Pct. Point Difference 01/02 to 04/05	2004-05 Pct. of Respondents	Difference (MSU - Peer Group)
None	--	--	17.5	N/A	N/A	--	N/A	
Little	--	--	22.8	N/A	N/A	--	N/A	
Moderate	--	--	26.3	N/A	N/A	--	N/A	
High	--	--	28.1	N/A	N/A	--	N/A	
Other	--	--	5.3	N/A	N/A	--	N/A	
114								

# Appendix

**TABLE A-1: SURVEY RESPONSE RATE**

Year of Survey Administration	Total Number of Faculty Surveyed [1]	Number of Full-Time Undergraduate Faculty Respondents	Survey Response Rate
1995-96	417	129	30.9%
2001-02	441	149	33.8%
2004-05	453	150	33.1%

[1] Source: Totals for 1995 and 2001 are from the IPEDS Fall Staff Survey.

**TABLE A-2: REPRESENTATIVENESS OF 2004-05 SURVEY RESPONDENTS - DEMOGRAPHICS**

**Representativeness by Age**

Age Range	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
29 or younger	5	1%	3	2%	2	3.61
30 to 39	96	21%	29	20%	31	
40 to 49	101	22%	40	27%	33	
50 to 59	127	28%	37	25%	41	
60 to 69	111	24%	33	22%	36	
70 or older	16	4%	5	3%	5	
Missing	6		3			
Totals	462		150			df=5

Are the differences between groups statistically significant at the .05 level?

**No**

Is the sample representative of the total population on this scale?

**Yes**

**Representativeness by Sex**

Sex	Total Population		Survey Respondents		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
Female	200	43%	63	42%	65	0.10
Male	262	57%	87	58%	85	
Missing	0		0			
Totals	462		150			df=1

Are the differences between groups statistically significant at the .05 level?

**No**

Is the sample representative of the total population on this scale?

**Yes**

**Representativeness by Race/Ethnicity\***

Racial/Ethnic Category	Total Population		Survey Respondents*		Expected Frequencies	Chi-Square
	Number	Percent	Number	Percent		
Asian/Pacific Islander	52	11%	18	12%	17	2.19
Black, non-Hispanic	36	8%	12	8%	12	
Hispanic	29	6%	14	9%	10	
White, non-Hispanic	339	74%	108	71%	113	
Missing/Other	6		6			
Totals*	462		158			

\* HERI allows respondents to check more than one ethnic category, which may mean a duplicated headcount in some ethnic categories.

Are the differences between groups statistically significant at the .05 level?

**No**

Is the sample representative of the total population on this scale?

**Yes**

**TABLE A-3: COMPARISON GROUP INSTITUTIONS - 2004-05**

California State University-Bakersfield	Minot State University	University of Louisiana at Lafayette
California State University-Fresno	Missouri Western State College	University of Massachusetts-Dartmouth
Central Connecticut State University	Moorhead State University	University of Michigan-Dearborn
Central Missouri State University	New College of Florida	University of Minnesota-Morris
Central Washington University	North Georgia College and State University	University of Montevallo
Christopher Newport University	Northeastern State University	University of Nebraska-Kearney
Clarion University of Pennsylvania	Northern Arizona University	University of Nebraska-Omaha
Clayton College and State University	Northern Kentucky University	University of North Carolina-Asheville
College of Charleston	Northwest Missouri State University	University of North Carolina-Charlotte
College of William and Mary	Penn State Erie-The Behrend College	University of Pittsburgh-Bradford
Colorado State University-Pueblo	Radford University	University of South Carolina-Aiken
Dickinson State University	Ramapo College of New Jersey	University of South Carolina-Upstate
Eastern Connecticut State University	Rhode Island College	University of Tennessee-Chattanooga
Eastern New Mexico University	Richard Stockton College of New Jersey	University of the Virgin Islands
Fort Hays State University	Saginaw Valley State University	University of Wisconsin-Green Bay
Fort Lewis College	San Jose State University	University of Wisconsin-Stevens Point
Frostburg State University	Sonoma State University	University of Wisconsin-Stout
Georgia Southwestern State University	Southeast Missouri State University	US Coast Guard Academy
Grand Valley State University	Southern Connecticut State University	US Naval Academy
Henderson State University	Southern Illinois University-Edwardsville	Valley City State University
Humbolt State University	Southern Oregon University	Washburn University
Kennesaw State University	Southern Utah University	Wayne State University
Lamar University	Southwest Minnesota State University	Weber State University
Lock Haven University of Pennsylvania	Southwest Missouri State University	West Texas A & M University
Longwood University	SUNY A & T College-Cobleskill	Western Illinois University
Mansfield University of Pennsylvania	SUNY College-Geneseo	Worcester State College
Mayville State University	Texas State University-San Marcos	Youngstown State University
Metropolitan State University	Truman State University	
Millersville University of Pennsylvania	University of Central Oklahoma	



# 2004 Faculty Survey

Higher Education Research Institute, UCLA

## MARKING DIRECTIONS

Your responses will be read by an optical mark reader. Please,

- Use a pencil or black or blue pen.
- Fill the oval completely.
- Erase cleanly any marks you wish to change or "X" out mark if in pen.

**CORRECT MARK**    **INCORRECT MARKS**



**1. What is your principal activity in your current position at this institution?** (Mark one)

- Administration     Services to clients  
 Teaching                      and patients  
 Research                       Other

**2. Are you considered a full-time employee of your institution for at least nine months of the current academic year?** (Mark one)

- Yes     No

**3. Your sex:**     Male     Female

**4. What is your present academic rank?**

- Professor                       Lecturer  
 Associate Professor         Instructor  
 Assistant Professor         Other

**5. What is your tenure status at this institution?** (Mark one)

- Tenured  
 On tenure track, but not tenured  
 Not on tenure track, but institution has tenure system  
 Institution has no tenure system

**6. Are you currently serving in an administrative position as:** (Mark all that apply)

- Department chair .....   
 Dean .....   
 Other .....

**7. Are you currently:** (Mark one)

- Married     Single  
 Unmarried, living with partner

**8. Have you ever been:** (Mark all that apply)

- Divorced     Widowed     Separated

**9. Racial/Ethnic group:** (Mark all that apply)

- White/Caucasian  
 African American/Black  
 American Indian/Alaska Native  
 Asian American/Asian  
 Native Hawaiian/Pacific Islander  
 Mexican American/Chicano  
 Puerto Rican  
 Other Latino  
 Other

**10. How many children do you have in the following age ranges?**

- Under 18 years old .....  0  1  2  3  4+  
 18 years or older .....  0  1  2  3  4+

**11. Do your interests lie primarily in teaching or research?**

- Very heavily in research  
 In both, but leaning toward research  
 In both, but leaning toward teaching  
 Very heavily in teaching

**12. On the following list, please mark one in each column:**

- |  |                             |                                |
|--|-----------------------------|--------------------------------|
|  | Highest Degree<br>Earned    | Degree Currently<br>Working On |
| Bachelor's (B.A., B.S., etc.)  | <input type="radio"/>       | <input type="radio"/>          |
| Master's (M.A., M.S.,<br>M.F.A., M.B.A., etc.)                         | ..... <input type="radio"/> | <input type="radio"/>          |
| LL.B., J.D.  | ..... <input type="radio"/> | <input type="radio"/>          |
| M.D., D.D.S. (or equivalent)   | ..... <input type="radio"/> | <input type="radio"/>          |
| Other first professional<br>degree beyond B.A.<br>(e.g., D.D., D.V.M.) | ..... <input type="radio"/> | <input type="radio"/>          |
| Ed.D.  | ..... <input type="radio"/> | <input type="radio"/>          |
| Ph.D.  | ..... <input type="radio"/> | <input type="radio"/>          |
| Other degree   | ..... <input type="radio"/> | <input type="radio"/>          |
| None   | ..... <input type="radio"/> | <input type="radio"/>          |

**13. During the past two years, have you engaged in any of the following activities?**

- |   |     |    |
|---|-----|----|
|   | Yes | No |
| Taught an honors course   | Y N | N  |
| Taught an interdisciplinary course                                | Y N | N  |
| Taught an ethnic studies course                                   | Y N | N  |
| Taught a women's studies course                                   | Y N | N  |
| Team-taught a course  | Y N | N  |
| Taught a service learning course                                  | Y N | N  |
| Worked with undergraduates on a<br>research project               | Y N | N  |
| Placed or collected assignments<br>on the Internet                | Y N | N  |
| Taught a course exclusively on<br>the Internet                    | Y N | N  |
| Participated in a faculty<br>development program                  | Y N | N  |
| Advised student groups involved in<br>service/volunteer work      | Y N | N  |
| Collaborated with the local<br>community in research/<br>teaching | Y N | N  |
| Developed a new course  | Y N | N  |
| Conducted research or writing<br>focused on:                      |     |    |
| International/global issues                                       | Y N | N  |
| Racial or ethnic minorities                                       | Y N | N  |
| Women and gender issues   | Y N | N  |
| Taught a first-year seminar                                       | Y N | N  |

**14. In the two sets of ovals shown below, please mark the most appropriate code from the fields listed on the back of the accompanying letter.** (Please see example on back of accompanying letter.)

Major of highest degree held

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Department of current faculty appointment

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

**15. In the set of ovals to the right, please mark the dollar value of your base institutional salary, rounded to the nearest \$1,000. (Note: Amounts above \$199,000 should be marked "199")**

0	0	0
1	1	1
2	2	
3	3	
4	4	
5	5	
6	6	
7	7	
8	8	
9	9	

The above salary is based on:

- 9/10 months  
 11/12 months

**16. In the four sets of ovals below, please mark the last two digits of the year of each of the following:**

Year of birth

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Year of highest degree now held

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Year of appointment at present institution

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

If tenured, year tenure was awarded

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9



**26. Please indicate the extent to which you:**

(Mark one for each item)

	To a Great Extent	To Some Extent	Not at All
Engage in academic work that spans multiple disciplines	3	2	1
Feel that the training you received in graduate school prepared you well for your role as a faculty mentor	3	2	1
Experience joy in your work	3	2	1
Feel good about the direction in which your life is headed	3	2	1
Engage in self-reflection	3	2	1
Achieve a healthy balance between your personal life and your professional life	3	2	1
Feel that your work adds meaning to your life	3	2	1
Consider yourself a religious person	3	2	1
Consider yourself a spiritual person	3	2	1
Engage in regular exercise	3	2	1
Eat a well-balanced diet	3	2	1
Get adequate amounts of sleep	3	2	1
Engage in prayer/meditation	3	2	1
Experience close alignment between your work and your personal values	3	2	1
Seek opportunities to grow spiritually	3	2	1
Feel that you have to work harder than your colleagues to be perceived as a legitimate scholar	3	2	1

**27. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:**

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Faculty are interested in students' personal problems	4	3	2	1
Racial and ethnic diversity should be more strongly reflected in the curriculum	4	3	2	1
Faculty feel that most students are well-prepared academically	4	3	2	1
Faculty here are strongly interested in the academic problems of undergraduates	4	3	2	1
There is a lot of campus racial conflict here	4	3	2	1
Most students are strongly committed to community service	4	3	2	1
My research is valued by faculty in my department	4	3	2	1
My teaching is valued by faculty in my department	4	3	2	1
My department does a good job of mentoring new faculty	4	3	2	1
Faculty are sufficiently involved in campus decision making	4	3	2	1
My values are congruent with the dominant institutional values	4	3	2	1
There is adequate support for integrating technology in my teaching	4	3	2	1
This institution takes responsibility for educating underprepared students	4	3	2	1
The criteria for advancement and promotion decisions are clear	4	3	2	1
Most of the students I teach lack the basic skills for college level work	4	3	2	1
My department has difficulty recruiting faculty	4	3	2	1
My department has difficulty retaining faculty	4	3	2	1
There is adequate support for faculty development	4	3	2	1
This institution should not offer remedial/developmental education	4	3	2	1

**28. Indicate how important you believe each priority listed below is at your college or university:**

(Mark one for each activity)

	Highest Priority	High Priority	Medium Priority	Low Priority
To promote the intellectual development of students	4	3	2	1
To develop a sense of community among students and faculty	4	3	2	1
To develop leadership ability among students	4	3	2	1
To help students learn how to bring about change in American society	4	3	2	1
To increase or maintain institutional prestige	4	3	2	1
To hire faculty "stars"	4	3	2	1
To recruit more minority students	4	3	2	1
To enhance the institution's national image	4	3	2	1
To create a diverse multi-cultural campus environment	4	3	2	1
To mentor new faculty	4	3	2	1
To promote gender equity among faculty	4	3	2	1
To provide resources for faculty to engage in community-based teaching or research	4	3	2	1
To create and sustain partnerships with surrounding communities	4	3	2	1
To pursue extramural funding	4	3	2	1
To increase the representation of minorities in the faculty and administration	4	3	2	1
To increase the representation of women in the faculty and administration	4	3	2	1

**29. If you were to begin your career again, would you still want to be a college professor?**

- Definitely yes       Not sure       Probably no  
 Probably yes       Definitely no

**30. Please indicate your agreement with each of the following statements:**

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Western civilization and culture should be the foundation of the undergraduate curriculum	4	3	2	1
College officials have the right to ban persons with extreme views from speaking on campus	4	3	2	1
The chief benefit of a college education is that it increases one's earning power	4	3	2	1
Promoting diversity leads to the admission of too many underprepared students	4	3	2	1
Colleges should be actively involved in solving social problems	4	3	2	1
Tenure is an outmoded concept	4	3	2	1
Colleges should encourage students to be involved in community service activities	4	3	2	1
Tenure is essential to attract the best minds to academe	4	3	2	1
A racially/ethnically diverse student body enhances the educational experience of all students	4	3	2	1
Realistically, an individual can do little to bring about changes in society	4	3	2	1
Colleges should be concerned with facilitating undergraduate students' spiritual development	4	3	2	1
Colleges have a responsibility to work with their surrounding communities to address local issues	4	3	2	1
The spiritual dimension of faculty members' lives has no place in the academy	4	3	2	1
Including community service as part of a course is a poor use of resources	4	3	2	1

