

Foundations of Excellence
Faculty/Staff Survey
Campus Culture Dimension
Crosstabs Report

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Executive Summary

- A moderate proportion of faculty and staff believe that faculty involvement with new students is considered important at this institution:
 - 65% say that it is considered important by faculty colleagues, 65% say that it is considered important by department/unit leaders, and 56% say that is considered important by institutional leaders
 - The perception of the importance placed on faculty involvement with new students is lower among:
 - Faculty (compared to administrators, professional staff, and technical/clerical/service personnel)
 - Full-time faculty and staff
 - Faculty with rank
 - Faculty and staff who have been employed at Owens for a longer period of time
- Few faculty and staff feel that excellence in teaching new students is acknowledged, recognized and/or rewarded at this institution:
 - 23% say that it is acknowledged, recognized, and/or rewarded by institution leaders, 29% by department/unit leaders, and 33% by faculty colleagues
 - Part-time faculty and staff are more likely than full-time to say that institution leaders acknowledge, recognize, and/or reward excellence in teaching new students
- Few faculty say that their responsibilities related to new students were addressed through faculty orientation (29%), candidate interviews (27%), or position descriptions (25%)
 - Adjunct and part-time faculty are more likely to say that their responsibilities related to new students were addressed than full-time faculty with rank

*Unless otherwise indicated, percentages in parentheses reflect survey respondents with a positive response—a response of “high” or “very high”

Campus Culture Dimension Faculty/Staff Survey Data

Degree to which faculty involvement with new students is considered important by institution leaders:

- 56% of faculty and staff say that faculty involvement with new students is considered important by institution leaders, 26% say that it is not, and 18% say that it is considered moderately important
- Adjunct and part-time faculty and staff say that faculty involvement with new students is considered more important by institution leaders than full-time faculty and staff with rank
- The longer faculty and staff have been employed at Owens, the less likely they are to say that faculty involvement with new students is considered important by institution leaders

By Work Assignment / Role

		Q054: To what degree is faculty involvement with new students considered important by institution leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Faculty Member	Count	31	42	49	69	67	45	303
	%	10.2%	13.9%	16.2%	22.8%	22.1%	14.9%	100.0%
Administrator	Count	1	8	6	7	17	2	41
	%	2.4%	19.5%	14.6%	17.1%	41.5%	4.9%	100.0%
Professional Staff	Count	3	3	6	15	13	11	51
	%	5.9%	5.9%	11.8%	29.4%	25.5%	21.6%	100.0%
Technical, Clerical, Service Personnel	Count	5	1	5	10	9	2	32
	%	15.6%	3.1%	15.6%	31.3%	28.1%	6.3%	100.0%
Total	Count	40	54	66	101	106	60	427
	%	9.4%	12.6%	15.5%	23.7%	24.8%	14.1%	100.0%

By Employment Status* : Part-time faculty and staff say that faculty involvement with new students is considered more important by institution leaders than full-time faculty and staff

		Q054: To what degree is faculty involvement with new students considered important by institution leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Full-Time	Count	30	34	39	47	45	24	219
	%	13.7%	15.5%	17.8%	21.5%	20.5%	11.0%	100.0%
Part-Time	Count	9	20	27	54	59	35	204
	%	4.4%	9.8%	13.2%	26.5%	28.9%	17.2%	100.0%
Total	Count	39	54	66	101	104	59	423
	%	9.2%	12.8%	15.6%	23.9%	24.6%	13.9%	100.0%

By Academic Rank* : Adjunct faculty say that faculty involvement with new students is considered more important by institution leaders than faculty and staff without rank

		Q054: To what degree is faculty involvement with new students considered important by institution leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
I do not have academic rank	Count	6	6	14	22	22	16	86
	%	7.0%	7.0%	16.3%	25.6%	25.6%	18.6%	100.0%
Adjunct / Instructor / Lecturer	Count	12	22	30	56	64	33	217
	%	5.5%	10.1%	13.8%	25.8%	29.5%	15.2%	100.0%
Assistant / Associate Professor	Count	13	15	16	13	8	7	72
	%	18.1%	20.8%	22.2%	18.1%	11.1%	9.7%	100.0%
Full Professor	Count	8	9	5	9	5	3	39
	%	20.5%	23.1%	12.8%	23.1%	12.8%	7.7%	100.0%
Other academic rank	Count	0	2	1	1	6	0	10
	%	.0%	20.0%	10.0%	10.0%	60.0%	.0%	100.0%
Total	Count	39	54	66	101	105	59	424
	%	9.2%	12.7%	15.6%	23.8%	24.8%	13.9%	100.0%

By Length of Employment* : The longer faculty and staff have been employed at Owens, the less likely they are to say that faculty involvement with new students is considered important by institution leaders

		Q054: To what degree is faculty involvement with new students considered important by institution leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
1 year or less	Count	0	0	1	3	4	3	11
	%	.0%	.0%	9.1%	27.3%	36.4%	27.3%	100.0%
2 – 5 years	Count	9	11	19	30	46	21	136
	%	6.6%	8.1%	14.0%	22.1%	33.8%	15.4%	100.0%
6 – 10 years	Count	15	19	18	37	28	22	139
	%	10.8%	13.7%	12.9%	26.6%	20.1%	15.8%	100.0%
11 – 15 years	Count	6	9	13	12	19	8	67
	%	9.0%	13.4%	19.4%	17.9%	28.4%	11.9%	100.0%
16 – 20 years	Count	3	9	9	8	2	1	32
	%	9.4%	28.1%	28.1%	25.0%	6.3%	3.1%	100.0%
More than 20 years	Count	6	6	6	11	6	4	39
	%	15.4%	15.4%	15.4%	28.2%	15.4%	10.3%	100.0%
Total	Count	39	54	66	101	105	59	424
	%	9.2%	12.7%	15.6%	23.8%	24.8%	13.9%	100.0%

By Division

		Q054: To what degree is faculty involvement with new students considered important by institution leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Academic Services	Count	26	34	35	49	44	21	209
	%	12.4%	16.3%	16.7%	23.4%	21.1%	10.0%	100.0%
Business Affairs	Count	1	0	5	2	3	1	12
	%	8.3%	.0%	41.7%	16.7%	25.0%	8.3%	100.0%
Administration	Count	1	0	1	1	2	2	7
	%	14.3%	.0%	14.3%	14.3%	28.6%	28.6%	100.0%
Human Resources	Count	0	0	0	0	1	1	2
	%	.0%	.0%	.0%	.0%	50.0%	50.0%	100.0%
President's Office	Count	0	0	0	1	0	1	2
	%	.0%	.0%	.0%	50.0%	.0%	50.0%	100.0%
Student Services	Count	2	3	5	10	5	10	35
	%	5.7%	8.6%	14.3%	28.6%	14.3%	28.6%	100.0%
Workforce & Community Services	Count	0	0	2	0	1	1	4
	%	.0%	.0%	50.0%	.0%	25.0%	25.0%	100.0%
Total	Count	30	37	48	63	56	37	271
	%	11.1%	13.7%	17.7%	23.2%	20.7%	13.7%	100.0%

By School

		Q054: To what degree is faculty involvement with new students considered important by institution leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Arts & Sciences	Count	21	19	23	36	19	17	135
	%	15.6%	14.1%	17.0%	26.7%	14.1%	12.6%	100.0%
Business & Information Systems	Count	4	6	5	7	4	5	31
	%	12.9%	19.4%	16.1%	22.6%	12.9%	16.1%	100.0%
Health Sciences	Count	2	4	5	6	13	3	33
	%	6.1%	12.1%	15.2%	18.2%	39.4%	9.1%	100.0%
Public Safety & Emergency Preparedness	Count	0	0	0	1	3	0	4
	%	.0%	.0%	.0%	25.0%	75.0%	.0%	100.0%
Technology	Count	2	7	5	3	5	2	24
	%	8.3%	29.2%	20.8%	12.5%	20.8%	8.3%	100.0%
Total	Count	29	36	38	53	44	27	227
	%	12.8%	15.9%	16.7%	23.3%	19.4%	11.9%	100.0%

By Campus

		Q054: To what degree is faculty involvement with new students considered important by institution leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Toledo	Count	34	46	47	73	86	50	336
	%	10.1%	13.7%	14.0%	21.7%	25.6%	14.9%	100.0%
Findlay	Count	4	6	17	28	15	8	78
	%	5.1%	7.7%	21.8%	35.9%	19.2%	10.3%	100.0%
Total	Count	38	52	64	101	101	58	414
	%	9.2%	12.6%	15.5%	24.4%	24.4%	14.0%	100.0%

Degree to which faculty involvement with new students is considered important by department/unit leaders:

- 65% of faculty and staff say that faculty involvement with new students is considered important by department/unit leaders, 19% say that it is not, and 16% say that it is moderately important
- Faculty are less likely than administrators, professional staff, and technical/service/clerical personnel to say that department/unit leaders consider faculty involvement with new students to be important
- Part-time faculty and staff are more likely than full-time to say that department/unit leaders consider faculty involvement with new students to be important
- Adjunct faculty and those without rank are more likely to say that faculty involvement with new students is considered important by department/unit leaders than faculty with rank

By Work Assignment / Role* : Faculty are less likely than administrators, professional staff, and technical/service/clerical personnel to say that department/unit leaders consider faculty involvement with new students to be important

		Q055: To what degree is faculty involvement with new students considered important by department/unit leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Faculty Member	Count	23	40	44	72	87	37	303
	%	7.6%	13.2%	14.5%	23.8%	28.7%	12.2%	100.0%
Administrator	Count	0	2	7	8	21	2	40
	%	.0%	5.0%	17.5%	20.0%	52.5%	5.0%	100.0%
Professional Staff	Count	2	4	6	17	14	8	51
	%	3.9%	7.8%	11.8%	33.3%	27.5%	15.7%	100.0%
Technical, Clerical, Service Personnel	Count	1	0	4	10	16	1	32
	%	3.1%	.0%	12.5%	31.3%	50.0%	3.1%	100.0%
Total	Count	26	46	61	107	138	48	426
	%	6.1%	10.8%	14.3%	25.1%	32.4%	11.3%	100.0%

By Employment Status* : Part-time faculty and staff are more likely than full-time to say that department/unit leaders consider faculty involvement with new students to be important

		Q055: To what degree is faculty involvement with new students considered important by department/unit leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Full-Time	Count	15	31	36	55	68	13	218
	%	6.9%	14.2%	16.5%	25.2%	31.2%	6.0%	100.0%
Part-Time	Count	11	14	25	52	68	34	204
	%	5.4%	6.9%	12.3%	25.5%	33.3%	16.7%	100.0%
Total	Count	26	45	61	107	136	47	422
	%	6.2%	10.7%	14.5%	25.4%	32.2%	11.1%	100.0%

By Academic Rank* : Adjunct faculty and those without rank are more likely to say that faculty involvement with new students is considered important by department/unit leaders than faculty with rank

		Q055: To what degree is faculty involvement with new students considered important by department/unit leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
I do not have academic rank	Count	2	4	13	26	30	11	86
	%	2.3%	4.7%	15.1%	30.2%	34.9%	12.8%	100.0%
Adjunct / Instructor / Lecturer	Count	14	17	28	51	74	33	217
	%	6.5%	7.8%	12.9%	23.5%	34.1%	15.2%	100.0%
Assistant / Associate Professor	Count	4	14	12	22	17	2	71
	%	5.6%	19.7%	16.9%	31.0%	23.9%	2.8%	100.0%
Full Professor	Count	6	9	6	7	10	1	39
	%	15.4%	23.1%	15.4%	17.9%	25.6%	2.6%	100.0%
Other academic rank	Count	0	1	2	1	6	0	10
	%	.0%	10.0%	20.0%	10.0%	60.0%	.0%	100.0%
Total	Count	26	45	61	107	137	47	423
	%	6.1%	10.6%	14.4%	25.3%	32.4%	11.1%	100.0%

By Length of Employment

		Q055: To what degree is faculty involvement with new students considered important by department/unit leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
1 year or less	Count	0	1	2	4	2	1	10
	%	.0%	10.0%	20.0%	40.0%	20.0%	10.0%	100.0%
2 – 5 years	Count	9	7	19	35	47	20	137
	%	6.6%	5.1%	13.9%	25.5%	34.3%	14.6%	100.0%
6 – 10 years	Count	5	15	18	43	41	17	139
	%	3.6%	10.8%	12.9%	30.9%	29.5%	12.2%	100.0%
11 – 15 years	Count	5	9	8	13	25	7	67
	%	7.5%	13.4%	11.9%	19.4%	37.3%	10.4%	100.0%
16 – 20 years	Count	2	9	8	2	11	0	32
	%	6.3%	28.1%	25.0%	6.3%	34.4%	.0%	100.0%
More than 20 years	Count	5	4	6	10	11	2	38
	%	13.2%	10.5%	15.8%	26.3%	28.9%	5.3%	100.0%
Total	Count	26	45	61	107	137	47	423
	%	6.1%	10.6%	14.4%	25.3%	32.4%	11.1%	100.0%

By Division

		Q055: To what degree is faculty involvement with new students considered important by department/unit leaders?					Total	
		Not at all	Slight	Moderate	High	Very High	No Response	
Academic Services	Count	17	28	35	54	60	13	207
	%	8.2%	13.5%	16.9%	26.1%	29.0%	6.3%	100.0%
Business Affairs	Count	0	1	4	2	4	1	12
	%	.0%	8.3%	33.3%	16.7%	33.3%	8.3%	100.0%
Administration	Count	1	0	0	2	3	1	7
	%	14.3%	.0%	.0%	28.6%	42.9%	14.3%	100.0%
Human Resources	Count	0	0	0	0	1	1	2
	%	.0%	.0%	.0%	.0%	50.0%	50.0%	100.0%
President's Office	Count	1	0	0	0	0	1	2
	%	50.0%	.0%	.0%	.0%	.0%	50.0%	100.0%
Student Services	Count	0	1	4	13	9	8	35
	%	.0%	2.9%	11.4%	37.1%	25.7%	22.9%	100.0%
Workforce & Community Services	Count	0	0	0	2	1	1	4
	%	.0%	.0%	.0%	50.0%	25.0%	25.0%	100.0%
Total	Count	19	30	43	73	78	26	269
	%	7.1%	11.2%	16.0%	27.1%	29.0%	9.7%	100.0%

By School

		Q055: To what degree is faculty involvement with new students considered important by department/unit leaders?					Total	
		Not at all	Slight	Moderate	High	Very High	No Response	
Arts & Sciences	Count	15	16	19	37	38	9	134
	%	11.2%	11.9%	14.2%	27.6%	28.4%	6.7%	100.0%
Business & Information Systems	Count	1	6	5	10	5	4	31
	%	3.2%	19.4%	16.1%	32.3%	16.1%	12.9%	100.0%
Health Sciences	Count	3	5	8	3	11	3	33
	%	9.1%	15.2%	24.2%	9.1%	33.3%	9.1%	100.0%
Public Safety & Emergency Preparedness	Count	0	0	2	1	1	0	4
	%	.0%	.0%	50.0%	25.0%	25.0%	.0%	100.0%
Technology	Count	1	4	4	7	5	2	23
	%	4.3%	17.4%	17.4%	30.4%	21.7%	8.7%	100.0%
Total	Count	20	31	38	58	60	18	225
	%	8.9%	13.8%	16.9%	25.8%	26.7%	8.0%	100.0%

By Campus

		Q055: To what degree is faculty involvement with new students considered important by department/unit leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Toledo	Count	24	37	48	78	109	39	335
	%	7.2%	11.0%	14.3%	23.3%	32.5%	11.6%	100.0%
Findlay	Count	1	7	13	27	23	7	78
	%	1.3%	9.0%	16.7%	34.6%	29.5%	9.0%	100.0%
Total	Count	25	44	61	105	132	46	413
	%	6.1%	10.7%	14.8%	25.4%	32.0%	11.1%	100.0%

Degree to which faculty involvement with new students is considered important by colleagues:

- 65% of faculty and staff say that faculty involvement with new students is considered important by their colleagues, 14% say that it is not, and 20% say that it is moderately important

By Work Assignment / Role

		Q056: To what degree is faculty involvement with new students considered important by your colleagues?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Faculty Member	Count	11	32	55	83	77	45	303
	%	3.6%	10.6%	18.2%	27.4%	25.4%	14.9%	100.0%
Administrator	Count	0	5	10	12	14	0	41
	%	.0%	12.2%	24.4%	29.3%	34.1%	.0%	100.0%
Professional Staff	Count	1	3	7	20	10	10	51
	%	2.0%	5.9%	13.7%	39.2%	19.6%	19.6%	100.0%
Technical, Clerical, Service Personnel	Count	1	0	4	14	13	0	32
	%	3.1%	.0%	12.5%	43.8%	40.6%	.0%	100.0%
Total	Count	13	40	76	129	114	55	427
	%	3.0%	9.4%	17.8%	30.2%	26.7%	12.9%	100.0%

By Employment Status

		Q056: To what degree is faculty involvement with new students considered important by your colleagues?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Full-Time	Count	8	25	41	66	64	15	219
	%	3.7%	11.4%	18.7%	30.1%	29.2%	6.8%	100.0%
Part-Time	Count	5	14	35	63	48	39	204
	%	2.5%	6.9%	17.2%	30.9%	23.5%	19.1%	100.0%
Total	Count	13	39	76	129	112	54	423
	%	3.1%	9.2%	18.0%	30.5%	26.5%	12.8%	100.0%

By Academic Rank

		Q056: To what degree is faculty involvement with new students considered important by your colleagues?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
I do not have academic rank	Count	2	4	15	33	22	10	86
	%	2.3%	4.7%	17.4%	38.4%	25.6%	11.6%	100.0%
Adjunct / Instructor / Lecturer	Count	6	17	35	65	54	40	217
	%	2.8%	7.8%	16.1%	30.0%	24.9%	18.4%	100.0%
Assistant / Associate Professor	Count	4	13	11	16	25	3	72
	%	5.6%	18.1%	15.3%	22.2%	34.7%	4.2%	100.0%
Full Professor	Count	1	5	11	12	9	1	39
	%	2.6%	12.8%	28.2%	30.8%	23.1%	2.6%	100.0%
Other academic rank	Count	0	0	4	3	3	0	10
	%	.0%	.0%	40.0%	30.0%	30.0%	.0%	100.0%
Total	Count	13	39	76	129	113	54	424
	%	3.1%	9.2%	17.9%	30.4%	26.7%	12.7%	100.0%

By Length of Employment

		Q056: To what degree is faculty involvement with new students considered important by your colleagues?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
1 year or less	Count	0	1	1	5	3	1	11
	%	.0%	9.1%	9.1%	45.5%	27.3%	9.1%	100.0%
2 – 5 years	Count	4	11	20	46	34	21	136
	%	2.9%	8.1%	14.7%	33.8%	25.0%	15.4%	100.0%
6 – 10 years	Count	2	11	25	45	35	21	139
	%	1.4%	7.9%	18.0%	32.4%	25.2%	15.1%	100.0%
11 – 15 years	Count	4	5	14	16	19	9	67
	%	6.0%	7.5%	20.9%	23.9%	28.4%	13.4%	100.0%
16 – 20 years	Count	1	9	4	7	11	0	32
	%	3.1%	28.1%	12.5%	21.9%	34.4%	.0%	100.0%
More than 20 years	Count	2	2	12	10	11	2	39
	%	5.1%	5.1%	30.8%	25.6%	28.2%	5.1%	100.0%
Total	Count	13	39	76	129	113	54	424
	%	3.1%	9.2%	17.9%	30.4%	26.7%	12.7%	100.0%

By Division

		Q056: To what degree is faculty involvement with new students considered important by your colleagues?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Academic Services	Count	9	23	44	63	56	14	209
	%	4.3%	11.0%	21.1%	30.1%	26.8%	6.7%	100.0%
Business Affairs	Count	0	0	4	5	2	1	12
	%	.0%	.0%	33.3%	41.7%	16.7%	8.3%	100.0%
Administration	Count	0	0	0	3	2	2	7
	%	.0%	.0%	.0%	42.9%	28.6%	28.6%	100.0%
Human Resources	Count	0	0	0	1	1	0	2
	%	.0%	.0%	.0%	50.0%	50.0%	.0%	100.0%
President's Office	Count	0	1	0	0	0	1	2
	%	.0%	50.0%	.0%	.0%	.0%	50.0%	100.0%
Student Services	Count	0	2	2	18	6	7	35
	%	.0%	5.7%	5.7%	51.4%	17.1%	20.0%	100.0%
Workforce & Community Services	Count	0	0	0	1	2	1	4
	%	.0%	.0%	.0%	25.0%	50.0%	25.0%	100.0%
Total	Count	9	26	50	91	69	26	271
	%	3.3%	9.6%	18.5%	33.6%	25.5%	9.6%	100.0%

By School

		Q056: To what degree is faculty involvement with new students considered important by your colleagues?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Arts & Sciences	Count	6	13	30	39	36	11	135
	%	4.4%	9.6%	22.2%	28.9%	26.7%	8.1%	100.0%
Business & Information Systems	Count	2	6	6	9	3	5	31
	%	6.5%	19.4%	19.4%	29.0%	9.7%	16.1%	100.0%
Health Sciences	Count	2	2	6	9	11	3	33
	%	6.1%	6.1%	18.2%	27.3%	33.3%	9.1%	100.0%
Public Safety & Emergency Preparedness	Count	0	1	0	3	0	0	4
	%	.0%	25.0%	.0%	75.0%	.0%	.0%	100.0%
Technology	Count	0	3	4	8	8	1	24
	%	.0%	12.5%	16.7%	33.3%	33.3%	4.2%	100.0%
Total	Count	10	25	46	68	58	20	227
	%	4.4%	11.0%	20.3%	30.0%	25.6%	8.8%	100.0%

By Campus

		Q056: To what degree is faculty involvement with new students considered important by your colleagues?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Toledo	Count	11	35	56	99	91	44	336
	%	3.3%	10.4%	16.7%	29.5%	27.1%	13.1%	100.0%
Findlay	Count	1	3	19	28	18	9	78
	%	1.3%	3.8%	24.4%	35.9%	23.1%	11.5%	100.0%
Total	Count	12	38	75	127	109	53	414
	%	2.9%	9.2%	18.1%	30.7%	26.3%	12.8%	100.0%

Degree to which excellence in teaching new students is acknowledged, recognized, and/or rewarded by faculty colleagues?

- 33% of faculty and staff say that excellence in teaching is acknowledged, recognized, and/or rewarded by faculty colleagues, 45% say that it is not, and 23% say that it is moderately acknowledged, recognized, and/or rewarded

By Work Assignment / Role

		Q058: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by faculty colleagues?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Faculty Member	Count	53	54	51	46	24	23	251
	%	21.1%	21.5%	20.3%	18.3%	9.6%	9.2%	100.0%
Administrator	Count	3	2	5	3	3	1	17
	%	17.6%	11.8%	29.4%	17.6%	17.6%	5.9%	100.0%
Professional Staff	Count	2	2	2	2	4	3	15
	%	13.3%	13.3%	13.3%	13.3%	26.7%	20.0%	100.0%
Technical, Clerical, Service Personnel	Count	0	0	0	1	1	0	2
	%	.0%	.0%	.0%	50.0%	50.0%	.0%	100.0%
Total	Count	58	58	58	52	32	27	285
	%	20.4%	20.4%	20.4%	18.2%	11.2%	9.5%	100.0%

By Employment Status

		Q058: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by faculty colleagues?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Full-Time	Count	32	26	26	21	16	4	125
	%	25.6%	20.8%	20.8%	16.8%	12.8%	3.2%	100.0%
Part-Time	Count	25	32	32	31	15	23	158
	%	15.8%	20.3%	20.3%	19.6%	9.5%	14.6%	100.0%
Total	Count	57	58	58	52	31	27	283
	%	20.1%	20.5%	20.5%	18.4%	11.0%	9.5%	100.0%

By Academic Rank

		Q058: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by faculty colleagues?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
I do not have academic rank	Count	2	2	2	3	1	4	14
	%	14.3%	14.3%	14.3%	21.4%	7.1%	28.6%	100.0%
Adjunct / Instructor / Lecturer	Count	30	35	37	33	21	22	178
	%	16.9%	19.7%	20.8%	18.5%	11.8%	12.4%	100.0%
Assistant / Associate Professor	Count	14	14	12	7	6	0	53
	%	26.4%	26.4%	22.6%	13.2%	11.3%	.0%	100.0%
Full Professor	Count	11	6	6	7	3	1	34
	%	32.4%	17.6%	17.6%	20.6%	8.8%	2.9%	100.0%
Other academic rank	Count	0	1	1	2	1	0	5
	%	.0%	20.0%	20.0%	40.0%	20.0%	.0%	100.0%
Total	Count	57	58	58	52	32	27	284
	%	20.1%	20.4%	20.4%	18.3%	11.3%	9.5%	100.0%

By Length of Employment

		Q058: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by faculty colleagues?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
1 year or less	Count	0	1	0	1	2	3	7
	%	.0%	14.3%	.0%	14.3%	28.6%	42.9%	100.0%
2 – 5 years	Count	20	21	20	16	10	11	98
	%	20.4%	21.4%	20.4%	16.3%	10.2%	11.2%	100.0%
6 – 10 years	Count	15	20	18	16	10	8	87
	%	17.2%	23.0%	20.7%	18.4%	11.5%	9.2%	100.0%
11 – 15 years	Count	7	8	10	8	8	3	44
	%	15.9%	18.2%	22.7%	18.2%	18.2%	6.8%	100.0%
16 – 20 years	Count	6	3	4	5	1	0	19
	%	31.6%	15.8%	21.1%	26.3%	5.3%	.0%	100.0%
More than 20 years	Count	9	5	6	6	1	2	29
	%	31.0%	17.2%	20.7%	20.7%	3.4%	6.9%	100.0%
Total	Count	57	58	58	52	32	27	284
	%	20.1%	20.4%	20.4%	18.3%	11.3%	9.5%	100.0%

By Division

		Q058: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by faculty colleagues?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Academic Services	Count	42	32	31	25	15	9	154
	%	27.3%	20.8%	20.1%	16.2%	9.7%	5.8%	100.0%
Business Affairs	Count	1	1	2	0	0	0	4
	%	25.0%	25.0%	50.0%	.0%	.0%	.0%	100.0%
Administration	Count	0	0	0	0	1	0	1
	%	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
Human Resources	Count	0	0	0	0	1	0	1
	%	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
President's Office	Count	2	0	0	0	0	0	2
	%	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
Student Services	Count	1	2	0	0	2	2	7
	%	14.3%	28.6%	.0%	.0%	28.6%	28.6%	100.0%
Workforce & Community Services	Count	0	0	0	0	2	0	2
	%	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
Total	Count	46	35	33	25	21	11	171
	%	26.9%	20.5%	19.3%	14.6%	12.3%	6.4%	100.0%

By School

		Q058: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by faculty colleagues?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Arts & Sciences	Count	26	20	26	15	15	5	107
	%	24.3%	18.7%	24.3%	14.0%	14.0%	4.7%	100.0%
Business & Information Systems	Count	10	5	4	3	1	0	23
	%	43.5%	21.7%	17.4%	13.0%	4.3%	.0%	100.0%
Health Sciences	Count	4	3	4	6	2	2	21
	%	19.0%	14.3%	19.0%	28.6%	9.5%	9.5%	100.0%
Public Safety & Emergency Preparedness	Count	0	1	0	0	0	2	3
	%	.0%	33.3%	.0%	.0%	.0%	66.7%	100.0%
Technology	Count	6	5	1	1	2	0	15
	%	40.0%	33.3%	6.7%	6.7%	13.3%	.0%	100.0%
Total	Count	46	34	35	25	20	9	169
	%	27.2%	20.1%	20.7%	14.8%	11.8%	5.3%	100.0%

By Campus

		Q058: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by faculty colleagues?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Toledo	Count	51	43	44	38	24	18	218
	%	23.4%	19.7%	20.2%	17.4%	11.0%	8.3%	100.0%
Findlay	Count	6	14	12	11	8	9	60
	%	10.0%	23.3%	20.0%	18.3%	13.3%	15.0%	100.0%
Total	Count	57	57	56	49	32	27	278
	%	20.5%	20.5%	20.1%	17.6%	11.5%	9.7%	100.0%

Degree to which excellence in teaching new students is acknowledged, recognized, and/or rewarded by department/unit leaders:

- 29% of faculty and staff say that excellence in teaching new students is acknowledged, recognized, and/or rewarded by department/unit leaders, 49% say that it is not, and 22% say that it is moderately

By Work Assignment / Role

		Q059: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by department/unit leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Faculty Member	Count	60	57	52	35	25	21	250
	%	24.0%	22.8%	20.8%	14.0%	10.0%	8.4%	100.0%
Administrator	Count	2	2	3	6	4	0	17
	%	11.8%	11.8%	17.6%	35.3%	23.5%	.0%	100.0%
Professional Staff	Count	5	1	2	2	2	3	15
	%	33.3%	6.7%	13.3%	13.3%	13.3%	20.0%	100.0%
Technical, Clerical, Service Personnel	Count	0	0	0	1	1	0	2
	%	.0%	.0%	.0%	50.0%	50.0%	.0%	100.0%
Total	Count	67	60	57	44	32	24	284
	%	23.6%	21.1%	20.1%	15.5%	11.3%	8.5%	100.0%

By Employment Status

		Q059: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by department/unit leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Full-Time	Count	37	27	27	20	11	3	125
	%	29.6%	21.6%	21.6%	16.0%	8.8%	2.4%	100.0%
Part-Time	Count	29	33	30	24	20	21	157
	%	18.5%	21.0%	19.1%	15.3%	12.7%	13.4%	100.0%
Total	Count	66	60	57	44	31	24	282
	%	23.4%	21.3%	20.2%	15.6%	11.0%	8.5%	100.0%

By Academic Rank

		Q059: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by department/unit leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
I do not have academic rank	Count	4	2	1	3	1	3	14
	%	28.6%	14.3%	7.1%	21.4%	7.1%	21.4%	100.0%
Adjunct / Instructor / Lecturer	Count	37	36	36	25	23	20	177
	%	20.9%	20.3%	20.3%	14.1%	13.0%	11.3%	100.0%
Assistant / Associate Professor	Count	14	13	15	6	5	0	53
	%	26.4%	24.5%	28.3%	11.3%	9.4%	.0%	100.0%
Full Professor	Count	11	8	4	8	2	1	34
	%	32.4%	23.5%	11.8%	23.5%	5.9%	2.9%	100.0%
Other academic rank	Count	0	1	1	2	1	0	5
	%	.0%	20.0%	20.0%	40.0%	20.0%	.0%	100.0%
Total	Count	66	60	57	44	32	24	283
	%	23.3%	21.2%	20.1%	15.5%	11.3%	8.5%	100.0%

By Length of Employment

		Q059: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by department/unit leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
1 year or less	Count	0	0	1	2	2	2	7
	%	.0%	.0%	14.3%	28.6%	28.6%	28.6%	100.0%
2 – 5 years	Count	19	22	21	10	15	10	97
	%	19.6%	22.7%	21.6%	10.3%	15.5%	10.3%	100.0%
6 – 10 years	Count	20	20	17	14	8	8	87
	%	23.0%	23.0%	19.5%	16.1%	9.2%	9.2%	100.0%
11 – 15 years	Count	9	8	12	8	5	2	44
	%	20.5%	18.2%	27.3%	18.2%	11.4%	4.5%	100.0%
16 – 20 years	Count	9	4	2	3	1	0	19
	%	47.4%	21.1%	10.5%	15.8%	5.3%	.0%	100.0%
More than 20 years	Count	9	6	4	7	1	2	29
	%	31.0%	20.7%	13.8%	24.1%	3.4%	6.9%	100.0%
Total	Count	66	60	57	44	32	24	283
	%	23.3%	21.2%	20.1%	15.5%	11.3%	8.5%	100.0%

By Division

		Q059: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by department/unit leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Academic Services	Count	44	34	29	23	14	9	153
	%	28.8%	22.2%	19.0%	15.0%	9.2%	5.9%	100.0%
Business Affairs	Count	1	1	2	0	0	0	4
	%	25.0%	25.0%	50.0%	.0%	.0%	.0%	100.0%
Administration	Count	1	0	0	0	0	0	1
	%	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
Human Resources	Count	0	1	0	0	0	0	1
	%	.0%	100.0%	.0%	.0%	.0%	.0%	100.0%
President's Office	Count	2	0	0	0	0	0	2
	%	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
Student Services	Count	1	2	1	0	1	2	7
	%	14.3%	28.6%	14.3%	.0%	14.3%	28.6%	100.0%
Workforce & Community Services	Count	0	0	0	0	2	0	2
	%	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
Total	Count	49	38	32	23	17	11	170
	%	28.8%	22.4%	18.8%	13.5%	10.0%	6.5%	100.0%

By School

		Q059: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by department/unit leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Arts & Sciences	Count	29	19	24	17	10	7	106
	%	27.4%	17.9%	22.6%	16.0%	9.4%	6.6%	100.0%
Business & Information Systems	Count	9	6	4	3	1	0	23
	%	39.1%	26.1%	17.4%	13.0%	4.3%	.0%	100.0%
Health Sciences	Count	8	3	4	4	1	1	21
	%	38.1%	14.3%	19.0%	19.0%	4.8%	4.8%	100.0%
Public Safety & Emergency Preparedness	Count	0	1	0	0	1	1	3
	%	.0%	33.3%	.0%	.0%	33.3%	33.3%	100.0%
Technology	Count	3	8	1	0	3	0	15
	%	20.0%	53.3%	6.7%	.0%	20.0%	.0%	100.0%
Total	Count	49	37	33	24	16	9	168
	%	29.2%	22.0%	19.6%	14.3%	9.5%	5.4%	100.0%

By Campus

		Q059: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by department/unit leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Toledo	Count	58	45	38	34	25	17	217
	%	26.7%	20.7%	17.5%	15.7%	11.5%	7.8%	100.0%
Findlay	Count	8	14	18	8	5	7	60
	%	13.3%	23.3%	30.0%	13.3%	8.3%	11.7%	100.0%
Total	Count	66	59	56	42	30	24	277
	%	23.8%	21.3%	20.2%	15.2%	10.8%	8.7%	100.0%

Degree to which excellence in teaching new students is acknowledged, recognized, and/or rewarded by institution leaders:

- 23% of faculty and staff say that excellence in teaching new students is acknowledged, recognized, and/or rewarded by institution leaders, 55% say that it is not, and 22% say that it is moderately
- Part-time faculty and staff are more likely than full-time to say that institution leaders acknowledge, recognize, and/or reward excellence in teaching new students

By Work Assignment / Role

		Q060: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by institution leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Faculty Member	Count	71	56	50	33	13	28	251
	%	28.3%	22.3%	19.9%	13.1%	5.2%	11.2%	100.0%
Administrator	Count	2	6	4	2	2	1	17
	%	11.8%	35.3%	23.5%	11.8%	11.8%	5.9%	100.0%
Professional Staff	Count	4	0	1	4	4	2	15
	%	26.7%	.0%	6.7%	26.7%	26.7%	13.3%	100.0%
Technical, Clerical, Service Personnel	Count	1	0	0	0	1	0	2
	%	50.0%	.0%	.0%	.0%	50.0%	.0%	100.0%
Total	Count	78	62	55	39	20	31	285
	%	27.4%	21.8%	19.3%	13.7%	7.0%	10.9%	100.0%

By Employment Status* : Part-time faculty and staff are more likely than full-time to say that institution leaders acknowledge, recognized, and/or reward excellence in teaching new students

		Q060: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by institution leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Full-Time	Count	45	30	22	16	7	5	125
	%	36.0%	24.0%	17.6%	12.8%	5.6%	4.0%	100.0%
Part-Time	Count	32	32	33	23	12	26	158
	%	20.3%	20.3%	20.9%	14.6%	7.6%	16.5%	100.0%
Total	Count	77	62	55	39	19	31	283
	%	27.2%	21.9%	19.4%	13.8%	6.7%	11.0%	100.0%

By Academic Rank

		Q060: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by institution leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
I do not have academic rank	Count	4	2	2	2	1	3	14
	%	28.6%	14.3%	14.3%	14.3%	7.1%	21.4%	100.0%
Adjunct / Instructor / Lecturer	Count	40	35	36	27	16	24	178
	%	22.5%	19.7%	20.2%	15.2%	9.0%	13.5%	100.0%
Assistant / Associate Professor	Count	18	18	10	4	1	2	53
	%	34.0%	34.0%	18.9%	7.5%	1.9%	3.8%	100.0%
Full Professor	Count	15	6	6	5	1	1	34
	%	44.1%	17.6%	17.6%	14.7%	2.9%	2.9%	100.0%
Other academic rank	Count	0	1	1	1	1	1	5
	%	.0%	20.0%	20.0%	20.0%	20.0%	20.0%	100.0%
Total	Count	77	62	55	39	20	31	284
	%	27.1%	21.8%	19.4%	13.7%	7.0%	10.9%	100.0%

By Length of Employment

		Q060: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by institution leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
1 year or less	Count	0	0	2	1	2	2	7
	%	.0%	.0%	28.6%	14.3%	28.6%	28.6%	100.0%
2 – 5 years	Count	22	19	18	16	10	13	98
	%	22.4%	19.4%	18.4%	16.3%	10.2%	13.3%	100.0%
6 – 10 years	Count	23	22	15	13	4	10	87
	%	26.4%	25.3%	17.2%	14.9%	4.6%	11.5%	100.0%
11 – 15 years	Count	11	10	11	4	4	4	44
	%	25.0%	22.7%	25.0%	9.1%	9.1%	9.1%	100.0%
16 – 20 years	Count	10	7	2	0	0	0	19
	%	52.6%	36.8%	10.5%	.0%	.0%	.0%	100.0%
More than 20 years	Count	11	4	7	5	0	2	29
	%	37.9%	13.8%	24.1%	17.2%	.0%	6.9%	100.0%
Total	Count	77	62	55	39	20	31	284
	%	27.1%	21.8%	19.4%	13.7%	7.0%	10.9%	100.0%

By Division

		Q060: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by institution leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Academic Services	Count	49	36	28	18	8	15	154
	%	31.8%	23.4%	18.2%	11.7%	5.2%	9.7%	100.0%
Business Affairs	Count	1	1	1	1	0	0	4
	%	25.0%	25.0%	25.0%	25.0%	.0%	.0%	100.0%
Administration	Count	1	0	0	0	0	0	1
	%	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
Human Resources	Count	0	1	0	0	0	0	1
	%	.0%	100.0%	.0%	.0%	.0%	.0%	100.0%
President's Office	Count	2	0	0	0	0	0	2
	%	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
Student Services	Count	1	2	1	0	2	1	7
	%	14.3%	28.6%	14.3%	.0%	28.6%	14.3%	100.0%
Workforce & Community Services	Count	0	0	1	0	1	0	2
	%	.0%	.0%	50.0%	.0%	50.0%	.0%	100.0%
Total	Count	54	40	31	19	11	16	171
	%	31.6%	23.4%	18.1%	11.1%	6.4%	9.4%	100.0%

By School

		Q060: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by institution leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Arts & Sciences	Count	33	22	23	12	6	11	107
	%	30.8%	20.6%	21.5%	11.2%	5.6%	10.3%	100.0%
Business & Information Systems	Count	10	6	3	3	1	0	23
	%	43.5%	26.1%	13.0%	13.0%	4.3%	.0%	100.0%
Health Sciences	Count	6	4	5	2	2	2	21
	%	28.6%	19.0%	23.8%	9.5%	9.5%	9.5%	100.0%
Public Safety & Emergency Preparedness	Count	0	1	0	0	0	2	3
	%	.0%	33.3%	.0%	.0%	.0%	66.7%	100.0%
Technology	Count	6	5	2	1	1	0	15
	%	40.0%	33.3%	13.3%	6.7%	6.7%	.0%	100.0%
Total	Count	55	38	33	18	10	15	169
	%	32.5%	22.5%	19.5%	10.7%	5.9%	8.9%	100.0%

By Campus

		Q060: To what degree is excellence in teaching new students acknowledged, recognized, and/or rewarded by institution leaders?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Toledo	Count	66	44	41	27	16	24	218
	%	30.3%	20.2%	18.8%	12.4%	7.3%	11.0%	100.0%
Findlay	Count	11	16	13	12	2	6	60
	%	18.3%	26.7%	21.7%	20.0%	3.3%	10.0%	100.0%
Total	Count	77	60	54	39	18	30	278
	%	27.7%	21.6%	19.4%	14.0%	6.5%	10.8%	100.0%

Degree to which faculty responsibilities related to new students are addressed by position descriptions:

- 25% of faculty say that their responsibilities related to new students are addressed by means of position descriptions, 52% say that they are not, and 24% say that they are moderately addressed
- Part-time faculty are more likely than full-time to say that their responsibilities related to new students are addressed by means of position descriptions
- Adjunct faculty are more likely than faculty with rank to say that their responsibilities related to new students are addressed by means of position descriptions

By Work Assignment / Role

		Q069: During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of position descriptions?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Faculty	Count	57	52	50	35	17	90	301
	%	18.9%	17.3%	16.6%	11.6%	5.6%	29.9%	100.0%
Total	Count	57	52	50	35	17	90	301
	%	18.9%	17.3%	16.6%	11.6%	5.6%	29.9%	100.0%

By Employment Status* : Part-time faculty are more likely than full-time to say that their responsibilities related to new students are addressed by means of position descriptions

		Q069: During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of position descriptions?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Full-Time	Count	33	28	20	9	4	18	112
	%	29.5%	25.0%	17.9%	8.0%	3.6%	16.1%	100.0%
Part-Time	Count	22	24	30	25	13	72	186
	%	11.8%	12.9%	16.1%	13.4%	7.0%	38.7%	100.0%
Total	Count	55	52	50	34	17	90	298
	%	18.5%	17.4%	16.8%	11.4%	5.7%	30.2%	100.0%

By Academic Rank* : Adjunct faculty are more likely than faculty with rank to say that their responsibilities related to new students are addressed by means of position descriptions

		Q069: During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of position descriptions?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
I do not have academic rank	Count	0	3	2	1	1	2	9
	%	.0%	33.3%	22.2%	11.1%	11.1%	22.2%	100.0%
Adjunct / Instructor / Lecturer	Count	24	26	30	26	14	73	193
	%	12.4%	13.5%	15.5%	13.5%	7.3%	37.8%	100.0%
Assistant / Associate Professor	Count	23	12	13	3	1	5	57
	%	40.4%	21.1%	22.8%	5.3%	1.8%	8.8%	100.0%
Full Professor	Count	8	10	5	3	1	10	37
	%	21.6%	27.0%	13.5%	8.1%	2.7%	27.0%	100.0%
Other academic rank	Count	0	1	0	2	0	0	3
	%	.0%	33.3%	.0%	66.7%	.0%	.0%	100.0%
Total	Count	55	52	50	35	17	90	299
	%	18.4%	17.4%	16.7%	11.7%	5.7%	30.1%	100.0%

By Length of Employment

		Q069: During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of position descriptions?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
1 year or less	Count	0	1	2	2	2	4	11
	%	.0%	9.1%	18.2%	18.2%	18.2%	36.4%	100.0%
2 – 5 years	Count	16	19	14	13	7	32	101
	%	15.8%	18.8%	13.9%	12.9%	6.9%	31.7%	100.0%
6 – 10 years	Count	15	13	23	9	6	22	88
	%	17.0%	14.8%	26.1%	10.2%	6.8%	25.0%	100.0%
11 – 15 years	Count	10	8	6	7	1	13	45
	%	22.2%	17.8%	13.3%	15.6%	2.2%	28.9%	100.0%
16 – 20 years	Count	7	3	0	3	0	8	21
	%	33.3%	14.3%	.0%	14.3%	.0%	38.1%	100.0%
More than 20 years	Count	7	8	5	1	1	11	33
	%	21.2%	24.2%	15.2%	3.0%	3.0%	33.3%	100.0%
Total	Count	55	52	50	35	17	90	299
	%	18.4%	17.4%	16.7%	11.7%	5.7%	30.1%	100.0%

By Division

		Q069: During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of position descriptions?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Academic Services	Count	36	35	24	17	8	35	155
	%	23.2%	22.6%	15.5%	11.0%	5.2%	22.6%	100.0%
Business Affairs	Count	1	0	1	0	0	1	3
	%	33.3%	.0%	33.3%	.0%	.0%	33.3%	100.0%
Administration	Count	1	0	0	0	0	0	1
	%	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
Human Resources	Count	0	0	0	0	1	0	1
	%	.0%	.0%	.0%	.0%	100.0%	.0%	100.0%
President's Office	Count	0	0	0	0	0	2	2
	%	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
Student Services	Count	2	0	0	0	0	2	4
	%	50.0%	.0%	.0%	.0%	.0%	50.0%	100.0%
Workforce & Community Services	Count	1	0	1	0	1	0	3
	%	33.3%	.0%	33.3%	.0%	33.3%	.0%	100.0%
Total	Count	41	35	26	17	10	40	169
	%	24.3%	20.7%	15.4%	10.1%	5.9%	23.7%	100.0%

By School

		Q069: During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of position descriptions?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Arts & Sciences	Count	18	24	19	15	5	29	110
	%	16.4%	21.8%	17.3%	13.6%	4.5%	26.4%	100.0%
Business & Information Systems	Count	7	4	2	2	0	7	22
	%	31.8%	18.2%	9.1%	9.1%	.0%	31.8%	100.0%
Health Sciences	Count	7	6	3	4	3	1	24
	%	29.2%	25.0%	12.5%	16.7%	12.5%	4.2%	100.0%
Public Safety & Emergency Preparedness	Count	0	1	0	0	0	0	1
	%	.0%	100.0%	.0%	.0%	.0%	.0%	100.0%
Technology	Count	7	2	2	0	0	3	14
	%	50.0%	14.3%	14.3%	.0%	.0%	21.4%	100.0%
Total	Count	39	37	26	21	8	40	171
	%	22.8%	21.6%	15.2%	12.3%	4.7%	23.4%	100.0%

By Campus

		Q069: During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of position descriptions?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Toledo	Count	45	43	34	27	13	69	231
	%	19.5%	18.6%	14.7%	11.7%	5.6%	29.9%	100.0%
Findlay	Count	10	8	12	8	2	20	60
	%	16.7%	13.3%	20.0%	13.3%	3.3%	33.3%	100.0%
Total	Count	55	51	46	35	15	89	291
	%	18.9%	17.5%	15.8%	12.0%	5.2%	30.6%	100.0%

Degree to which faculty responsibilities related to new students are addressed by means of candidate interviews:

- 27% of faculty say that their responsibilities related to new students are addressed by means of candidate interviews, 53% say that they are not, and 20% say that they are moderately addressed
- Part-time faculty are more likely than full-time to say that their responsibilities related to new students are addressed by means of candidate interviews

By Work Assignment / Role

		Q070: During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of candidate interviews?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Faculty	Count	56	53	40	36	19	98	302
	%	18.5%	17.5%	13.2%	11.9%	6.3%	32.5%	100.0%
Total	Count	56	53	40	36	19	98	302
	%	18.5%	17.5%	13.2%	11.9%	6.3%	32.5%	100.0%

By Employment Status* : Part-time faculty are more likely than full-time to say that their responsibilities related to new students are addressed by means of candidate interviews

		Q070: During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of candidate interviews?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Full-Time	Count	28	30	16	14	6	19	113
	%	24.8%	26.5%	14.2%	12.4%	5.3%	16.8%	100.0%
Part-Time	Count	26	23	24	21	13	79	186
	%	14.0%	12.4%	12.9%	11.3%	7.0%	42.5%	100.0%
Total	Count	54	53	40	35	19	98	299
	%	18.1%	17.7%	13.4%	11.7%	6.4%	32.8%	100.0%

By Academic Rank

		Q070: During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of candidate interviews?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
I do not have academic rank	Count	0	1	4	0	1	3	9
	%	.0%	11.1%	44.4%	.0%	11.1%	33.3%	100.0%
Adjunct / Instructor / Lecturer	Count	27	28	22	23	15	78	193
	%	14.0%	14.5%	11.4%	11.9%	7.8%	40.4%	100.0%
Assistant / Associate Professor	Count	21	13	10	6	2	6	58
	%	36.2%	22.4%	17.2%	10.3%	3.4%	10.3%	100.0%
Full Professor	Count	6	10	4	6	1	10	37
	%	16.2%	27.0%	10.8%	16.2%	2.7%	27.0%	100.0%
Other academic rank	Count	0	1	0	1	0	1	3
	%	.0%	33.3%	.0%	33.3%	.0%	33.3%	100.0%
Total	Count	54	53	40	36	19	98	300
	%	18.0%	17.7%	13.3%	12.0%	6.3%	32.7%	100.0%

By Length of Employment

		Q070: During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of candidate interviews?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
1 year or less	Count	1	0	3	1	2	4	11
	%	9.1%	.0%	27.3%	9.1%	18.2%	36.4%	100.0%
2 – 5 years	Count	17	17	12	11	9	35	101
	%	16.8%	16.8%	11.9%	10.9%	8.9%	34.7%	100.0%
6 – 10 years	Count	15	19	15	10	5	25	89
	%	16.9%	21.3%	16.9%	11.2%	5.6%	28.1%	100.0%
11 – 15 years	Count	10	5	6	8	2	14	45
	%	22.2%	11.1%	13.3%	17.8%	4.4%	31.1%	100.0%
16 – 20 years	Count	6	3	0	4	0	8	21
	%	28.6%	14.3%	.0%	19.0%	.0%	38.1%	100.0%
More than 20 years	Count	5	9	4	2	1	12	33
	%	15.2%	27.3%	12.1%	6.1%	3.0%	36.4%	100.0%
Total	Count	54	53	40	36	19	98	300
	%	18.0%	17.7%	13.3%	12.0%	6.3%	32.7%	100.0%

By Division

		Q070: During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of candidate interviews?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Academic Services	Count	37	33	19	18	10	37	154
	%	24.0%	21.4%	12.3%	11.7%	6.5%	24.0%	100.0%
Business Affairs	Count	0	1	0	0	0	2	3
	%	.0%	33.3%	.0%	.0%	.0%	66.7%	100.0%
Administration	Count	1	0	0	0	0	0	1
	%	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
Human Resources	Count	1	0	0	0	0	0	1
	%	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
President's Office	Count	0	0	0	0	0	2	2
	%	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
Student Services	Count	2	0	0	0	0	2	4
	%	50.0%	.0%	.0%	.0%	.0%	50.0%	100.0%
Workforce & Community Services	Count	1	0	1	1	0	0	3
	%	33.3%	.0%	33.3%	33.3%	.0%	.0%	100.0%
Total	Count	42	34	20	19	10	43	168
	%	25.0%	20.2%	11.9%	11.3%	6.0%	25.6%	100.0%

By School

		Q070: During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of candidate interviews?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Arts & Sciences	Count	19	22	14	15	7	32	109
	%	17.4%	20.2%	12.8%	13.8%	6.4%	29.4%	100.0%
Business & Information Systems	Count	7	6	1	2	0	6	22
	%	31.8%	27.3%	4.5%	9.1%	.0%	27.3%	100.0%
Health Sciences	Count	7	5	2	6	3	1	24
	%	29.2%	20.8%	8.3%	25.0%	12.5%	4.2%	100.0%
Public Safety & Emergency Preparedness	Count	0	1	0	0	0	0	1
	%	.0%	100.0%	.0%	.0%	.0%	.0%	100.0%
Technology	Count	6	2	3	0	0	3	14
	%	42.9%	14.3%	21.4%	.0%	.0%	21.4%	100.0%
Total	Count	39	36	20	23	10	42	170
	%	22.9%	21.2%	11.8%	13.5%	5.9%	24.7%	100.0%

By Campus

		Q070: During the hiring process at this institution, to what degree are faculty responsibilities related to new students addressed by means of candidate interviews?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Toledo	Count	38	44	32	28	15	75	232
	%	16.4%	19.0%	13.8%	12.1%	6.5%	32.3%	100.0%
Findlay	Count	15	8	6	8	2	21	60
	%	25.0%	13.3%	10.0%	13.3%	3.3%	35.0%	100.0%
Total	Count	53	52	38	36	17	96	292
	%	18.2%	17.8%	13.0%	12.3%	5.8%	32.9%	100.0%

Degree to which faculty responsibilities related to new students are addressed during faculty orientation:

- 29% of faculty and staff hired in the last 5 years say that their responsibilities related to new students were addressed during faculty orientation, 45% say that they were not, and 27% say that they were moderately addressed
- Part-time faculty hired within the last 5 years are more likely than full-time to say that their responsibilities related to new students were addressed during faculty orientation

By Work Assignment / Role

		Q072: During your faculty orientation at this institution, to what degree were your responsibilities related to new students addressed?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Faculty	Count	30	20	30	20	12	37	149
	%	20.1%	13.4%	20.1%	13.4%	8.1%	24.8%	100.0%
Total	Count	30	20	30	20	12	37	149
	%	20.1%	13.4%	20.1%	13.4%	8.1%	24.8%	100.0%

By Employment Status* : Part-time faculty hired within the last 5 years are more likely than full-time to say that their responsibilities related to new students were addressed during faculty orientation

		Q072: During your faculty orientation at this institution, to what degree were your responsibilities related to new students addressed?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Full-Time	Count	11	5	4	0	2	16	38
	%	28.9%	13.2%	10.5%	.0%	5.3%	42.1%	100.0%
Part-Time	Count	19	15	26	20	10	20	110
	%	17.3%	13.6%	23.6%	18.2%	9.1%	18.2%	100.0%
Total	Count	30	20	30	20	12	36	148
	%	20.3%	13.5%	20.3%	13.5%	8.1%	24.3%	100.0%

By Academic Rank

		Q072: During your faculty orientation at this institution, to what degree were your responsibilities related to new students addressed?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
I do not have academic rank	Count	2	1	3	1	1	0	8
	%	25.0%	12.5%	37.5%	12.5%	12.5%	.0%	100.0%
Adjunct / Instructor / Lecturer	Count	21	18	26	19	10	22	116
	%	18.1%	15.5%	22.4%	16.4%	8.6%	19.0%	100.0%
Assistant / Associate Professor	Count	6	1	0	0	1	9	17
	%	35.3%	5.9%	.0%	.0%	5.9%	52.9%	100.0%
Full Professor	Count	1	0	1	0	0	6	8
	%	12.5%	.0%	12.5%	.0%	.0%	75.0%	100.0%
Total		30	20	30	20	12	37	149
		20.1%	13.4%	20.1%	13.4%	8.1%	24.8%	100.0%

By Length of Employment

		Q072: During your faculty orientation at this institution, to what degree were your responsibilities related to new students addressed?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
1 year or less	Count	1	2	3	2	2	0	10
	%	10.0%	20.0%	30.0%	20.0%	20.0%	.0%	100.0%
2 – 5 years	Count	24	17	21	15	7	9	93
	%	25.8%	18.3%	22.6%	16.1%	7.5%	9.7%	100.0%
6 – 10 years	Count	1	0	5	3	2	13	24
	%	4.2%	.0%	20.8%	12.5%	8.3%	54.2%	100.0%
11 – 15 years	Count	3	1	1	0	1	7	13
	%	23.1%	7.7%	7.7%	.0%	7.7%	53.8%	100.0%
16 – 20 years	Count	0	0	0	0	0	1	1
	%	.0%	.0%	.0%	.0%	.0%	100.0%	100.0%
More than 20 years	Count	1	0	0	0	0	7	8
	%	12.5%	.0%	.0%	.0%	.0%	87.5%	100.0%
Total	Count	30	20	30	20	12	37	149
	%	20.1%	13.4%	20.1%	13.4%	8.1%	24.8%	100.0%

By Division

		Q072: During your faculty orientation at this institution, to what degree were your responsibilities related to new students addressed?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Academic Services	Count	17	10	11	6	8	23	75
	%	22.7%	13.3%	14.7%	8.0%	10.7%	30.7%	100.0%
Business Affairs	Count	1	0	0	0	0	0	1
	%	100.0%	.0%	.0%	.0%	.0%	.0%	100.0%
Administration	Count	0	0	1	0	0	0	1
	%	.0%	.0%	100.0%	.0%	.0%	.0%	100.0%
President's Office	Count	0	0	1	0	0	1	2
	%	.0%	.0%	50.0%	.0%	.0%	50.0%	100.0%
Workforce & Community Services	Count	1	0	0	1	0	0	2
	%	50.0%	.0%	.0%	50.0%	.0%	.0%	100.0%
Total	Count	19	10	13	7	8	24	81
	%	23.5%	12.3%	16.0%	8.6%	9.9%	29.6%	100.0%

By School

		Q072: During your faculty orientation at this institution, to what degree were your responsibilities related to new students addressed?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Arts & Sciences	Count	13	7	10	5	5	13	53
	%	24.5%	13.2%	18.9%	9.4%	9.4%	24.5%	100.0%
Business & Information Systems	Count	4	1	0	3	1	2	11
	%	36.4%	9.1%	.0%	27.3%	9.1%	18.2%	100.0%
Health Sciences	Count	3	2	1	0	2	4	12
	%	25.0%	16.7%	8.3%	.0%	16.7%	33.3%	100.0%
Technology	Count	1	0	1	0	0	5	7
	%	14.3%	.0%	14.3%	.0%	.0%	71.4%	100.0%
Total	Count	21	10	12	8	8	24	83
	%	25.3%	12.0%	14.5%	9.6%	9.6%	28.9%	100.0%

By Campus

		Q072: During your faculty orientation at this institution, to what degree were your responsibilities related to new students addressed?						Total
		Not at all	Slight	Moderate	High	Very High	No Response	
Toledo	Count	22	18	21	18	9	31	119
	%	18.5%	15.1%	17.6%	15.1%	7.6%	26.1%	100.0%
Findlay	Count	8	2	8	2	2	6	28
	%	28.6%	7.1%	28.6%	7.1%	7.1%	21.4%	100.0%
Total	Count	30	20	29	20	11	37	147
	%	20.4%	13.6%	19.7%	13.6%	7.5%	25.2%	100.0%

Notes: (1) Percentages may not sum to 100% due to rounding
 (2) Themes identified are based on chi-square analyses at the .05 level of statistical significance
 (3) Tables with an asterisk (*) indicate a significant chi-square