THE CONDITION OF THE SOUTHERN BAPTIST PROFESSORIATE:
A COMPARISON WITH THE CARNEGIE FOUNDATION'S
1989 NATIONAL SURVEY OF FACULTY

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Denton, Texas
December 1994
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Southern Baptist-Related college faculty attitudes and opinions on areas of higher education most important to the professoriate as identified by the Carnegie Foundation in its 1989 National Survey of Faculty are described in this study and compared with the data from the survey reported by the Carnegie Foundation in *The Condition of the Professoriate: Attitudes and Trends, 1989* and *Scholarship Reconsidered: Priorities of the Professoriate*. The data were compared in the eight areas: goals of collegiate education, academic standards, attitudes about student life, teaching, research, and service, status of the profession, views of the institution, participation in decision-making, and general observations of higher education.

The research design is a cross-sectional study of faculty attitudes ascertained through use of mailed questionnaires. This study is an operational replication on a sub-population of the Carnegie Foundation’s 1989 National Survey of Faculty. A total of 949 faculty members were randomly selected from the population from which 510 usable questionnaires, or 53.7%, were received.
When compared to the national average reported by the Carnegie Foundation, faculty members at Southern Baptist-Related institutions differ on some issues of academic quality, teaching and research, and institutional evaluation. Faculty members at the seven institutions in the sub-population of self-controlled Southern Baptist-Related institutions are more like the national average reported by the Carnegie Foundation.

Southern Baptist-Related institutions are likely to continue to emphasize career training as a partial goal of undergraduate education and to emphasize student values as part of their undergraduate education. Southern Baptist-Related institutions may slightly raise academic standards as a partial solution to the problem of underprepared students, but they should also evaluate the need to provide these students with special academic services.

Southern Baptist-Related institutions should continue to benefit from the commitment of their faculty members to the institution and should continue to allow input from faculty in the decision-making process. The Southern Baptist professoriate, as a whole, is politically conservative and will likely remain so.

Self-controlled Southern Baptist-Related institutions will likely continue to be more like the national average reported by the Carnegie Foundation.
ACKNOWLEDGMENTS

The Carnegie Foundation for the Advancement of Teaching has been of invaluable assistance in this study by supplying both the instrument for the survey and the national study against which data from this study are compared. In accordance with their request, the following disclaimer is made regarding their cooperation:

The author makes extensive use of findings and charts from The Condition of the Professoriate: Attitudes and Trends, 1989 (© Copyright 1989 by the Carnegie Foundation for the Advancement of Teaching. All rights reserved.) and from Appendix A of Ernest L. Boyer's Scholarship Reconsidered: Priorities of the Professoriate (© Copyright 1990 by the Carnegie Foundation for the Advancement of Teaching. All rights reserved.) While the Carnegie Foundation has granted the author permission to use these survey data and findings, it disclaims any responsibility for the use made of this material and does not endorse any speculations or conclusions drawn from it.

The Education Commission of the Southern Baptist Convention has also been of invaluable assistance in this study as they provided the list of faculty in the study population and supported the research project through their assistance in the collecting the data by acting as sponsor and allowing the inclusion of their sponsorship letter with each survey instrument mailed.
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*Many goals have been proposed for undergraduate education. Please indicate the importance of each of the following goals. ... to shape students' values*

*Many goals have been proposed for undergraduate education. Please indicate the importance of each of the following goals. ... to enhance creative thinking*

*Many goals have been proposed for undergraduate education. Please indicate the importance of each of the following goals. ... to provide a basic understanding in mathematics and science*

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90. Data comparison of Question 48A. I would exercise an early retirement option if it were offered to me.

91. Data comparison of Question 48B. I look forward to retirement as an enjoyable period of my life.

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CHAPTER I

INTRODUCTION

The Carnegie Foundation for the Advancement of Teaching publishes the results of periodic national surveys which assess faculty perceptions and identify national issues and trends in higher education. The latest national survey released\(^1\) was conducted in 1989 and included responses from over 5,400 faculty members in institutions which span all of the 1987 Carnegie Classifications excluding specialized institutions.\(^2\) Three major issues identified in the 1989 study are:

1. Academic Quality: Faculty reiterated their support for liberal learning and their optimism for their profession, but are greatly concerned about the students goals, abilities, and tendency to cheat.

2. Teaching and Research: Most faculty say their primary interest is in teaching, yet they say the reward system favors research and publishing.

---

\(^1\) Since this study on Southern Baptist-Related higher education was conducted in 1993, the Carnegie Foundation has released it's 1992 study on international higher education. Carolyn J. Mooney, "The Shared Concerns of Scholars," *Chronicle of Higher Education* 40, no. 42 (June 22, 1994), A34-38.

3. **Institutional Loyalty:** Institutions rate very high among faculty as a good place to work and for students to get a good education as well as a place where faculty participate in governance, especially within their departments; but, most faculty still rate their institutional administration as poor, autocratic, and inefficient.³

In the second monograph based on the 1989 survey data, Boyer succinctly summarizes the history and development of higher education with special emphasis on the effects which various developments had on the professoriate. Boyer concludes that historically higher education has moved its focus from teaching to service to research and that this move has placed an undue burden on both faculty and institution alike as evidenced by the results of the 1989 survey.⁴

Could these opinions accurately reflect the opinions of faculty at private, denominationally affiliated schools? For example, the largest Protestant denomination in the United States is the Southern Baptist Convention to which 51 institutions of higher education are related, not counting seminaries, Bible colleges, or academies. These schools are not governed by state boards. Most have tenure for faculty members, but some do not. Those that receive government grants may be similar to state universities, but as private institutions


they are not required to meet the same amount of government regulations regarding spending, hiring, and operations. In addition to similarities of governance, these institutions are founded on a common belief system and share a common goal to integrate faith and discipline.\(^5\)

Would faculty in this Southern Baptist professoriate, that is, those who work in this group of Southern Baptist-Related colleges and universities, have significantly different responses to the survey than the national average reported by the Carnegie Foundation? This is possible for three reasons. First, the aforementioned moral emphasis may attract faculty with theological and philosophical views which differ from a national sample of faculty, and faculty who may differ in their own teaching and development from a national sample. Second, these institutions stress institutional and personal goals both stemming from a common source - the teachings of Jesus Christ; therefore, faculty at these schools may be more institutionally committed than faculty at state or non-Southern Baptist-Related institutions. Lastly, these schools do not have the state or federal regulatory restrictions of public institutions which may foster different opinions on campus governance issues.

\(^5\)Herschel H. Hobbs, *The Baptist Faith and Message* (Nashville, Tenn.: Convention Press, 1971); Monte Vaughan Cooper, "Attitudes of Faculty Members Toward the Integration of Faith and Discipline at Selected Southern Baptist Colleges and Universities" (Ph.D. dissertation, North Texas State University, 1990).
Problem

What are the attitudes and opinions of faculty at Southern Baptist-Related colleges and how do these compare with the national average reported by the Carnegie Foundation in its 1989 National Survey of Faculty?

Purpose

The purpose is to describe Southern Baptist-Related college faculty attitudes and opinions on areas of higher education most important to the professoriate as identified by the Carnegie Foundation in its 1989 National Survey of Faculty and to compare these with the data from the survey reported by the Carnegie Foundation in The Condition of the Professoriate: Attitudes and Trends, 1989, and Scholarship Reconsidered: Priorities of the Professoriate.6

The eight areas identified by the Carnegie Foundation are:7

1. Goals of collegiate education
2. Academic standards
3. Attitudes about student life
4. Teaching, research, and service
5. Status of the profession
6. Views of the institution
7. Participation in decision-making
8. General observations of higher education

6Boyce, Scholarship Reconsidered: Priorities of the Professoriate, 83-126; The Carnegie Foundation, The Condition of the Professoriate, 1-144.

7The Carnegie Foundation, The Condition of the Professoriate, xix.
Research Hypothesis

There is no difference between the opinions of faculty at Southern Baptist-Related colleges and those reported as being the national average by the Carnegie Foundation for the Advancement of Teaching on the eight issues reported in their 1989 faculty survey.

Significance of the Study

The opinions and attitudes of the professoriate at private colleges affiliated with the Southern Baptist Convention are described. No comprehensive study of this nature has been done of these institutions nor does any national study of faculty address the particular attitudes and concerns of private, denominationally affiliated higher education. The results from this study constitute the first study of the attitudes of faculty members at Southern Baptist-Related liberal arts colleges and universities and serves as the model for further research both among these schools and other homogenous groups of private, denominationally affiliated higher education institutions.

Limitations

The Carnegie Foundation designed its study to stratify the population by Carnegie Classification, that is, to include equal numbers of institutions in each
classification in the sample. While the population of Southern Baptist-Related colleges is similar to the national population in that the population of institutions is not equally divided among the Carnegie classifications, this stratification method cannot be used with this population for comparison between classifications since there are not any institutions in four of the classifications (Fig. 1).

Fig. 1. A comparison of schools in each Carnegie Classification.

This population is small enough to sample each institution, however, since a school by school stratification would require nearly 50% of the population due to the small size of each strata, this was not practical for this study. Instead the
population was stratified by the Carnegie Classifications that do exist to ensure the most representative sample possible.

**Delimitations**

The limits placed on the research relate to choosing a sample of the population rather than the whole population and setting a deadline after which responses were not be counted.

**Assumptions**

It is assumed that the issues in the Carnegie Foundation's national survey in 1989 relate to faculty in these private, denominationally affiliated institutions. It is further assumed that this attitudinal survey produces the best picture of the professoriate's view of itself.
The curriculum is changing at public institutions as religious departments are downsized or eliminated.\textsuperscript{8} College administrators are concerned with the need to increase faculty productivity.\textsuperscript{9} Catholic schools have been censured by the AAUP for removal of faculty members and sued for reserving tenure track positions for Jesuit faculty; and, other private colleges and seminaries are facing problems with the integration of theology and academic freedom as teachers are fired and questions are raised concerning accreditation.\textsuperscript{10} As these issues continue to permeate higher education, they show that periodic studies of the professoriate as a whole, and individually of its homogeneous constituencies, is


necessary for a current database from which to draw information for analysis, comparison, and proposition of ideas for ongoing growth and improvement of higher education.

Impact of the Carnegie Foundation

The Carnegie Foundation for the Advancement of Teaching is one of the major organizations responsible for promotion and discussion of higher education issues. Prior to the 1989 survey, the Carnegie Foundation for the Advancement of Teaching had also conducted a nationwide survey of 5,000 students and 5,000 faculty in two separate national surveys in 1984 which addressed issues such as salary, academic freedom, collective bargaining, job satisfaction, and teaching and research. In 1986 the Carnegie Foundation surveyed high school seniors and their parents to determine what factors contributed to their choosing of one college over another.
The survey data from the 1989 Carnegie Foundation survey has been used to help answer questions concerning the status and future prospects of non-tenure-track full-time faculty and untenured tenure-track faculty. Data were also analyzed to describe the role and status of women faculty on college campuses and were used by the Carnegie Foundation as the basis for a subsequent report on social conditions on college campuses. Lyons even used a shorter, modified version of the 1989 instrument itself to survey local faculty members. In comparing their findings with the national study they noted some similarities regarding departmental and institutional ratings and they noted where some differences existed regarding professional commitments and participation in governance.


Distinctiveness of Private Higher Education

The Carnegie Foundation publishes a list of American colleges and universities which does not note whether a school is public or private, but this is not reflected in the classifications themselves nor was it discussed when the results of their 1989 National Survey of Faculty was released. The literature reveals, on the other hand, that those in higher education who do research on higher education distinguish institutions that are public from those which are private.17

Those who research and report on trends, opinions, and events in higher education consider public and private institutions as distinctly different, yet with common goals and purposes.18 Researchers often cite separate numbers for private and public institutions, indicating a general belief that these two groups of institutions are different enough to separate when reporting findings.19 Some


even use the factor of control, whether public or private, as an independent or classifying variable. For example, researchers of one study on educational marketing found that while public administrators were in more agreement regarding the role of marketing in higher education, private faculty and administrators were more involved in actual marketing and recruitment activities. Another researcher evaluating the use of strategic planning chose to focus their study on private institutions.

**Precedent for a Study of Church-Related Higher Education**

Private higher education, while thought of as a homogenous group in contrast to public higher education, is, in itself, composed of two different kinds

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of institutions: independent and church-related. In a 1989 annotated bibliography, the authors of the included works classified the institutions by type which they defined as either public, general, private, or church-related. The report of national faculty salaries also defined the sector of the institutions as either public, private, or church-related.

Church-related colleges achieved special status regarding hiring practices when they were given partial exemption under Section 702 of Title VII so that they could give special consideration to members of a particular religion. This, however, has not prevented church-related colleges from being criticized over academic freedom issues derived from the institution's self-definition.


College Coalition were surveyed to determine the degree to which they had faced "direct and threatened legal involvements and challenges" in any area.\(^{28}\)

As a group, church-related colleges have been the focus of two articles describing the feasibility of the Christian college\(^{29}\) and were given particular attention in a discussion by endorsers of the AAUP and earlier, by those endorsing the Association of American Law Schools.\(^{30}\)

Researchers over the last decade have been concerned with church-related colleges associated with a variety of religious groups. Catholic institutions were the focus of a survey of faculty in seven western New York institutions\(^{31}\) and 104 four-year Catholic colleges were studied in a paper presented to an ASHE Annual Meeting.\(^{32}\) Six United Methodist Colleges were the subjects in a study to


\(^{29}\)Robert T. Sandin, "To Those Who Teach at Christian Colleges," *New Directions for Higher Education: No. 79 (Agendas for Church-Related Colleges and Universities)* 20, no. 3 (Fall 1992): 43-54; Kenneth W. Shipps, "Church-Related Colleges and Academics," *New Directions for Higher Education: No. 79 (Agendas for Church-Related Colleges and Universities)* 20, no. 3 (Fall 1992): 29-42.


explore conflict resolution in higher education and Central Methodist College was individually the focus of an article describing a private college's attempt to survive faculty layoffs and budget restrictions. Presbyterian Colleges have been the subject of one case study on minority affairs and Sheldon Jackson College was individually the subject of two Ed.D. practicums, one which sought to develop an academic appointment policy and the other which sought to develop a sexual harassment policy.

Precendent for a Study of Southern Baptist-Related Higher Education

The precedent for a study of Southern Baptist-Related higher education is found in the numerous studies which either focused on or included Southern Baptist-Related institutions. Houston Baptist University was the site of a test of their academic advising system in 1985 and William Jewell College was

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included in a study of faculty and administrators of 142 colleges in 1987.\textsuperscript{38} Belmont College was the chosen site for a test of a new marketing questionnaire in the same year.\textsuperscript{39} Grand Canyon University and Oklahoma Baptist University were among sixteen institutions whose Presidents each submitted a chapter on teacher education for inclusion in a book published by the University Press of America.\textsuperscript{40} In 1990, five Southern Baptist-Related colleges were the subject of a study on the attitudes of faculty to the distinctively Southern Baptist idea of the integration of faith and discipline.\textsuperscript{41} In 1991, Dallas Baptist University and the University of Mary Hardin-Baylor were included as part of the population for a survey to study intensive English programs.\textsuperscript{42}

Southern Baptist-Related colleges have been well represented in the literature as subjects of various quasi-experimental research studies, yet two


\textsuperscript{40}Thomas Warren, ed., \textit{A View from the Top: Liberal Arts Presidents on Teacher Education} (Lanham, Md.: University Press of America, 1990).

\textsuperscript{41}Monte Vaughan Cooper, \textit{"Attitudes of Faculty Members Toward the Integration of Faith and Discipline at Selected Southern Baptist Colleges and Universities"} (Ph.D. dissertation, North Texas State University, 1990).

historical studies have also focused on Southern Baptist-Related colleges: the curriculum of Louisiana College, and the first two decades of the twentieth century of four church-related women's colleges which included Shorter College.43

Southern Baptist-Related institutions have not escaped their share of controversy, though. Mississippi College was sued and became part of the precedent for the application of Section 702 of Title VII.44 North Greenville College received national attention when the AAUP voted to censure it along with 2 other private colleges over faculty firings and, at the same time, called for the institution of tenure at these schools.45 This was not the first time the AAUP has censured a Southern Baptist institution, though it was the first time that a Southern Baptist-Related college was involved in formal censure.46 Previously in 1987, faculty at Mercer University had expressed their concerns over possible


administrative changes that they viewed as affecting academic freedom\textsuperscript{47} and later, in 1990, Furman University became the center of discussions concerning academic freedom and self-expression as it canceled showing the film "The Last Temptation of Christ" on campus.\textsuperscript{48} These events illustrate the insistence by some, noted as much as ten years earlier, that the AAUP retract the clause in their 1940 Statement on Academic Freedom which allows religious institutions to limit academic freedom.\textsuperscript{49}


\textsuperscript{49}Gary Davis, Should the Church Related College Religion Professor Enjoy the Right of Academic Freedom?, 1983, ERIC, ED 226 678.
CHAPTER III

METHODOLOGY

The methodology of this study follows that of the Carnegie Foundation study in 1989. The research design, data collection, instrument, and procedure for analysis of the data are duplicated as closely as possible. The sample selection was modified due to the difference in population size which allowed for sampling faculty from each school in the population.

Research Design

The research design is a cross-sectional study of faculty members' attitudes ascertained through use of mailed questionnaires. This study is an operational replication on a sub-population of the Carnegie Foundation's 1989 National Survey of Faculty.

Cross-Sectional Studies

Descriptive studies are often cross-sectional, that is, they "study one phenomenon by taking a cross section of it at one time and analyzing that cross
section carefully." This extensive, descriptive study fits the definition of a cross-sectional study since it uses a sample rather than the whole population and, though limited by the one-time picture of a continuing process, attempts to make some inferences about the process.

Nature of Replication

If any aspect of the replication is changed, added or omitted, it is called a partial replication. Borg and Gall have defined three stages of replication: literal replication - exact duplication, as if the original investigator simply ran more samples; operational replication - duplication of sampling and experimental procedures such as those reported in methods section; and, constructive replication - where the investigator is given nothing more than the empirical fact that the first researcher would claim to have established.

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53Ibid., 199.

54Borg and Gall, 383-84.
Kerlinger states that replication of studies is not done enough and should be more prevalent in research. Replication "does not mean literal duplication of studies. Indeed, the word 'replication' means doing additional studies based on the same problems and variables but with minor, sometimes major, variations."  

Replications by other researchers which may use some differences in technical method but which support the findings of the original research serve to enhance the importance of the findings in both studies. If, on the other hand, the researcher found "a subgroup of people among whom it didn't hold at all, you'd have saved me from overgeneralizing." Defined, replication is "the duplication of an experiment to expose or reduce error." It is the intent of this study to not only describe the sub-population of Southern Baptist-Related colleges but also to show the error of omission in the Carnegie study which did not identify the distinct opinions of private, church-related institutions nor the opinions of private institutions in general.


56Babbie, 10.

57Ibid., G7.
Procedure for Data Collection

A mailed questionnaire allowed for sampling of all 51 institutions across the country and preserved the anonymity of the respondents. This method of data collection is relatively inexpensive for the number and range respondents contacted; it allows for a short data collection period which helps preserve the contemporariness of the responses, and allows for standardized wording.

The primary disadvantage to the mailed questionnaire is the low response rate which is why a large sample was chosen. Of lesser consequence are the lack of flexibility, since standardization of questions is preferred, and the lack of environmental control, since sampling of faculty at every school is preferred.

Each instrument was given a unique tracking code to facilitate recording undeliverables for replacement, non-respondents for secondary and tertiary contact, and grouping respondents by Carnegie Classification, demographic data, and individual item response. Each instrument was also date coded to track response patterns after the second mailing of the instrument. In one instance these tracking codes helped avert contamination of the sample by one respondent who made several copies of the instrument for other faculty in their department.

The procedures for selecting the sample and the timetable for administering the instrument were adapted from the Carnegie Foundation study. Adjustments were made to the cycle to lengthen the time of data
collection after the reminder postcard and before the second mailing of the questionnaire due to the intervening semester break and Christmas and New Year's holidays (Fig. 2).

An initial letter introducing the survey and requesting participation was mailed on Thursday, November 4, 1993, and arrived Monday or Tuesday at most campuses since Priority Mail pouches were used for most schools. The survey questionnaire was mailed the following Monday, November 8, using Priority Mail pouches to target survey arrival by Wednesday and distribution to faculty by the end of the week. A reminder postcard was mailed by First Class postage two weeks later on Monday, November 22, should have been on faculty desks when they returned from the Thanksgiving holiday.

After the Christmas and New Year’s Holidays, the second questionnaire was mailed on Wednesday, January 5, 1994, using Priority Mail pouches to target arrival by the end of the week and distribution to faculty desks the beginning of the following week for the start of the new semester. The second reminder postcard was mailed via First Class mail on Friday, January 28. This was the final reminder which urged the faculty to return their questionnaires by February 15. Survey reception was closed on Friday, March 11, after 510 usable responses were received. Only two surveys accounting for .2% of the sample were returned in the next two weeks.
A COMPARISON WITH THE CARNEGIE FOUNDATION'S RESEARCH PROCEDURE INCLUDING THEIR DATA COLLECTION CYCLE

<table>
<thead>
<tr>
<th>Carnegie Foundation</th>
<th>Replication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected 306 schools equally divided among the nine Carnegie Classifications. Schools were proportionately selected within each classification based on the size of the faculty as compared with other schools in that classification.</td>
<td>All of the 51 member schools of the Association of Southern Baptist Colleges and Schools which were not academies, seminaries, or Bible schools were selected for inclusion in the study and then the list of full-time faculty members was stratified by Carnegie Classification.</td>
</tr>
<tr>
<td>9,996 faculty were selected.</td>
<td>949 of the 5,482 full-time faculty members were randomly selected.</td>
</tr>
<tr>
<td>Pretest of questionnaire performed.</td>
<td>Established instrument was used.</td>
</tr>
<tr>
<td>Preliminary letter describing the study and asking for cooperation.</td>
<td>Mailed preliminary letter describing the study and asking for cooperation.</td>
</tr>
<tr>
<td>Questionnaire mailed.</td>
<td>Mailed the questionnaire.</td>
</tr>
<tr>
<td>Reminder post card mailed.</td>
<td>Mailed reminder postcard.</td>
</tr>
<tr>
<td>Second copy of questionnaire with reminder letter.</td>
<td>Mailed second questionnaire.</td>
</tr>
<tr>
<td>Questionnaire reception closed (only .1% came in during the next four weeks).</td>
<td>Mailed second reminder postcard.</td>
</tr>
<tr>
<td>Separate postage-paid postcard asked each respondent to identify himself by name, institution name, zip code, faculty rank, and whether or not they hold tenure.</td>
<td>Close questionnaire reception (.2% came in the next two weeks).</td>
</tr>
<tr>
<td>13% were undeliverable and 75% of those were replaced with similar faculty at the same school.</td>
<td>Not necessary as each questionnaire was coded so that the demographic information and tracking information may be recorded.</td>
</tr>
<tr>
<td>9.3% were undeliverable and 53.4% of those were replaced with another randomly selected faculty member from the same Carnegie Classification.</td>
<td></td>
</tr>
</tbody>
</table>

Fig. 2. A comparison of research procedures.
Instrument

The instrument chosen for this study was the one used in the Carnegie Foundation's 1989 National Survey of Faculty (Appendix A). This questionnaire is not under copyright and therefore may be freely used. Permission was obtained from the Carnegie Foundation to use both the findings and charts from The Condition of the Professoriate: Attitudes and Trends, 1989 and the charts in Appendix A of Scholarship Reconsidered: Priorities of the Professoriate provided the given copyright notice and disclaimers are included (Appendix B).

While the Carnegie Foundation questionnaire is more focused on attitudes, some have suggested that more factual information is better and have done their own survey with such an emphasis. This approach, however, causes the data to be one step removed from an attitudinal survey. For example, if a researcher asks a faculty member how many hours they spend on various activities, the researcher must still interpret those facts. If, on the other hand, a researcher asks a question about that faculty member's opinion of how much time they spend on various activities, the interpretation is from the source. After designing an instrument that combined both of these approaches, Astin went one

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step further and "included a section allowing individual institutions to ask their faculty members a set of up to ten locally-developed additional questions."  

Population

The population for this study was the full-time faculty employed by the group of higher education institutions which belong to the Association of Southern Baptist Colleges and Schools and are not classified as religious by the Carnegie Foundation. These 51 institutions are liberal arts colleges primarily in the South (Appendix C); they are not seminaries, Bible colleges, or academies. Membership in the Association is not limited to institutions which currently have governmental ties to Baptists, but also includes any who have a historical tradition of such cooperation with Baptists as indicated in the Bylaws:

2.1.1. To provide and maintain an organization through which educational institutions located in the territory of the United States and currently or historically cooperating with Southern Baptists may work together in promoting the interests of Christian education.


60 The Carnegie Foundation focused on full-time faculty but actually had 9% of the respondents who were part-time.

61 Three of the institutions which are members of the Association were classified in 1986 as being religious, that is, they awarded more than 50% of their degrees in areas of religion. Two of these institutions accurately fit this classification while the third has now become a liberal arts college. This institution was added to the Liberal Arts II category and included in the sample.

62 _Bylaws of the Association of Southern Baptist Colleges and Schools_, June 29, 1993.
In the selected population, all but these seven institutions are currently governed by their respective state Baptist convention or local Baptist association: Baylor University, Furman University, Palm Beach Atlantic College, Stetson University, University of Richmond, Wake Forest University, and William Jewell College. That these schools do have this historical relationship discussed above is evident from the philosophical goals which these schools share as described in the Directory of Southern Baptist Colleges and Schools, 1992-1993:

Faculty members, also, are encouraged to share their Christian faith and to relate that faith to the academic discipline which they teach. Counselors affirm Christian decisions and encourage vocational and personal choices which are part of one's faith commitment.

The institutional philosophy at Baptist schools reinforces social activities which strengthen the resolve of the Christian young person to live up to the standards of their faith. The student will find opportunities for involvement in a full range of extracurricular activities.

Sample Selection

Keeping in mind the caution that, while stratification is never disadvantageous, if one does not have the resources to do it well, one would not

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63Since this study on Southern Baptist-Related higher education was conducted in 1993, Samford University's trustees have chosen to be a self-perpetuating board. Carolyn J. Mooney, "Baptist University Insulates Itself Against a Conservative Takeover," Chronicle of Higher Education 41, no. 5 (September 28, 1994): A24.

get any benefit either, this study stratified these schools as did the Carnegie Foundation in their sample selection. However, the Carnegie Foundation's sample selection involved a two part process: schools were randomly selected and then faculty from those schools were randomly selected within each Carnegie Classification using the n'th name selection. In this study, the first step was unnecessary as all schools were selected.

To compare by Carnegie Classification, each classification must be sampled as a separate sub-population and yet the sub-populations must each be large enough so that an accurate sample may be taken without resorting to the 50% measure. In order to determine the minimum sample size needed from a population smaller than 100,000 members, the following equation was used:

$$n = \frac{Z_\alpha^2 \left[ p(1-p) \right] N}{Z_\alpha^2 \left[ p(1-p) \right] + (N-1)C_p^2}$$

where \( Z_\alpha \) is the Z score at a specific \( \alpha \) level, \( C_p \) is the confidence interval in decimal, \( p \) is the proportion, and \( N \) is the population. When solving for sample


size the true proportion is not known, so, to solve for the largest necessary sample size, .5 is substituted for \( p \).

By applying Equation 3.1, and assuming a 40% return rate, over 2,000 would need to be sampled for a statistically accurate comparison (with a 95% confidence interval and an accuracy of +/- 5%) of the Carnegie Classifications which was practical for this study. However, if the error rate for the individual strata was relaxed to +/- 10%, then the total required return would be 385. Assuming a 40% return rate, this would require a sample size of 949. To compare the aggregate faculty opinion would only require a return of 359 for an error rate of +/- 5% and a population of 5,482 full-time faculty. Since the accuracy of the sample was enhanced through stratification by Carnegie Classification and this provided a sufficient total return to adequately compare the aggregate faculty opinion, the sample was chosen by randomly selecting the faculty from each strata.

Since the Carnegie Foundation return rate was 54.5% and Kerlinger notes that "the researcher [using a mailed questionnaire] must content himself with

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68 Ibid., 85. Rea suggests that the current methodology should assure a 50-60 percent return rate, but a 40% assumption is more conservative thereby assuring the required return for the specified conditions.

returns as low as 50 or 60 percent, the researcher considered 40% as the minimum acceptable return rate from a sample size of 949. At the conclusion of this study, there were 510 usable questionnaires returned for a return rate of 53.7% which is above the minimum of 40%, within the target range projected by researchers, and within 1% of the Carnegie study return rate.

**Procedure for Analysis of the Data**

The survey questions analyzed were those published by the Carnegie Foundation in two books which discussed the data from the 1989 survey. After the survey data was entered into a database, a spreadsheet was constructed to analyze the data statistically. Finally, column charts were produced comparing the aggregate faculty responses from the Carnegie study and this study. The proportions from this study which were significantly different are marked with an asterisk in the chart.

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72 The Carnegie study also weighted the responses based on Carnegie Classification, but this will not be a factor in this study as the entire population of institutions was sampled.
The comparisons were made by testing the hypothesis \( H_0: p_1 = p_2 \) for independent samples at a .05 level of significance for each of the questions. In order for a comparison of two proportions to be significantly different in a two-tailed test, the difference must be either larger or smaller than the critical difference specified by the following formula:

\[
(3.2) \quad \pm 1.96 \sqrt{\frac{p_1 \times q_1}{n_1} + \frac{p_2 \times q_2}{n_2}}
\]

where \( p_1 \) is the first proportion being compared, \( q_1 \) is 1 minus \( p_1 \), \( n_1 \) is the sample size of the first proportion, \( p_2 \) is the second proportion, \( q_2 \) is 1 minus \( p_2 \), and \( n_2 \) is the sample size of the second proportion. For the analysis of each question, the sample size is determined by the number who actually responded to that particular question. This formula is the same as the one suggested by the Carnegie Foundation and is consistent with standard statistical methods.
CHAPTER IV
FINDINGS

This study asked the question “What are the attitudes and opinions of faculty at Southern Baptist-Related colleges and how do these compare with the national average reported by the Carnegie Foundation in its 1989 National Survey of Faculty?” The data from this study show that faculty at Southern Baptist-Related institutions of higher education are significantly different from the national average on some issues but they are not significantly different on others. This study groups these findings into three areas: a description of the sample demographics, a comparison between the Southern Baptist-Related colleges and universities and the Carnegie Foundation’s 1989 National Survey of Faculty, and a comparison between a specific sub-population of Southern Baptist-Related colleges and universities which are not governed by their related Southern Baptist state convention or local Baptist association and the Carnegie Foundation’s 1989 National Survey of Faculty.
Sample Demographics

An analysis of the sample demographics from this study reveals a significantly larger proportion of faculty who are less than 40 years old and a significantly smaller proportion of faculty who are 55-59 years old. Over 40% of the faculty at Southern Baptist-Related liberal arts colleges and universities are under 45 years old (Fig. 3).

Fig. 3. The proportion of faculty in this study in each age bracket.
A significant issue in higher education today is the distribution of faculty appointments across gender lines. The proportion of male faculty members to the proportion of female faculty members in this population of Southern Baptist-Related colleges which is approximately 2:1 (Fig. 4). As opposed to differences in age, there is no significant difference between the gender distribution of this population of Southern Baptist faculty and the national average reported in the Carnegie Foundation's study.

Fig. 4. The proportion of faculty in this study in each gender category.
Another important issue in higher education today is the diversity within the professoriate. The racial or ethnic background of the faculty in this population is predominantly white (Fig. 5) and does significantly differ from the national norm in two of the six racial or ethnic categories. There is a significantly smaller proportion of black faculty members at Southern Baptist-Related liberal arts colleges and universities and there is a significantly larger proportion of white faculty members.

![Fig. 5. The proportion of faculty in this study in each race or ethnic group.](image)
The proportion of the faculty at Southern Baptist-Related colleges and universities who have completed the Doctor of Philosophy as part of their academic preparation is significantly larger than the proportion reported by the Carnegie Foundation in their 1989 National Survey of Faculty. The Southern Baptist faculty who have earned a Ph.D. outnumber those who have not by nearly a 3 to 2 margin (Fig. 6).

Fig. 6. The proportion of faculty in this study with a Ph.D.
Whenever national studies are released indicating salary levels for various positions and ranks within higher education, denominationally affiliated institutions report lower salaries than their public counterparts. The salary range with the largest proportion of faculty is $31,000 to $33,999 with just over 14%. Nationally, that bracket is $40,000 to $44,999 with nearly 17% of the faculty. Across all brackets, there are significantly larger proportions of faculty in this study in the brackets below $31,000 and significantly smaller proportions of faculty in the brackets above $45,000 (Fig. 7).

Fig. 7. The proportion of faculty in this study in each salary bracket.
Comparison of Data with the Carnegie Study

The Carnegie Foundation grouped its findings into eight divisions and discussed 104 questions in its technical report\textsuperscript{73}. An additional 18 questions were part of the discussion in the subsequently published special report\textsuperscript{74} for a total of 122 questions published and discussed from the Carnegie Foundation’s 1989 National Survey of Faculty. This study compared its findings on each of these questions with the data from the Carnegie study noting both similarities and differences between the studies. In order to simplify the discussion, the Carnegie Foundation combined the possible answers to the agree-disagree questions so that they became a dichotomy: strongly agree and agree with reservations became agree, and neutral, disagree with reservations, and strongly disagree became disagree. Philosophically one could argue either that the neutral should be treated this way or that it should be thrown out as a no answer. For the discussion of comparison in this study, the researcher chose to follow the method originally used by the Carnegie Foundation and counted a neutral response as a negative response. Where the discussion warrants this study notes significant points within each side of the dichotomy.

\textsuperscript{73}\textsuperscript{73}The Carnegie Foundation, \textit{The Condition of the Professoriate: Attitudes and Trends}, 1989, 1-144.

\textsuperscript{74}\textsuperscript{74}Boyer, \textit{Scholarship Reconsidered: Priorities of the Professoriate}, 85-126.
The questions are arranged according to the eight divisions used by the Carnegie Foundation in the technical report. Within each division, the charts illustrating the comparison of the responses to each question by each study are presented in the order in which the questions were asked on the questionnaire.

Goals of Collegiate Education

A significantly larger proportion of the faculty at Southern Baptist-Related colleges favor a required common core curriculum and a significantly smaller proportion favor breadth requirements in general education when compared with the national average of the Carnegie Foundation study (Fig. 8). A significantly larger proportion of Southern Baptist faculty also view the goals of providing an appreciation of literature and the arts to undergraduates (Fig. 9) and of shaping students' values as very important (Fig. 10).

While over 75% of the faculty in each study believe undergraduate education should prepare students for a career (Fig. 14) and provide knowledge of a subject in depth (Fig. 15), a significantly larger proportion of the faculty at Southern Baptist-Related colleges believe each of these is very important, and are neutral when asked if undergraduate education would be better if there were less emphasis on specialized training (Fig. 16) and if undergraduates have become more careerist in their concerns (Fig. 17). A significantly smaller
proportion of Southern Baptist faculty agrees that the number of general education courses required of all undergraduates should be increased (Fig. 18).

Southern Baptist faculty agree with the faculty in the national study where over 70% believe that it is very important to enhance the creative thinking of undergraduates (Fig. 11). Over 95% of the faculty in each study also believe it is important that undergraduate education should provide a basic understanding in mathematics and science (Fig. 12) and over 83% believe it is important to provide knowledge of history and the social sciences (Fig. 13).

Q31
Apart from major field requirements, should undergraduates at your institution be required to take ...

Fig. 8. Data comparison of Question 31.
Many goals have been proposed for undergraduate education. Please indicate the importance of each of the following goals. ... to provide an appreciation of literature and the arts

Fig. 9. Data comparison of Question 32A.

Many goals have been proposed for undergraduate education. Please indicate the importance of each of the following goals. ... to shape students' values

Fig. 10. Data comparison of Question 32B.
Q32C
Many goals have been proposed for undergraduate education. Please indicate the importance of each of the following goals. ... to enhance creative thinking.

Fig. 11. Data comparison of Question 32C.

Q32D
Many goals have been proposed for undergraduate education. Please indicate the importance of each of the following goals. ... to provide a basic understanding in mathematics and science.

Fig. 12. Data comparison of Question 32D.
Many goals have been proposed for undergraduate education. Please indicate the importance of each of the following goals...

**Q32E**

**Q32F**

Fig. 13. Data comparison of Question 32E.

Fig. 14. Data comparison of Question 32F.
Q32G
Many goals have been proposed for undergraduate education. Please indicate the importance of each of the following goals. ...

100.00% 90.00% 80.00% 70.00% 60.00% 50.00% 40.00% 30.00% 20.00% 10.00% 0.00%

Very Important Fairly Important Fairly Unimportant Very Unimportant No Opinion

1993 SBC 1989 CF
*p < .05

Fig. 15. Data comparison of Question 32G.

Q34C
Undergraduate education in America would be improved if there were less emphasis on specialized training and more on broad liberal education.

100.00% 90.00% 80.00% 70.00% 60.00% 50.00% 40.00% 30.00% 20.00% 10.00% 0.00%

Strongly Agree Agree with Reservations Neutral Disagree with Reservations Strongly Disagree

1993 SBC 1989 CF
*p < .05

Fig. 16. Data comparison of Question 34C.
Q35E
Undergraduates have become more careerist in their concerns.

Fig. 17. Data comparison of Question 35E.

Q36A
The number of general education (core) courses required of all undergraduates should be increased.

Fig. 18. Data comparison of Question 36A.
Academic Standards

While the largest proportion of faculty in each study believes that academic standards for undergraduate admissions should be at least somewhat higher, it is a significantly larger proportion of faculty in this study resulting in a majority of the Southern Baptist faculty favoring some increase in academic standards for undergraduate admissions (Fig. 19). The majority in each study is evenly divided between some increase in the academic standards for bachelor’s degrees and leaving the standards where they are (Fig. 20).

A significantly smaller proportion of Southern Baptist faculty agree that their institution spends too much time and money teaching students what they should have learned in high school (Fig. 21). There is also a smaller proportion who agree that undergraduates are more competitive academically, though in each study faculty seem about evenly divided on this question (Fig. 23). A significantly smaller proportion of Southern Baptist faculty agree there is more racism among today’s undergraduates (Fig. 25).

A majority of the faculty in each study agree that undergraduates have become more grade conscious (Fig. 22) and that there has been a widespread lowering of standards in American higher education (Fig. 30). Though a significantly smaller proportion of Southern Baptist faculty strongly agree, a majority of the faculty in each study also concur that too many students ill-suited to academic life are now enrolling in college and universities (Fig. 29) and that
most undergraduates at their institutions only do enough to just get by (Fig. 26). A significantly smaller proportion of Southern Baptist faculty agree that the undergraduates with whom they have contact are seriously underprepared in basic skills (Fig. 28).

The largest proportion of faculty in each study agree that today's undergraduates are more willing to cheat in order to get good grades. In fact, a significantly larger proportion of Southern Baptist faculty agree with reservations on this question (Fig. 24). A significantly smaller proportion agree with reservations that grade inflation is a problem at their institution (Fig. 27).

Q28A

In general, for each of these areas, the academic standards at my institution should be...

undergraduate admissions

Much Higher Somewhat Higher Left as They Are Somewhat Lower Much Lower Not Applicable

Fig. 19. Data comparison of Question 28A.
Q28B
In general, for each of these areas, the academic standards at my institution should be...

- Bachelor's degrees

[Bar chart showing percentage responses for each option: Much Higher, Somewhat Higher, Left as They Are, Somewhat Lower, Much Lower, Not Applicable]

* p < .05

Fig. 20. Data comparison of Question 28B.

Q30E
This institution spends too much time and money teaching students what they should have learned in high school.

[Bar chart showing percentage responses for each option: Strongly Agree, Agree with Reservations, Neutral, Disagree with Reservations, Strongly Disagree]

* p < .05

Fig. 21. Data comparison of Question 30E.
Q35D
Undergraduates have become more grade conscious.

Fig. 22. Data comparison of Question 35D.

Q35G
Undergraduates today are more competitive academically.

Fig. 23. Data comparison of Question 35G.
Q35H

Today’s undergraduates are more willing to cheat in order to get good grades.

Fig. 24. Data comparison of Question 35H.

Q35I

There is more racism among today’s undergraduates than in the late 1960’s and early 1970’s.

Fig. 25. Data comparison of Question 35I.
Q36E

Most undergraduates at my institution only do enough to just 'get by.'

Fig. 26. Data comparison of Question 36E.

Q36F

Grade inflation is a problem at my institution.

Fig. 27. Data comparison of Question 36F.
The undergraduates with whom I have close contact are seriously underprepared in basic skills - such as those required for written and oral communication.

Q36J

Fig. 28. Data comparison of Question 36J.

Too many students ill-suited to academic life are now enrolling in colleges and universities.

Q45B

Fig. 29. Data comparison of Question 45B.
Attitudes About Student Life

Over 60% of the faculty in this study agree that undergraduates have become more conservative politically, yet this is significantly lower than the nearly 83% reported in the national study (Fig. 31). Faculty in this study are evenly divided when asked if undergraduates had become more conservative in lifestyles, again a significantly smaller proportion of Southern Baptist faculty agreeing than the national average (Fig. 32). Faculty in the national study were more neutral when asked if undergraduates tended to isolate themselves in small groups, yet a significantly smaller proportion of Southern Baptist faculty agree with the proposition (Fig. 33).
A significantly larger proportion of Southern Baptist faculty agree that more violence and crime is perpetrated by off-campus criminals now (Fig. 34). The largest proportion of faculty in both populations are neutral when asked if they agree that there is more alcohol abuse among today's undergraduates than five years ago (Fig. 35). A significantly smaller proportion of Southern Baptist faculty agree that there is more drug abuse among today's undergraduates than five years ago (Fig. 36).

Fig. 31. Data comparison of Question 35A.
Q35B
Undergraduates have become more conservative in lifestyles.

Fig. 32. Data comparison of Question 35B.

Q35J
There is a growing trend among undergraduates to isolate themselves in small groups.

Fig. 33. Data comparison of Question 35J.
Q35L
There is more violence and crime perpetrated by off-campus criminals now.

Fig. 34. Data comparison of Question 35L.

Q35M
There is more alcohol abuse among today's undergraduates than five years ago.

Fig. 35. Data comparison of Question 35M.
There is more drug abuse among today's undergraduates than five years ago.

**Fig. 36. Data comparison of Question 35N.**

Teaching, Research, and Service

A significantly larger proportion of Southern Baptist faculty report their interests are leaning toward teaching and a majority are interested primarily in teaching as opposed to research (Fig. 37). Though a minority in each study receive research support from either departmental or institutional funds (Fig. 39), or from federal agencies (Fig. 40), the proportion of Southern Baptist faculty is significantly smaller in each case. While Southern Baptist faculty have a significantly larger majority, a majority of the faculty in each study have never published a monograph (Fig. 42). Nearly one-third of the faculty in each study have never published an article in an academic or professional journal. Of those
who have published articles, a significantly smaller proportion of Southern Baptist faculty have published eleven or more, but a significantly larger proportion have published three to five (Fig. 41). A majority of faculty in each study are currently engaged in scholarly work that they expect to lead to a publication, an exhibit, or a musical recital (Fig. 38).

While a significantly larger majority of Southern Baptist faculty have never served as a consultant to private business or industry, a majority of the faculty in each study report never having served in such a capacity (Fig. 43). A majority of the faculty in each study agree that faculty in high schools and colleges should work together to improve education in their discipline (Fig. 45), yet a majority report never having served as a paid or unpaid consultant to an elementary or secondary school (Fig. 44).

A majority of the faculty in each study report that they enjoy interacting informally with undergraduates outside the classroom though a majority of Southern Baptist faculty strongly agree with this statement (Fig. 67). An even larger majority in each study said that their relationship to undergraduates in very important to them (Fig. 69). Less than 14% of the faculty in each study agreed that undergraduates should seek out faculty only during posted office hours (Fig. 68).

Faculty in each study are evenly divided when asked whether, in their undergraduate courses, they prefer teaching students who have a clear idea of
the career they will be following (Fig. 65). There is not a clear majority of faculty who either agree or disagree that the typical undergraduate curriculum has suffered from the specialization of faculty (Fig. 66) or that fewer faculty members provide positive role models to our undergraduates than in the past (Fig. 70).

Of the Southern Baptist faculty who teach at the 42 out of 51 institutions with tenure policies, only one-fourth agree that it is difficult for a person to achieve tenure if they do not publish, whereas over half of the faculty in the national study agreed with this statement (Fig. 46). A significantly smaller proportion of Southern Baptist faculty agree that, at their institution, publications used for tenure and promotion are just counted, not qualitatively measured (Fig. 47) and that the pressure to publish reduces the quality of teaching at their university (Fig. 49). A smaller proportion of Southern Baptist faculty strongly agree that at their institution they need better ways, besides publications, to evaluate the scholarly activity of the faculty; however, a significantly larger proportion agrees with reservations (Fig. 48). A majority in each study agree that teaching effectiveness should be the primary criterion for promotion of faculty, though Southern Baptist faculty are a significantly larger proportion (Fig. 50).

Question 24 asked faculty to indicate the level of importance of each variable in granting tenure in their department (Fig. 51 - 64). A nonlinear principal components analysis using alternating least squares applied to this
group of ordinal variables reveals a unidimensional group of questions. The single-dimension represents a general category of items that evaluate faculty members and accounts for 62% of the variance.

When the questions in this group are ranked by the proportion of faculty who indicated either very important or fairly important, it is evident that those questions which specifically evaluate publication and university service are less important to the schools in this study when evaluating faculty for promotion and tenure. When the questions from the Carnegie study are ranked by the proportion of faculty who indicated either very important or fairly important, these questions are evenly distributed throughout the rankings.

**Fig. 37.** Data comparison of Question 12.

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75SPSS 6.1 Categories, SPSS Inc., Chicago, Ill., 79.

76Ibid., 83.
Q13
Are you currently engaged in any scholarly work that you expect to lead to a publication, an exhibit, or a musical recital?

![Data comparison of Question 13](image)

Fig. 38. Data comparison of Question 13.

Q14A
During the past 12 months, did you (or your project) receive research support from institutional or departmental funds?

![Data comparison of Question 14A](image)

Fig. 39. Data comparison of Question 14A.
Q14B
During the past 12 months, did you (or your project) receive research support from...
...federal agencies?

Fig. 40. Data comparison of Question 14B.

Q15
Approximately how many articles have you ever published in academic or professional journals?

Fig. 41. Data comparison of Question 15.
Q17
Approximately how many books or monographs have you ever published or edited, alone or in collaboration?

Fig. 42. Data comparison of Question 17.

Q19E
During the past two years, have you served as a paid or unpaid consultant to a private business or industry?

Fig. 43. Data comparison of Question 19E.
Q19F
During the past two years, have you served as a paid or unpaid consultant to schools (elementary or secondary)?

Fig. 44. Data comparison of Question 19F.

Q22K
Faculty members in high schools and colleges should work together to improve education in my discipline.

Fig. 45. Data comparison of Question 22K.
Q23D
In my department it is difficult for a person to achieve tenure if he or she does not publish.

Fig. 46. Data comparison of Question 23D.

Q23E
At my institution publications used for tenure and promotion are just counted, not qualitatively measured.

Fig. 47. Data comparison of Question 23E.
Q23F
At my institution we need better ways, besides publications, to evaluate the scholarly activity of the faculty.

Fig. 48. Data comparison of Question 23F.

Q23G
The pressure to publish reduces the quality of teaching at my university.

Fig. 49. Data comparison of Question 23G.
Teaching effectiveness should be the primary criterion for promotion of faculty.

Fig. 50. Data comparison of Question 23H.

How important are the following for granting tenure in your department?

... the number of publications

Fig. 51. Data comparison of Question 24A.
Q24C
How important are the following for granting tenure in your department?
...the reputations of the presses or journals publishing the books or articles

Very Important | Fairly Important | Fairly Unimportant | Very Unimportant | No Opinion
---|---|---|---|---
11.99% | 4.60% | 4.60% | 8.65% | 13.03%

Fig. 52. Data comparison of Question 24C.

Q24D
How important are the following for granting tenure in your department?
...published reviews of the scholar's books

Very Important | Fairly Important | Fairly Unimportant | Very Unimportant | No Opinion
---|---|---|---|---
10.00% | 10.00% | 10.50% | 10.00% | 10.00%

Fig. 53. Data comparison of Question 24D.
Q24E

How important are the following for granting tenure in your department?

... research grants received by the scholar

Very Important | Fairly Important | Fairly Unimportant | Very Unimportant | No Opinion
---|---|---|---|---
100.00% | 90.00% | 80.00% | 70.00% | 60.00% | 50.00% | 40.00% | 30.00% | 20.00% | 10.00% | 0.00%

Fig. 54. Data comparison of Question 24E.

Q24F

How important are the following for granting tenure in your department?

... syllabi for courses taught

Very Important | Fairly Important | Fairly Unimportant | Very Unimportant | No Opinion
---|---|---|---|---
100.00% | 90.00% | 80.00% | 70.00% | 60.00% | 50.00% | 40.00% | 30.00% | 20.00% | 10.00% | 0.00%

Fig. 55. Data comparison of Question 24F.
Q24G
How important are the following for granting tenure in your department?
... recommendations from current or former students

<table>
<thead>
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<th>100.00%</th>
<th>90.00%</th>
<th>80.00%</th>
<th>70.00%</th>
<th>60.00%</th>
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<td>30.50%</td>
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<td>10.50%</td>
<td>8.50%</td>
<td>5.50%</td>
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<td>0.00%</td>
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<tr>
<td>Fairly Important</td>
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<td>35.00%</td>
<td>16.00%</td>
<td>10.00%</td>
<td>10.00%</td>
<td>3.50%</td>
<td>2.00%</td>
<td>2.00%</td>
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</tr>
<tr>
<td>Fairly Unimportant</td>
<td>19.00%</td>
<td>16.00%</td>
<td>5.00%</td>
<td>2.00%</td>
<td>2.00%</td>
<td>2.00%</td>
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<td>1.50%</td>
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<tr>
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<td>10.00%</td>
<td>10.00%</td>
<td>10.00%</td>
<td>10.00%</td>
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<tr>
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<td>3.00%</td>
<td>3.00%</td>
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</tr>
</tbody>
</table>

* p < .05

Fig. 56. Data comparison of Question 24G.

Q24H
How important are the following for granting tenure in your department?
... observations of teaching by colleagues and/or administrators

<table>
<thead>
<tr>
<th>Importance</th>
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<th>90.00%</th>
<th>80.00%</th>
<th>70.00%</th>
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<th>40.00%</th>
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<td>18.00%</td>
<td>14.00%</td>
<td>9.00%</td>
<td>6.00%</td>
<td>3.00%</td>
<td>1.50%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Fairly Important</td>
<td>30.00%</td>
<td>30.00%</td>
<td>24.00%</td>
<td>18.00%</td>
<td>12.00%</td>
<td>8.00%</td>
<td>5.00%</td>
<td>3.00%</td>
<td>2.00%</td>
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<tr>
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<td>16.00%</td>
<td>16.00%</td>
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<td>16.00%</td>
<td>16.00%</td>
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<td>16.00%</td>
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<td>0.00%</td>
</tr>
<tr>
<td>Very Unimportant</td>
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<td>11.00%</td>
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</tr>
<tr>
<td>No Opinion</td>
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<td>6.00%</td>
<td>6.00%</td>
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<td>6.00%</td>
<td>6.00%</td>
<td>6.00%</td>
<td>6.00%</td>
<td>6.00%</td>
<td>6.00%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

* p < .05

Fig. 57. Data comparison of Question 24H.
Q24I
How important are the following for granting tenure in your department?
... lectures or papers delivered at professional meetings or at other colleges and universities

Fig. 58. Data comparison of Question 24I.

Q24J
How important are the following for granting tenure in your department?
... recommendations from other faculty within my institution

Fig. 59. Data comparison of Question 24J.
Q24K
How important are the following for granting tenure in your department?
... recommendations from outside scholars

Fig. 60. Data comparison of Question 24K.

Q24L
How important are the following for granting tenure in your department?
... student evaluations of courses taught

Fig. 61. Data comparison of Question 24L.
Q24M
How important are the following for granting tenure in your department?
... service within the university community

Fig. 62. Data comparison of Question 24M.

Q24N
How important are the following for granting tenure in your department?
... service within the scholar's discipline

Fig. 63. Data comparison of Question 24N.
Q24O
How important are the following for granting tenure in your department?
... academic advisement

Fig. 64. Data comparison of Question 24O.

Q34B
In my undergraduate courses, I prefer teaching students who have a clear idea of the career they will be following.

Fig. 65. Data comparison of Question 34B.
Q34D
The typical undergraduate curriculum has suffered from the specialization of faculty.

Fig. 66. Data comparison of Question 34D.

Q36B
I enjoy interacting informally with undergraduates outside the classroom.

Fig. 67. Data comparison of Question 36B.
Q36D
Undergraduates should seek out faculty only during posted office hours.

Fig. 68. Data comparison of Question 36D.

Q37D
Please indicate the degree to which each of the following is important to you.
... my relationship with undergraduates

Fig. 69. Data comparison of Question 37D.
Status of the Profession

A majority of the faculty in each study report attending at least one national professional meeting in the last year, but the proportion of Southern Baptist faculty is significantly smaller than the national average (Fig. 71). Over 75% of the faculty in each study agree that there are exciting developments taking place in their discipline (Fig. 72), but a significantly smaller proportion of Southern Baptist faculty agree that during the past two or three years financial support for work in their discipline has become harder to obtain (Fig. 74).

A significantly smaller proportion of Southern Baptist faculty agree that faculty in their department have fundamental differences about the nature of
their discipline (Fig. 76) though a majority of faculty in each study say that most faculty agree on the standards of good scholarship in their discipline (Fig. 73). A minority of the faculty in each study agree that multidisciplinary work is soft and should not be considered scholarship (Fig. 75).

Approximately one-third of the faculty in each study report that job prospects for undergraduates (Fig. 78) and graduates (Fig. 79) in their field have remained the same over the last five years. A significantly larger proportion of Southern Baptist faculty say that the job prospects are somewhat worse yet the proportion of Southern Baptist faculty who report they were not teaching five years ago is nearly twice as large as the Carnegie study. Less than 19% of the faculty in either study agree that this is a poor time for a young person to begin an academic career (Fig. 84).

Faculty in each study are evenly divided when asked if their job is the source of considerable personal strain (Fig. 81), when asked if they tend to subordinate all aspects of their life to their work (Fig. 82), or when asked if they hardly ever get time to give a piece of work the attention it deserves (Fig. 83).

A significantly larger proportion of Southern Baptist faculty rate their salary as fair or poor (Fig. 77) and a minority of the faculty in each study report their salaries have kept up with the rate of inflation (Fig. 85), but a minority also say they feel trapped in a profession with limited opportunities for advancement (Fig. 88) and they wish they had entered another profession (Fig. 87). A
significantly smaller proportion of Southern Baptist faculty agree that if they had it to do over again they would not become a college teacher (Fig. 86), though faculty are divided in each study when asked if they are more enthusiastic about their work now than when they began their academic career (Fig. 89).

A majority of faculty admit they have considered a permanent departure from academia, but a significantly larger proportion of Southern Baptist faculty say they did not consider it seriously (Fig. 80). Faculty in each study are evenly divided when asked if they would exercise an early retirement option if it were offered to them (Fig. 90) but over 75% of the faculty in each study agree that they look forward to retirement as an enjoyable period of their life (Fig. 91).

\[ \text{Q20A} \]

During the past year, did you attend any national professional meetings?

\[ 90.00\% \]

\[ 65.90\% \]

\[ 30.20\% \]

\[ 34.40\% \]

\[ * \ p < .05 \]

Fig. 71. Data comparison of Question 20A.
Exciting developments are now taking place in my discipline.

Fig. 72. Data comparison of Question 22G.

In my discipline, most faculty agree on the standards of good scholarship.

Fig. 73. Data comparison of Question 221.
During the past two or three years financial support for work in my discipline has become harder to obtain.

Fig. 74. Data comparison of Question 22J.

Multidisciplinary work is soft and should not be considered scholarship.

Fig. 75. Data comparison of Question 23J.
Q30N
Faculty in my department have fundamental differences about the nature of the discipline.

Fig. 76. Data comparison of Question 30N.

Q40A
How would you rate each of the following?

Fig. 77. Data comparison of Question 40A.
How have the following changed over the past five years?
... job prospects for undergraduates in my field

Fig. 78. Data comparison of Question 42B.

How have the following changed over the past five years?
... job prospects for graduate students in my field

Fig. 79. Data comparison of Question 42C.
Q43
During the past two years, have you ever considered a permanent departure from academia?

Yes, I have given it serious consideration
Yes, I have considered it, but not seriously
No

Fig. 80. Data comparison of Question 43.

Q45E
My job is the source of considerable personal strain

Strongly Agree
Agree with Reservations
Neutral
Disagree with Reservations
Strongly Disagree

Fig. 81. Data comparison of Question 45E.
Q45F
I tend to subordinate all aspects of my life to my work.

Fig. 82. Data comparison of Question 45F.

Q45G
I hardly ever get time to give a piece of work the attention it deserves.

Fig. 83. Data comparison of Question 45G.
Q45J
This is a poor time for any young person to begin an academic career.

Fig. 84. Data comparison of Question 45J.

Q45K
On the whole, faculty salaries here have kept up with the rate of inflation.

Fig. 85. Data comparison of Question 45K.
Q45L

If I had it to do over again, I would not become a college teacher.

Fig. 86. Data comparison of Question 45L.

Q45O

I often wish I had entered another profession.

Fig. 87. Data comparison of Question 45O.
Q45P
I feel trapped in a profession with limited opportunities for advancement.

Fig. 88. Data comparison of Question 45P.

Q45Q
I am more enthusiastic about my work now than I was when I began my academic career.

Fig. 89. Data comparison of Question 45Q.
Q48A
I would exercise an early retirement option if it were offered to me.

Fig. 90. Data comparison of Question 48A.

Q48B
I look forward to retirement as an enjoyable period of my life.

Fig. 91. Data comparison of Question 48B.
Views of the Institution

When faculty were asked how they felt about their institution in general, over 90% in each study said it was either a very good place or a fairly good place for them. A significantly smaller proportion of Southern Baptist faculty said that their institution was not the place for them (Fig. 94).

A majority of the faculty in the Carnegie study agree that in their department it is more difficult to achieve tenure than it was five years ago but a significantly smaller proportion of Southern Baptist faculty agree (Fig. 92). A minority of the faculty in each study, and a significantly smaller proportion of Southern Baptist faculty, agree that many young faculty members will leave their institution because there are no more tenure-track positions (Fig. 93). Two-thirds of the faculty in each study agree that the administration of their institution supports academic freedom (Fig. 101), yet less than 10% of the faculty in each study rate the intellectual environment at their institution as excellent (Fig. 111).

A minority of the faculty in each study agree that their institution has serious financial problems and Southern Baptist faculty are a significantly smaller proportion than the national average (Fig. 102). An even smaller proportion in each study and a significantly smaller proportion of Southern Baptist faculty, agree that in the next five years tenured faculty will lose their jobs due to a lack of funds (Fig. 103).
A significantly larger proportion of Southern Baptist faculty rate their institutional administration as excellent, but that proportion is less than 11% of the faculty (Fig. 112). Over two-thirds of the faculty in each study agree that their administration is either very autocratic or somewhat autocratic (Fig. 115), yet a majority of Southern Baptist faculty agree that their institution is managed effectively while a significantly smaller proportion of the faculty in the national study agree (Fig. 100). Faculty in each study are evenly divided when asked if they are satisfied with the results of affirmative action at their institution though a significantly larger proportion of Southern Baptist faculty are neutral (Fig. 105). A majority of the faculty in the national study agree that there are more part-time and adjunct faculty members at their institution today than there were five years ago though a significantly smaller proportion of Southern Baptist faculty agree (Fig. 104).

While nearly 38% of the faculty in the Carnegie study rate their institutional performance excellent in providing undergraduates with a general education, a majority of Southern Baptist faculty rate their institution as excellent (Fig. 95). One-third of the faculty in each study rate their institution as excellent in preparing undergraduates for a vocation or career (Fig. 96). A significantly larger proportion of Southern Baptist faculty rate their institution as excellent in providing opportunities for undergraduates to major in various subjects (Fig. 97), in strengthening the values of undergraduates (Fig. 98), and in creating public
service opportunities for undergraduates (Fig. 99). Less than 20% of the faculty in the national study and a significantly lower 10% of Southern Baptist faculty agree that undergraduates at their institution are not getting as good an education today as they did five years ago (Fig. 106).

Over three-fourths of the faculty in each study say their academic discipline as very important to them (Fig. 107). A significantly larger proportion of Southern Baptist faculty say their department (Fig. 108) and their college or university (Fig. 109) is very important to them; however, a significantly smaller proportion of Southern Baptist faculty say national or international societies in their discipline are very important to them (Fig. 110).

A significantly larger proportion of Southern Baptist faculty rate the quality of life (Fig. 113) and the sense of community at their institution as excellent (Fig. 114). Though the largest proportion of the faculty in each study say that departmental morale has not changed over the last five years, a significantly larger proportion of Southern Baptist faculty do say it has changed for the better over the last five years (Fig. 116). A majority of the faculty in each study agree their institution provides the conditions and support for faculty to retire with dignity (Fig. 117).
Q23A

In my department tenure is no more difficult to achieve than it was five years ago.

![Chart for Q23A](chart1.png)

*Fig. 92. Data comparison of Question 23A.*

Q23B

Many young faculty members at this institution will leave because it is "tenured in."

![Chart for Q23B](chart2.png)

*Fig. 93. Data comparison of Question 23B.*
Fig. 94. Data comparison of Question 25.

Fig. 95. Data comparison of Question 26A.
Q26B
Please rate the performance of your institution for each of the following activities.
... preparing undergraduates for a vocation or a career

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Somewhat Better</th>
<th>Adequate</th>
<th>Somewhat Less</th>
<th>Poor</th>
</tr>
</thead>
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<tr>
<td>80.0%</td>
<td>20.0%</td>
<td>10.0%</td>
<td>40.0%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

Fig. 96. Data comparison of Question 26B.

Q26D
Please rate the performance of your institution for each of the following activities.
... providing opportunities for an undergraduate to explore a subject in depth, through the major

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Somewhat Better</th>
<th>Adequate</th>
<th>Somewhat Less</th>
<th>Poor</th>
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<td>40.0%</td>
<td>20.0%</td>
<td>10.0%</td>
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<td>10.0%</td>
</tr>
</tbody>
</table>

Fig. 97. Data comparison of Question 26D.
Fig. 98. Data comparison of Question 26E.

Fig. 99. Data comparison of Question 26F.
Q30A
My institution is managed effectively.

Fig. 100. Data comparison of Question 30A.

Q30B
The administration here supports academic freedom.

Fig. 101. Data comparison of Question 30B.
Q30F
This institution has serious financial problems.

Fig. 102. Data comparison of Question 30F.

Q30G
In the next 5 years, I expect that some of the tenured faculty here will lose their jobs due to lack of funds.

Fig. 103. Data comparison of Question 30G.
Q30H
There are more part-time and adjunct faculty members at this institution today than there were five years ago.

Fig. 104. Data comparison of Question 30H.

Q30J
I am satisfied with the results of affirmative action at this institution.

Fig. 105. Data comparison of Question 30J.
Undergraduates at my institution are not getting as good an education today as they did five years ago.

Fig. 106. Data comparison of Question 34E.

Please indicate the degree to which each of the following is important you...

Fig. 107. Data comparison of Question 37A.
Q37B
Please indicate the degree to which each of the following is important to you.
... my department

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<th></th>
<th>Very Important to Me</th>
<th>Fairly Important to Me</th>
<th>Fairly Unimportant to Me</th>
<th>Not at All Important</th>
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<tr>
<td>1993 SBC CF</td>
<td>83.43%</td>
<td>54.00%</td>
<td>37.00%</td>
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</table>

* p < .05

Fig. 108. Data comparison of Question 37B.

Q37C
Please indicate the degree to which each of the following is important to you.
... my college or university

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<tr>
<th></th>
<th>Very Important to Me</th>
<th>Fairly Important to Me</th>
<th>Fairly Unimportant to Me</th>
<th>Not at All Important</th>
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</thead>
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<tr>
<td>1993 SBC CF</td>
<td>55.20%</td>
<td>39.40%</td>
<td>12.30%</td>
<td>2.50%</td>
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</table>

* p < .05

Fig. 109. Data comparison of Question 37C.
Q37E
Please indicate the degree to which each of the following is important to you.
... national or international societies in my discipline

Fig. 110. Data comparison of Question 37E.

Q40E
How would you rate each of the following?
... the intellectual environment at your institution

Fig. 111. Data comparison of Question 40E.
Q40G
How would you rate each of the following?
The administration at your institution

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<td>Poor</td>
<td>17.00%</td>
</tr>
<tr>
<td>Not Applicable</td>
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Fig. 112. Data comparison of Question 40G.

Q40H
How would you rate each of the following?
The quality of life at your institution

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<th>Percentage</th>
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<tr>
<td>Not Applicable</td>
<td>3.00%</td>
</tr>
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</table>

Fig. 113. Data comparison of Question 40H.
How would you rate each of the following?
... the sense of community at your institution

Q40I

Fig. 114. Data comparison of Question 40I.

Do you feel that the administration at your institution is...

Q41A

Fig. 115. Data comparison of Question 41A.
Q42A

How have the following changed over the past five years?

- Departmental morale

Not Teaching Then Much Better
- Somewhat Better
- About the Same
- Somewhat Worse
- Much Worse

1993 SBC 1989 CF

* p < .05

Fig. 116. Data comparison of Question 42A.

Q48F

My institution provides the conditions and support for faculty to retire with dignity.

Strongly Agree with Reservations Neutral with Reservations Strongly Disagree

1993 SBC 1989 CF

* p < .05

Fig. 117. Data comparison of Question 48F.
Participation in Decision-making

A majority of Southern Baptist faculty say they have a great deal of opportunity to influence the policies of their department though only 43% of the faculty in the Carnegie study report the same opportunity to influence the policies of their department (Fig. 118). Over 80% of the faculty in each study say they participate often in meetings of departmental faculty though, again, Southern Baptist faculty are a significantly larger proportion (Fig. 120).

A significantly larger proportion and a majority of Southern Baptist faculty also report some opportunity to influence the policies of their institution while only 48% of faculty in the national study say they have the same opportunity (Fig. 119). Over twice as large a proportion of Southern Baptist faculty say they participate often in meetings of a faculty senate or comparable campus-wide faculty unit as the 20% reported by the Carnegie study (Fig. 121). This same proportional relationship is true of faculty who participate often in meetings of a campus-wide faculty committee (Fig. 122). Though much smaller for each study, a significantly larger proportion of Southern Baptist faculty say they participate often in an administrative advisory committee (Fig. 123).
Q38A
How much opportunity do you have to influence the policies of your department?

Q38B
How much opportunity do you have to influence the policies of your institution?

Fig. 118. Data comparison of Question 38A.

Fig. 119. Data comparison of Question 38B.
Q39A
Please indicate the extent to which you participate in the meetings of each of the following types of organizations at your institution. ... departmental faculty

Fig. 120. Data comparison of Question 39A.

Q39B
Please indicate the extent to which you participate in the meetings of each of the following types of organizations at your institution. ... faculty senate or comparable campus-wide faculty unit

Fig. 121. Data comparison of Question 39B.
Q39C
Please indicate the extent to which you participate in the meetings of each of the following types of organizations at your institution. ... campus-wide faculty committee.

Fig. 122. Data comparison of Question 39C.

Q39D
Please indicate the extent to which you participate in the meetings of each of the following types of organizations at your institution. ... administrative advisory committee.

Fig. 123. Data comparison of Question 39D.
General Observations

While a minority of the faculty in each study agree that performing sponsored research for a private company is not a proper university activity, a significantly larger proportion of Southern Baptist faculty are neutral (Fig. 124). Though faculty in each study are evenly divided when asked whether they are less confident today than they used to be about the capacities of higher education to help make a better society, the proportion of Southern Baptist faculty who agree is significantly smaller (Fig. 127). Though a minority of the faculty in each study agree that the abolition of faculty tenure would, on the whole, improve the quality of American higher education, a significantly larger proportion of Southern Baptist faculty are neutral (Fig. 126).

A majority of the faculty in each study agree that they are apprehensive about the future of this country (Fig. 125) and a minority believe that the United States is creating an over-trained work force in terms of available jobs (Fig. 128). When asked how they characterize themselves politically, a significantly larger proportion of Southern Baptist faculty consider themselves conservative or moderately conservative compared with the national average (Fig. 129).
Performing sponsored research for a private company is not a proper university activity.

Fig. 124. Data comparison of Question 22B.

I am apprehensive about the future of this country.

Fig. 125. Data comparison of Question 22E.
Q23C
The abolition of faculty tenure would, on the whole, improve the quality of American higher education.

Fig. 126. Data comparison of Question 23C.

Q45A
I am less confident today than I used to be about the capacities of higher education to help make a better society.

Fig. 127. Data comparison of Question 45A.
Q45C
The United States is creating an over-trained work force in terms of available jobs.

Fig. 128. Data comparison of Question 45C.

Q51
How would you characterize yourself politically at the present time?

Fig. 129. Data comparison of Question 51.
The Variable of Southern Baptist Control

This study noted earlier that all of the schools which are members of the Association of Southern Baptist Colleges and Schools are not governed alike. Specifically, there are seven which are not controlled by any state Baptist convention or local Baptist association. When this factor of control is used as a variable, is there any difference between this sub-population of Southern Baptist-Related liberal arts colleges and the Carnegie Foundation’s 1989 National Survey of Faculty?

Self-Governed Southern Baptist-Related Institutions

An institution which is under Southern Baptist control is an institution whose board of trustees is selected by a state Baptist convention or local Baptist association with or without input from the current board of trustees. A board of trustees which is self-perpetuating is one whose members select a majority or all of the replacement members when vacancies occur. Some schools who have self-perpetuating boards do ask for a courtesy approval on new appointees from a related Baptist convention but that convention has no authority to change the list of appointees.

The number of returned surveys from these specific schools is 152 and reflects a sample size requiring a confidence interval of +/- 10%. This group also
includes the only two Southern Baptist-Related institutions which are classified as Doctoral II by the Carnegie Foundation.

Significant Differences

There are 50 of the 122 questions covered in this study in which there is a difference between this sub-population of faculty from self-controlled institutions and this study when each is statistically compared to the Carnegie Foundation’s 1989 National Survey of Faculty. The differences may be that this sub-population is not significantly different in their answers to a particular question while the population of Southern Baptist faculty is significantly different or vice versa. Questions are not included in this discussion when the population of Southern Baptist faculty and this sub-population from self-controlled institutions are both significantly different from the national average or when they are both not significantly different.

Goals of Collegiate Education

Faculty at this group of self-controlled Southern Baptist-Related institutions are not significantly different from the national average which is evenly divided between requiring a common core curriculum and breadth requirements when asked what undergraduates should be required to take apart from major field requirements. There is no significant difference with the
majority of the faculty in national survey when faculty in this group are asked to indicate the importance of preparing students for a career and the importance of providing knowledge of the subject in depth. Faculty in this sub-population are not significantly different from the national population where one-third agree that the number of general education or core courses required of all undergraduates should be increased.

**Academic Standards**

Southern Baptist faculty in this sub-population are different from the national average as a significantly smaller proportion say that academic standards for undergraduate admissions at their institution should be much higher. They are not significantly different, however, in their assessment of the academic standards for bachelor's degrees. A significantly larger proportion of this sub-population agree that undergraduates have become more grade conscious. There is no difference with the national average, however, when the faculty are asked if undergraduates today are more competitive academically since just over 40% of each group agree with this statement. Approximately one-fourth of each population also agrees that there is more racism among today's undergraduates than in the late 1960s and early 1970s. A significantly smaller proportion agree with the majority of the national average who say that most undergraduates at their institution only do enough to just get by. A majority of
the faculty in each study agree that grade inflation is a problem at their institution. A significantly smaller proportion of exactly 50% of the faculty in this sub-population agree that too many students ill-suited for academic life are now enrolling in colleges and universities.

**Attitudes About Student Life**

The faculty in this sub-population are not significantly different from the national average when asked whether there is more drug abuse among today’s undergraduates than five years ago.

**Teaching, Research, and Service**

Over 80% of the faculty in this sub-population are engaged in scholarly work that they expect to lead to a publication, an exhibit, or a musical recital which is a significantly larger proportion than the national average. Over one-fourth of the faculty in this group have published eleven or more articles in academic or professional journals. There is also no significant difference in the proportion of the faculty who have never published or edited, alone or in collaboration, a book or monograph nor in the proportion of the faculty who have served as a paid or unpaid consultant to a private business or industry.

There is no significant difference between the faculty of this sub-population of Southern Baptist faculty and the national average as a majority in
each study agree that in their department it is difficult for a person to achieve tenure if they do not publish, and as over one-third of the faculty in each study agree that, at their institution, publications used for tenure and promotion are just counted, not qualitatively measured. By a 2:1 margin, faculty in each study agree that, at their institution, they need better ways, besides publications, to evaluate the scholarly performance of the faculty. Approximately one-third of the faculty in this sub-population and the national study also agree that the pressure to publish reduces the quality of teaching at their university. Over two-thirds of the faculty in each group agree that teaching effectiveness should be the primary criterion for promotion of faculty.

When faculty are asked the importance of various methods of professorial evaluation in relation to tenure and promotion decisions in their department, this sub-population of Southern Baptist faculty generally agrees with the faculty in the national study. This sub-population places a similar value on both general professorial evaluation and on those items which specifically evaluate publications and university service.

A significantly smaller proportion of the faculty in this sub-population agree that, in their undergraduate courses, they prefer teaching students who have a clear idea of the career they will be following. Approximately 25%, also a significantly smaller proportion of the faculty in this group, agree that fewer faculty members provide positive role models than in the past.
Status of the Profession

A majority of the faculty in this sub-population of Southern Baptist faculty and the Carnegie study agree that, in their discipline, most faculty agree on the standards of good scholarship. Approximately 40% of the faculty in each study also agree that faculty in their department have fundamental differences about the nature of the discipline. A majority of the faculty in this sub-population rate their own salaries as good or excellent which is not significantly different from the national average. In this sub-population, nearly twice the proportion of the faculty in the national study agree that faculty salaries have kept up with the rate of inflation. A significantly small proportion of faculty say they feel trapped in a profession with limited opportunities for advancement and that they have seriously considered a permanent departure from academia.

There is no significant difference between this sub-population and the national average as one out of five faculty agrees that this is a poor time for any young person to begin an academic career. Just under 50% of the faculty in each study agree they are more enthusiastic about their work now than they were when they began their academic career. Nearly two out of five faculty in each study say that they would exercise an early retirement option if it were offered.
Views of the Institution

Half of the faculty in this sub-population agree that in their department tenure is no more difficult to achieve than it was five years ago which is not significantly different from the national study. A significantly larger proportion of the faculty in this sub-population, nearly two-thirds, say that their institution is a very good place for them. Half of the faculty in both this sub-population and the national study say that they are satisfied with the results of affirmative action at their institution. There is no significant difference between these two groups when they are asked to indicate how important their department is to them as a majority in each study say their department is very important to them. Less than 20% in each study say national or international societies in their discipline are very important to them. Neither is there any significant difference between this group and the national average when faculty are asked how departmental morale has changed over the past five years as the largest proportion of each group says that it is about the same.

Participation in Decision-making

One out of twenty faculty in each study say they have no opportunity to influence policies in their department while 25% say they have some opportunity. Three out of ten say they have no opportunity to influence the policies of their institution while half of the faculty in each study say they have
some opportunity to do so. There is also no significant difference between this sup-population and the national study as less than half of the faculty in each study say they participate often or sometimes in faculty senate or comparable campus-wide faculty unit meetings.

**General Observations of Higher Education**

One out of five faculty in this sub-population and in the national study agree that performing sponsored research for a private company is not a proper university activity. There is also no significant difference between the two groups regarding confidence in higher education as nearly 40% of the faculty agree they are less confident today than they used to be about the capacities of higher education to help make a better society. Neither is there any significant difference with the national average in political self-characterizations since in each study one-fourth of the faculty say they are moderately liberal and one-fourth of the faculty say they are moderately conservative.
CHAPTER V

CONCLUSIONS

The data from the survey do indicate there are differences between the Southern Baptist professoriate and the national average reported by the Carnegie Foundation in its 1989 National Survey of Faculty. First, the instrument used for this study is evaluated and then the findings of this study are summarized. Conclusions are drawn based on these summaries and recommendations are made for research to answer questions raised by this study but outside the scope of its findings.

Evaluation of Instrument

Several respondents commented that the survey was too long and tedious to ask professionals to complete. A word of explanation regarding the use of a replicated questionnaire as an integral part of the research design might have helped, though the response rate was what one would normally expect in this kind of research project.

General instructions for answering the questionnaire should be improved by adding a reminder to the respondent to mark an answer for every question.
Many respondents chose to leave part of a question blank when it appeared they may have intended a negative answer or to indicate that part of the question was not applicable. One respondent suggested that there be a place for explanations after each question though this would be prohibitive considering the current length of the survey. Another suggested that the questions with an answer scale of Important-Unimportant were unbalanced and needed redefining.

Some respondents wondered why there were no questions regarding the subject of religion or questions asking for identification of those faculty who were themselves Southern Baptist. While this information would not have been germane to the comparison sought by this study, the information would have been valuable for future analysis of the data. One respondent suggested that faculty at Southern Baptist-Related colleges were "more concerned about spiritual development of students than academic development" and, therefore, this survey was a waste of time for Southern Baptist faculty. The response rate from this study suggests that a majority of faculty are interested in academic development. Other suggestions for additional question areas were multiculturalism, feminism, and more in-depth academic freedom issues.

Some respondents questioned the underlying assumptions of the survey and one said the survey was not an objective measurement tool. In response to both of these criticisms, perhaps some sort of explanation needs to be given with survey questionnaires which seek to measure attitudes of respondents which
explains that in order to measure an attitude, the question itself must take one position or the other. It is true that a dichotomy between teaching and research was assumed and it is true that in a perfect world these two areas of professional expression should be complementary to each other, but in the actual allotting of one's professional time, the choice must be made between classroom preparation and research time, as well as office hours, student advising, etc.

Questions 5 and 6 asked about full-time employment in higher education. Several respondents suggested adding questions about present or previous administrative service or previous part-time teaching experience before becoming full-time. One respondent suggested a question asking about the influence of current administrative duties on teaching responsibilities. The implementation of these suggestions would strengthen the instrument by providing a clearer picture of the background experiences of the respondents.

Question 9 asked the respondent approximately how many hours per week are spent this semester doing certain activities. Several respondents indicated that there were areas of overlap in each of the listed activities and, therefore, their responses did not add up to 40 hours per week. This question should have added a sentence in the instructions which specified that all hours must total the exact number of hours the respondent worked per week and where there was overlap to divide the hours among the overlapping activities. A
few respondents also suggested that a category be added for grading activities, one for clinical teaching, and one for supervision of field experience students.

Questions 15 through 18 asked the respondent about their past and current publishing activity. Many respondents noted that this was very difficult for them to answer because their discipline measured scholarly activities by other means such as art exhibits, music recitals, and church performances. The instrument could be improved by adding specific questions for the above types of scholarly activities. The respondent is also asked how many professional meetings they have attended in the past year in question 20. These questions should be modified to include a choice for international conferences.

Questions 23 and 24 were criticized for a bias towards publications as the only means of professional output. The questions specifying some sort of scholarly output should be reworded to include all forms of scholarly output. The instructions for these two questions are different from the original survey in that they include a directive to the respondent only to fill out these questions if their institution has a tenure policy. Some who had tenure but were at institutions who had since discontinued a tenure policy were confused by this. Since these questions refer to current tenure policies, that possibility should be added to the additional instructions. In addition, the questions referring to publications do refer to peer-reviewed journals and should be so designated.
Questions 25 and 26 both received comments that their measurement scales were unbalanced. However, if one looks closely at the purpose of each question, they do seem appropriate. The directions for Question 27 should be revised so that only the most correct answer is chosen since some campuses have different procedures depending on the student’s year in college.

Question 30Q could be misleading on some Southern Baptist-Related college campuses which prohibit drinking of any kind by faculty. This should not, however, have any significant effect on the accuracy of the question. Question 31 should be reworded so that institutions which have already implemented one of the suggested requirements may answer the question.

Question 39 should be improved by defining what is meant by faculty senate since not all campuses may use the same naming convention. Question 46 should be clarified that the answer is only an approximation of the age a respondent will stop full-time teaching duties. If the respondent has no plans to retire until they are physically forced to, a suggested answer should be given such as over 70 years of age.

A few objected to the demographic questions since it makes it very easy to identify the respondent. Perhaps a further explanation of the survey process should be included with the questionnaire emphasizing the confidentiality required by the profession, the oversight of the sponsoring university, and the pledge of the researcher to protect the identities of the participants. Some do not
understand the necessity of accurate and detailed demographic information to show conditions and trends of the profession and two even removed the tracking codes from their instruments, though this did not prevent proper coding of the questions or the demographic data.

Question 52 needs some clarification. While the instructions do state that the respondent is to circle all that apply, many who chose Master's or above did not circle Less than Bachelor's or Bachelor's. If this question were split into individual questions the respondent might be more likely to answer completely. Likewise, question 55 should be separated into two questions: one which asks if the respondent has supplemental income, then a follow-up asking what specific kinds of supplemental income they have.

The questionnaire included the Carnegie Classification of the institution of the respondent which proved to be confusing to respondents. Many did not understand the classifications and were very upset that their institution was not classified as a Liberal Arts college regardless of its size or degree-granting status. This information was not necessary and should be removed.

Even with the suggestions made by survey respondents and the recommended changes made above, this questionnaire has thoroughly covered many areas of faculty interest and opinion in higher education. By incorporating the suggested refinements, this instrument would be even better suited for ascertaining faculty opinions in future studies of the professoriate.
Summary of Findings

The findings of this study are summarized in sections describing the sample demographics, the comparison of this study as a whole with the Carnegie Foundation study, and the comparison of the sub-population of self-controlled Southern Baptist-Related institutions with the Carnegie Foundation study.

Sample Demographics

The age distribution shows that 40% of Southern Baptist faculty are under 45 years of age and that the proportion of men and women is not significantly different than the national average. There is a significantly smaller proportion of black faculty at Southern Baptist-Related colleges and universities than in the national professoriate. A significantly larger proportion of Southern Baptist faculty have earned the Ph.D. as part of their academic preparation and salary levels are significantly lower than the national average.

Comparison

The summary of the findings in the eight areas under which this study discussed the comparison with the Carnegie Foundation’s study are grouped by these three areas: academic quality, teaching and research, and institutional evaluation.
Academic Quality

A significantly larger proportion of Southern Baptist faculty agree it is very important that an undergraduate education shape students' values and that an undergraduate education should prepare students for a career. A majority of Southern Baptist faculty favor some increase in undergraduate admissions standards though they are evenly divided when asked about raising the standards for bachelor's degrees. A majority of faculty in each study also agree that too many students ill-suited for academic life are now enrolling in colleges and universities. A significantly lower majority of Southern Baptist faculty agree that undergraduates have become more conservative politically and that there is more drug abuse among today's undergraduates.

Teaching and Research

Faculty in each study report that teaching is the most important part of their job and a significantly larger proportion of Southern Baptist faculty also agree that teaching effectiveness should be the primary criterion for promotion and tenure decisions. A significantly larger proportion of Southern Baptist faculty rate their salaries as fair or poor and over 75% of the faculty in each study say exciting developments are taking place in their discipline. Over 90% of the faculty nationally, and a significantly larger proportion of Southern Baptist faculty, would still become a college teacher if they had it to do over again.
Institutional Evaluation

Nine out of ten faculty in each study say their institution is either a very good place or a fairly good place for them but a significantly smaller proportion of Southern Baptist faculty said their institution was not the place for them and a significantly larger proportion of Southern Baptist faculty rate the quality of life at their institution as excellent. Southern Baptist faculty say they have significantly more opportunities to influence the policies of both their department and their institution. A significantly larger proportion of Southern Baptist faculty are neutral when asked about the controversial issues of abolishing tenure and about institutions of higher education doing research for private companies. A significantly larger proportion of this population characterize themselves as politically conservative or moderately conservative.

The Variable of Southern Baptist Control

Institutions which are self-controlled instead of their boards of trustees being selected by the related Southern Baptist state convention or local association were compared separately to the national average reported by the Carnegie Foundation.
Academic Quality

This sub-population of faculty at self-controlled Southern Baptist-Related institutions are not significantly different from the national average on the issue of career training as a goal for undergraduate education. Faculty in this sub-group, by a significantly smaller proportion, agree that too many students ill-suited for academic life are now enrolling in colleges and universities. There is no significant difference between this sub-population of faculty and the national average regarding drug abuse among undergraduates.

Teaching and Research

Significantly more faculty in this sub-population than the national average are engaged in scholarly work which they expect to lead to a publication, an exhibit, or a musical recital. A significantly smaller proportion of this group of faculty also agree that, in their undergraduate courses, they prefer teaching students who have a clear idea of the career they will be following. A majority of faculty in this sub-population rate their salaries as good or excellent and a significantly larger proportion say their salaries have kept up with inflation.
Institutional Evaluation

Nearly two-thirds of the faculty in this sub-population, a significantly larger proportion, say their institution is a very good place for them. There is no significant difference with the national average as faculty in this sub-population say departmental morale is about the same as it was five years ago. This sub-population of faculty at self-controlled Southern Baptist-Related institutions are not significantly different from the national group of faculty regarding their opportunity to influence either the policies of their department or institution. There is also no significant difference between this group and the national average on the issue of the capacity of higher education to help make a better society or on the question of their political ideology.

Conclusions

Based on an analysis of the data from this study, several conclusions may be drawn from the discussion of sample demographics, the comparison of Southern Baptist-Related institutions with the national average, and the comparison of the sub-population of self-controlled Southern Baptist-Related institutions with the national average.
Sample Demographics

The Southern Baptist professoriate is younger than the national average and these private, denominationally affiliated schools in this study provide as much of an equal opportunity for women in the professoriate as the institutions of higher education in the nation at large. Southern Baptist-Related institutions do provide less of an opportunity for black faculty than the national average. Southern Baptist faculty have higher academic credentials than the national average yet they are paid less.

Comparison

When compared to the national average reported by the Carnegie Foundation, faculty at Southern Baptist-Related institutions differ on some issues of academic quality, teaching and research, and institutional evaluation.

Academic Quality

Southern Baptist faculty embrace career training as a partial goal for undergraduate education and are more committed to shaping students' values in undergraduate education. Southern Baptist faculty, like the faculty in the Carnegie study, do report that undergraduates are ill-suited and underprepared for college work; however, Southern Baptist faculty apparently believe some
increase in academic standards is the solution to this problem. Based on the response by Southern Baptist faculty, students at these institutions have not become more conservative and have not become more addicted to drugs.

Teaching and Research

The Southern Baptist professoriate believes that teaching effectiveness should be the primary criterion for promotion and tenure decisions. As a group, Southern Baptist faculty rate their salaries poorer than do their national counterparts, though this does not seem to affect their commitment to their chosen vocation.

Institutional Evaluation

Southern Baptist faculty are satisfied with their place of employment possibly because they have more influence over their departmental and institutional policies. They do not appear to be interested in controversial issues in higher education philosophy and are politically more conservative than the national average.

The Variable of Southern Baptist Control

The seven institutions in this sub-population of self-controlled Southern Baptist-Related institutions are more like the national average reported by the
Carnegie Foundation, however they do differ on a few issues of academic quality, teaching and research, and institutional evaluation.

**Academic Quality**

Faculty at self-governed Southern Baptist-Related institutions do not believe there are too many students ill-suited for academic work now enrolling in colleges and universities.

**Teaching and Research**

This sub-population of Southern Baptist faculty performs more scholarly work than the national average and do not prefer teaching undergraduate students who have a clear idea of the career they will be following. Faculty at self-governed Southern Baptist-Related institutions rate their salaries better than the national average and receive more consistent cost of living raises.

**Institutional Evaluation**

Faculty at these Southern Baptist-Related institutions which are self-governed are more content with their employment at their respective institutions than the national average.
Implications for Southern Baptist-Related Higher Education

The proportion of women in the Southern Baptist professoriate is not likely to change in the near future. Southern Baptist-Related institutions need to evaluate their hiring practices to make sure they do not discriminate on the basis of race. Southern Baptist-Related institutions need to evaluate whether their salaries should be more competitive with the national market.

Southern Baptist-Related institutions are likely to continue to emphasize career training as a partial goal of undergraduate education and to emphasize student values as part of their undergraduate education. Southern Baptist-Related institutions may slightly raise academic standards as a partial solution to the problem of underprepared students, but they should also evaluate the need to provide these students with special academic services.

Southern Baptist-Related institutions should continue to benefit from the commitment of their faculty members to the institution and should continue to allow input from faculty in the decision-making process. The Southern Baptist professoriate, as a whole, is politically conservative and will likely remain so.

Self-controlled Southern Baptist-Related institutions will likely continue to be more like the national average reported by the Carnegie Foundation.
Recommendations for Research

The issue of governance, and specifically control of the board of trustees, was briefly explained in relation to a sub-population of Southern Baptist-Related colleges and universities. This subject of governance needs to be explored to determine what kinds of governance are used in Southern Baptist-Related institutions and how they compare to the governance of other institutions of higher education, both public and private.

Several survey respondents suggested there should be some questions which specifically address the issues relating to the religious or spiritual emphasis which is a self-proclaimed distinctive of Southern Baptist-Related institutions. This area should be explored to see if there are any differences in philosophy or implementation of this integration of faith and discipline among Southern Baptist-Related institutions and then between these institutions and other denominationally affiliated colleges and universities.
APPENDIX A

SURVEY INSTRUMENT AND LETTERS
University of North Texas

Department of Counseling, Development and Higher Education
College of Education

November 1, 1993

College of Education
Program in: Higher Education

«First» «MiddleMI» «Last» «Last Ext»
«SCHOOL CAPS»
«ADDRESS1»
«CITYs, «ST» «ZIP»

Dear Professor «Last»:

In cooperation with the Education Commission, I am conducting an important survey of faculty members in Southern Baptist colleges and universities. The goal is two-fold: to learn more about the Southern Baptist professoriate and to compare the responses of these faculty members to the responses of faculty members in the Carnegie Foundation’s 1989 National Faculty Survey.

We have chosen to select faculty respondents from every member school of the Association of Southern Baptist Colleges and Schools which is not an academy, Bible college, or seminary. We would greatly appreciate your assistance and believe your opinions are important.

You will be receiving your questionnaire next week. Although it may seem lengthy, we believe all the questions are necessary to provide a complete picture of the profession.

You may be curious about how your opinions compare with your colleagues across the Southern Baptist Convention. When the study is complete, the results will be available for review from the Education Commission.

Please be assured that your responses will be held in complete confidence. We will not report responses of individual respondents. Thank you, in advance, for your assistance. We look forward to receiving your completed questionnaire.

Sincerely,

John I-L Reynolds
Research Associate

P.O. Box 13857 • Denton, Texas 76203-6857
817/565-2045 • FAX 817/565-2905 • TDD 800/735-2989

Fig. 130. Initial letter announcing the survey to participants.
November 3, 1993

Dear Professor:

Last week I wrote to you asking for your assistance in our conventionwide survey of college and university faculty. Your cooperation will be very helpful to us and will contribute to our baseline study of the Southern Baptist professoriate. As you may recall our goal is two-fold: to learn more about the Southern Baptist professoriate and compare the responses of these faculty members to the responses of faculty members in the Carnegie Foundation's 1989 National Faculty Survey.

When completing the questionnaire, please be candid. I can assure you that your responses will be held in complete confidence. We will not report responses of individual respondents. The bibliographic questions located at the end of the questionnaire will serve only to improve our analysis of the survey data.

Please take a few minutes and complete the survey and return it in the enclosed business-reply envelope addressed to The University of North Texas.

We look forward to receiving your completed questionnaire, and we would appreciate receiving it on or before the end of December in order for your opinions to be included in our conventionwide study. Thank you very much for your help.

Sincerely,

John H. Reynolds
Research Associate

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

Please read each question carefully. Most questions require only one response, others request that you circle all that apply, while on some you write a number. A "no opinion" or "neutral" response category is usually provided.

Several questions use a five-point rating scale. You may circle any single number on the scale. If you teach at more than one institution, please answer questions in relation to the college or university where you received the survey.

Fig. 131. Cover letter for the first mailing of the instrument.
The following questions refer to your current academic position.

1. Do you have a full-time appointment at this institution for at least nine months of the current academic year?
   1. Yes
   2. No, full-time but for less than nine months
   3. No, part-time

2. What kind of appointment do you have? (If you have a joint appointment, answer for your primary department)
   1. Campus faculty member, with tenure
   2. Campus faculty member, without tenure
   3. Adjunct
   4. Visiting
   5. Other:

3. What is your current academic rank?
   1. Lecturer
   2. Instructor
   3. Assistant Professor
   4. Associate Professor
   5. Professor
   6. No rank designated
   7. Other:

4. If you have tenure, please skip to Question 5.

   Is your appointment...
   1. Untenured, but on a tenure-track
   2. Untenured, with a continuous contract or its equivalent
   3. Untenured, not on a tenure track and without the guarantee of a continuous contract
   4. Untenured, but none of the above

5. At how many colleges or universities have you been employed full-time as a faculty member beyond the level of a teaching assistant? (include your current position)

6. For how many academic years have you been employed on a full-time basis (include current year)
   (a) in higher education
   (b) at your institution
   (c) in your present academic rank

7. Are your teaching responsibilities this Fall term?
   (Please circle one response)
   1. Entirely undergraduate
   2. Some undergraduate, some graduate or professional
   3. Entirely professional or graduate
   4. Not teaching this Fall term = SKIP QUESTION 9

8. On average, about how many students enroll in the typical class you are teaching at each level this Fall term?
   1. Typical introductory undergraduate class
   2. Typical advanced undergraduate class
   3. Typical graduate or professional class

9. During this Fall term, approximately how many hours per week are you spending on each of the following activities?
   a. Formal classroom instruction in undergraduate courses (give actual, not credit hours)
   b. Formal classroom instruction in graduate or professional courses (give actual, not credit hours)
   c. Preparation for teaching
   d. Research or comparable scholarly activities
   e. Scheduled office hours
   f. Administrative service (departmental or institutional)
   g. Consulting (with or without pay)
   h. Academic advising
   i. Service with cocurricular student activities
   j. Supervising graduate teaching assistants

10. Please contrast your teaching load this year with your teaching load five years ago.
    1. Much lighter
    2. Lighter
    3. About the same
    4. Much heavier
    5. Heavier
    6. I was not teaching five years ago

11. From the following list, circle the department of your teaching appointment. Where your discipline does not appear, circle the most similar discipline.
    1. Agriculture/Forestry/Natural Resources
    2. Allied Health (Medical Technologies)
    3. Architecture/Environmental Design
    4. Area/Ethnic/International Studies
    5. Biological/Life Sciences
    6. Business Management
    7. Communications/Journalism
    8. Computer/Information Science
    9. Economics
    10. Education (including Administration and Counseling)
    11. Engineering
    12. Fine Arts (Art, Drama, Music)
    13. Foreign Languages
    14. Geography
    15. Health Professions (Dentistry, Medicine, Nursing, Veterinary).

(continued)
11. Continued...

16. Home Economics  
17. Humanities (English, Literature, History, Philosophy, Religion, Theology, Rhetoric)  
18. Industrial Arts  
19. Law  
20. Library Science  
21. Mathematics/Statistics  
22. Military Science/Technologies  
23. Physical and Health Education  
24. Physical Sciences  
25. Psychology  
26. Public Affairs  
27. Social Sciences (Anthropology, Political Science, Sociology, Social Work)  
28. Vocational/Technical Training  
29. Other Discipline  

We would like to learn about your scholarly activities. Please answer each of the following.  

12. Do your interests lie primarily in research or in teaching?  
   1. Primarily in research  
   2. In both, but leaning toward research  
   3. In both, but leaning toward teaching  
   4. Primarily in teaching  

13. Are you currently engaged in any scholarly work that you expect to lead to publication, an exhibit, or a musical recital?  
   1. Yes  
   2. No  

14. During the past 12 months, did you (or your project) receive research support from: (Please circle one number for each response)  
   a. Institutional or departmental funds  
   b. Federal agencies  
   c. State or local government agencies  
   d. Private foundations  
   e. Private Industry  
   f. Other:  

15. Approximately how many articles have you ever published in academic or professional journals?  
   ___________  

16. Approximately how many articles have you ever published in edited collections or volumes?  
   ___________  

17. Approximately how many books or monographs have you ever published or edited, alone or in collaboration?  
   ___________  

18. Approximately how many of your professional writings have been published or accepted for publication in the past two years?  

19. During the past two years, have you served as a paid or unpaid consultant to... (Please circle one number for each response)  
   1. Yes, paid  
   2. Yes, unpaid  
   3. No  
   a. A non-profit agency  
   b. A university-based research project  
   c. Federal government  
   d. A foreign government  
   e. A private business or industry  
   f. Schools (elementary or secondary)  
   g. State or local government agencies  
   h. Other:  

20. During the past year, how many of the following professional meetings did you attend?  
   National  
   Regional  
   State  
   Local  

21. During the past year, have you had any professional contact with teachers in elementary or secondary schools?  
   1 Yes  
   2 No  

22. Please indicate the extent of your agreement or disagreement with each of the following statements. A 'neutral' response is provided.  
   1. Strongly Agree  
   2. Agree with Reservations  
   3. Neutral  
   4. Disagree with reservations  
   5. Strongly disagree  
   a. The goal of an academic scholar is to advance knowledge without regard for the possible implications for society  
   b. Performing sponsored research for a private company is a proper university activity  
   c. Scientific progress these days is more of a threat than a positive contribution to human welfare  

(continued)
22. Continued...
Please indicate the extent of your agreement or disagreement with each of the following statements. A "neutral" response is provided.


1 2 3 4 5 Faculty members should be free to present in class any idea that they consider relevant, however much I may disagree with their views.

1 2 3 4 5 I am apprehensive about the future of this country.

1 2 3 4 5 My discipline is too research oriented.

1 2 3 4 5 Exciting developments are now taking place in my discipline.

1 2 3 4 5 The new developments in my discipline are not interesting to me.

1 2 3 4 5 In my discipline, most faculty agree on the standards of good scholarship.

1 2 3 4 5 During the past two or three years financial support for work in my discipline has become harder to obtain.

1 2 3 4 5 Faculty members in high schools and colleges should work together to improve education in my discipline.

Tenure is one of many concerns voiced by faculty members. Your response to this set of questions will help us to better understand this important issue. If your institution does not have tenure, please go to question #25.

23. Continued...


1 2 3 4 5 In my department it is difficult to achieve tenure if he or she does not publish.

1 2 3 4 5 At my institution publications used for tenure and promotion are just counted, not qualitatively measured.

1 2 3 4 5 At my institution we need better ways, besides publications, to evaluate the scholarly performance of the faculty.

1 2 3 4 5 The pressure to publish reduces the quality of teaching at my institution.

1 2 3 4 5 Teaching effectiveness should be the primary criterion for promotion of faculty.

1 2 3 4 5 At my campus academic freedom would be protected whether faculty members could get tenure or not.

1 2 3 4 5 Multidisciplinary work is "soft" and should not be considered scholarship.

24. How important are the following for granting tenure in your department?


1 2 3 4 5 The number of publications.

1 2 3 4 5 The type of publications (books, edited volumes, articles).

1 2 3 4 5 The reputations of the presses or journals publishing the books or articles.

1 2 3 4 5 Published reviews of the scholar's books.

1 2 3 4 5 Research grants received by the scholar.

1 2 3 4 5 Syllabi for courses taught.

1 2 3 4 5 Recommendations from current or former students.

1 2 3 4 5 Observations of teaching by colleagues and/or administrators.

1 2 3 4 5 Lectures or papers delivered at professional meetings or at other colleges and universities.

(continued)

Fig. 134. Third page of survey instrument.
24. Continued...

1. Very important
2. Fairly important
3. Fairly unimportant
4. Very unimportant
5. No opinion

1 2 3 4 5 Recommendations from other faculty within my institution
1 2 3 4 5 Recommendations from outside scholars
1 2 3 4 5 Student evaluations of courses taught
1 2 3 4 5 Service within the university community
1 2 3 4 5 Service within the scholar's discipline (editing a journal, serving as an officer or on a committee of a professional organization, etc.)
1 2 3 4 5 Academic advising

The following questions refer to the institution at which you are currently employed. Please tell us your candid opinions.

25. In general, how do you feel about your institution? It is...
1. A very good place for me
2. A fairly good place for me
3. Not the place for me

26. Please rate the performance of your institution for each of the following activities. (Please circle the number that best describes your assessment)
1. Excellent
2. Somewhat better than adequate
3. Adequate
4. Somewhat less than adequate
5. Poor

1 2 3 4 5 Providing undergraduates with a general education
1 2 3 4 5 Preparing undergraduates for a vocation or career
1 2 3 4 5 Providing opportunities for an undergraduate to explore a subject in depth, through the major
1 2 3 4 5 Strengthening the values of undergraduates
1 2 3 4 5 Creating opportunities for undergraduates to engage in public service
1 2 3 4 5 Offering undergraduate an opportunity to experience and understand leadership

27. Who has primary responsibility for the academic advising at your institution?
1. Faculty
2. Full-time advisors
3. Student affairs professionals
4. Others:
5. No formal provision

28. In general, for each of these areas, the academic standards at my institution should be... (Please circle one number for each response)
1. Much higher
2. Somewhat higher
3. Left as they are
4. Somewhat lower
5. Much lower
6. Not applicable

1 2 3 4 5 Undergraduate admissions
1 2 3 4 5 Bachelor's degrees
1 2 3 4 5 Graduate admissions
1 2 3 4 5 Advanced degrees

29. In general, for each of these areas, the academic standards in my department should be... (Please circle one number for each response)
1. Much higher
2. Somewhat higher
3. Left as they are
4. Somewhat lower
5. Much lower
6. Not applicable

1 2 3 4 5 Undergraduate admissions
1 2 3 4 5 Bachelor's degrees
1 2 3 4 5 Graduate admissions
1 2 3 4 5 Advanced degrees

30. Please indicate the extent of your agreement or disagreement with each of the following statements. A "neutral" response is provided.
1. Strongly Agree
2. Agree with Reservations
3. Neutral
4. Disagree with reservations
5. Strongly disagree

1 2 3 4 5 My institution is managed effectively
1 2 3 4 5 The administration here supports academic freedom
1 2 3 4 5 Faculty members who become administrators soon lose sight of what is means to be a teacher or to do research
1 2 3 4 5 A small group of senior professors has disproportionate power in the decision-making at my institution

(continued)
Please indicate the extent of your agreement or disagreement with each of the following statements. A "neutral" response is provided.

1. Strongly Agree
2. Agree with Reservations
3. Neutral
4. Disagree with reservations
5. Strongly disagree

1. This institution spends too much time and money teaching students what they should have learned in high school
2. This institution has serious financial problems
3. In the next five years, I expect that some of the tenured faculty here will lose their jobs due to lack of funds
4. There are more part-time and adjunct faculty members at this institution today than there were five years ago
5. My institution is as interested now in increasing the numbers of women and minority members on our faculty as it was five years ago
6. I am satisfied with the result of affirmative action at this institution
7. Issues raised by affirmative action are causing serious strains among the faculty in my department
8. The normal academic requirements should be relaxed in appointing members of minority groups to the faculty at this institution
9. Junior faculty members have too little say in the running of my department
10. Faculty in my department have fundamental differences about the nature of the discipline
11. Faculty meetings in my department generally are a waste of my time
12. My department has had to live with more than its fair share of budget restraints over the past several years
13. There is more alcohol abuse among my colleagues than there was five years ago

The following questions concern college curriculum in general and the curriculum at your institution. Please tell us your opinions by answering each question.

31. Apart from major field requirements, should undergraduates at your institution be required to take...
(Circle one)
1. A required common core curriculum
2. Breadth requirements in general education
3. No required courses, only elective courses
4. A public service internship
5. I have no opinion

32. Many goals have been proposed for undergraduate education. Please indicate the importance of each of the following goals. To...

1. Very important
2. Fairly important
3. Fairly unimportant
4. Very unimportant
5. No opinion

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<tbody>
<tr>
<td>1</td>
<td>Provide an appreciation of literature and the arts</td>
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<td>2</td>
<td>Shape students' values</td>
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<td>3</td>
<td>Enhance creative thinking</td>
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<td>4</td>
<td>Provide a basic understanding in mathematics and science</td>
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<tr>
<td>5</td>
<td>Provide knowledge of history and the social sciences</td>
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<tr>
<td>1</td>
<td>Prepare students for a career</td>
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<tr>
<td>2</td>
<td>Provide knowledge of one subject in depth</td>
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33. How would you evaluate the undergraduate curriculum at your institution? (Please circle the number that best describes your assessment of each)

1. Too little
2. About right
3. Too many
4. No opinion

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<tbody>
<tr>
<td>1</td>
<td>General education requirements</td>
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<td>2</td>
<td>Requirements for the major</td>
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<td>3</td>
<td>Requirements for a pre-professional program</td>
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<td>4</td>
<td>Electives in the major</td>
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<td>5</td>
<td>Electives outside the major</td>
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</table>

34. Please indicate the extent of your agreement or disagreement with each of the following statements. A "neutral" response is provided.

1. Strongly Agree
2. Agree with Reservations
3. Neutral
4. Disagree with reservations
5. Strongly disagree

1. I prefer teaching undergraduate courses that focus on limited specialties to those that cover wide varieties of material (continued)
146

34. Continued...

1. Strongly Agree
2. Agree with Reservations
3. Neutral
4. Disagree with reservations
5. Strongly disagree

1 2 3 4 5  In my undergraduate courses, I prefer teaching students who have a clear idea of the career they will be following.

1 2 3 4 5 Undergraduate education in America would be improved if there were less emphasis on specialized training and more on broad liberal education.

1 2 3 4 5 The typical undergraduate curriculum has suffered from the specialization of faculty members.

1 2 3 4 5 Undergraduates at my institution are not getting as good an education today as they did five years ago.

1 2 3 4 5 Outcome assessment of undergraduate using multiple-choice instrument will increase the quality of undergraduate education.

1 2 3 4 5 State mandated assessment requirements threaten the quality of undergraduate education and intrude on institutional autonomy.

The following questions solicit your assessment of undergraduate students attending your institution. Please answer each item.

35. There has been considerable discussion about the change in student orientations from the late 1960s or early 1970s to the present. How do you assess each of the following? A "neutral" response is provided.

1. Strongly Agree
2. Agree with Reservations
3. Neutral
4. Disagree with reservations
5. Strongly disagree

1 2 3 4 5 Undergraduates have become more conservative politically.

1 2 3 4 5 Undergraduates have become more conservative in lifestyle.

1 2 3 4 5 On the whole, undergraduates are now more willing to work hard in their studies.

1 2 3 4 5 Undergraduates have become more critical in their concerns.

1 2 3 4 5 Overall, the mood of today's undergraduates is better suited to a successful educational experience than was the mood of their counterparts in the late 1960s or early 1970s.

1 2 3 4 5 Undergraduates today are more competitive academically.

1 2 3 4 5 Today's undergraduates are more willing to cheat in order to get good grades.

1 2 3 4 5 There is more racism among today's undergraduates than in the late 1960s and early 1970s.

1 2 3 4 5 There is a growing trend among undergraduates to isolate themselves in small groups.

1 2 3 4 5 There is more violence and crime perpetrated by off-campus criminals now.

1 2 3 4 5 There is more alcohol abuse among today's undergraduates than five years ago.

1 2 3 4 5 There is more drug abuse among today's undergraduates than five years ago.

36. Please indicate the extent of your agreement or disagreement with each of the following statements. A "neutral" response is provided.

1. Strongly Agree
2. Agree with Reservations
3. Neutral
4. Disagree with reservations
5. Strongly disagree

1 2 3 4 5 The number of general education (core) courses required of all undergraduates should be increased.

1 2 3 4 5 I enjoy interacting informally with undergraduates outside the classroom.

1 2 3 4 5 Most undergraduates expect too much attention.

1 2 3 4 5 Undergraduates should seek out faculty only during posted office hours.

(continued)

Fig. 137. Sixth page of survey instrument.
36. Continued... Please indicate the extent of your agreement or disagreement with each of the following statements. A "neutral" response is provided.

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<tbody>
<tr>
<td>Most undergraduates at my institution only do enough to just &quot;get by&quot;</td>
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<tr>
<td>Grade inflation is a problem at my institution</td>
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<tr>
<td>A &quot;tough&quot; grading system contributes positively to student motivation</td>
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<tr>
<td>Undergraduate education in America would be improved if grades were abolished</td>
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<tr>
<td>I find myself not grading as &quot;hard&quot; as I should</td>
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<tr>
<td>The undergraduates with whom I have close contact are seriously under prepared in basic skills such as those required for written and oral communication</td>
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Few topics involving higher education in the United States are receiving more attention than the matter of faculty morale and commitment. Please consider each of the following questions and give us your opinion.

37. Please indicate the degree to which each of the following is important to you.

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<th>1</th>
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<tr>
<td>My academic discipline</td>
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<td>My department</td>
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<td>My college or university</td>
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<td>My relationship with undergraduates</td>
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<td>National or international societies in my discipline</td>
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38. How much opportunity do you have to influence the policies of: (a) your department; (b) your institution?

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<td>Department</td>
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<tr>
<td>Institution</td>
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39. Please indicate the extent to which you participate in meetings of each of the following types of organizations at your institution. (Please circle one number for each response)

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<tr>
<td>Department faculty</td>
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<tr>
<td>Faculty senate or comparable campus-wide faculty unit</td>
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<tr>
<td>Campus-wide faculty committee</td>
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<tr>
<td>Administrative advisory committee</td>
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<tr>
<td>Academic budget committees</td>
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40. How would you rate each of the following?

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<th>1</th>
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<tr>
<td>Your own salary</td>
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<td>Your own teaching load</td>
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<tr>
<td>The academic reputation of your department outside your institution</td>
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41. Do you feel that the administration of (a) your institution, (b) your department is...

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<tbody>
<tr>
<td>Very autocratic</td>
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</tr>
<tr>
<td>Somewhat autocratic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat democratic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very democratic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

42. How have the following changed over the past five years?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental morale (continued)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fig. 138. Seventh page of survey instrument.
42. Continued...
1. Was not teaching five years ago
2. Much better
3. Somewhat better
4. About the same
5. Somewhat worse
6. Much worse

1 2 3 4 5 6 Job prospects for undergraduates in my field
1 2 3 4 5 6 Job prospects for graduate students in my field

43. During the past two years, have you ever considered a permanent departure from academia?
1. Yes, I have given it serious consideration
2. Yes, I have considered it, but not seriously
3. No

44. How likely are the following changes in your career?
1. Very likely
2. Somewhat likely
3. Somewhat unlikely
4. Very unlikely
5. Don't know

1 2 3 4 5 That you will seek a research position outside academia during the next five years
1 2 3 4 5 That you will seek an administrative position outside academia during the next five years
1 2 3 4 5 That your academic position would be in jeopardy if there were faculty cutbacks during the next five years

45. Please indicate your agreement or disagreement with each of these statements. A "neutral" response is provided.
1. Strongly agree
2. Agree with reservations
3. Neutral
4. Disagree with reservations
5. Strongly disagree

1 2 3 4 5 I am less confident today than I used to be about the capacities of higher education to help make a better society
1 2 3 4 5 Too many students ill-suited to academic life are now enrolling in colleges and universities
1 2 3 4 5 The United States is creating an over-trained work force in terms of available jobs
1 2 3 4 5 There has been a widespread lowering of standards in American higher education (continued)

46. At what age is it most likely that you will retire from full-time academic employment?
47. What sources of retirement income are you currently planning on? (Please circle all that apply)
1. State or institutional pension
2. TIAA, CREF pension
3. Military or federal pension
4. Supplementary annuity
5. Savings and investments
6. Social Security
7. Royalties
8. Spouse's income or pension
9. Part-time employment

48. Please indicate your agreement or disagreement with the following statements about retirement. A "neutral" response is provided.

1. Strongly agree
2. Agree with reservations
3. Neutral
4. Disagree with reservations
5. Strongly disagree

I |  5 | T would exercise an early retirement option if it were offered to me
1 |  2 | 3 | 4 | 5 | I look forward to retirement as an enjoyable period of my life
1 |  2 | 3 | 4 | 5 | I believe that boredom will be a problem for me in my retirement
1 |  2 | 3 | 4 | 5 | I intend to engage in research and professional writing during my retirement
1 |  2 | 3 | 4 | 5 | My institution provides the conditions and support for faculty to retire with dignity

49. Are you a U.S. citizen?
1. Yes
2. No

50. What is your year of birth? 19

51. How would you characterize yourself politically at the present time?
1. Liberal
2. Moderately liberal
3. Middle of the road
4. Moderately conservative
5. Conservative

52. On the following list, please indicate the degrees which you currently hold. (Circle all that apply)
1. Less than Bachelor's (A.A., etc.)
2. Bachelor's
3. Master's
4. Ph.D.
5. Ed.D.
6. J.D.
7. Other first professional
8. Medical degree (M.D., D.D.S., etc.)

53. Your gender:
1. Male
2. Female

54. Your race or ethnic group:
1. Asian
2. Black/Negro/Afro-American
3. Hispanic (non-Black)
4. Native American/American Indian
5. White/Caucasian
6. Other

55. From which of the following sources do you receive income to supplement your institutional salary? (Circle all that apply)
1. I have no supplemental source of income
2. Non-academic job in the summer
3. Non-academic job evenings or weekends
4. Part-time teaching or research at one or more institutions other than this one
5. Consulting
6. Other professional activity:

56. In 1992, roughly how much did you earn over and above your institutional salary? (Please estimate as a percentage of your basic salary)
1. 0%
2. Under 10%
3. 10%-19%
4. 20%-29%
5. 30%-39%
6. 40%-49%
7. 50% and over

57. What is your institutional salary on a full-time basis before tax and deductions for the current academic year?
1. Below $16,000
2. $16,000-$17,999
3. $18,000-$19,999
4. $20,000-$21,999
5. $22,000-$24,999
6. $25,000-$27,999
7. $28,000-$30,999
8. $31,000-$33,999
9. $34,000-$36,999
10. $37,000-$39,999
11. $40,000-$44,999
12. $45,000-$49,999
13. $50,000-$54,999
14. $55,000-$59,999
15. $60,000-$64,999
16. $65,000-$69,999
17. $70,000 or more

This last section includes questions that will be used for classification purposes of the survey data. Your response to each item is very important and will in no way be identified with you, your department, or your school.

Fig. 140. Ninth page of survey instrument.
58. Is this based on...
   1. 9-10 months
   2. 11-12 months

59. What was your spouse's total earned income in 1992?
   1. No spouse
   2. $0
   3. Below $2,000
   4. $2,000-$3,999
   5. $4,000-$5,999
   6. $6,000-$7,999
   7. $8,000-$9,999
   8. $10,000-$14,999
   9. $15,000-$19,999
   10. $20,000-$24,000

EXPLANATION OF THE CARNEGIE CLASSIFICATION CODE

Shown below is the manner by which the Carnegie Foundation groups American colleges and universities on the basis of their mission and educational functions. The aim is to group institutions according to their shared characteristics, rather than to make qualitative distinctions.

The code for your school is printed in the bottom right-hand corner of this page.

Faculty were randomly selected within each Carnegie classification category.

Research Universities .............................................. 1 or 2
Doctorate-Granting Universities................................... 3 or 4
Comprehensive Universities and Colleges.......................... 5 or 6
Liberal Arts Colleges ............................................ 7 or 8
Two-Year Institutions ........................................... 9

Fig. 141. Tenth page of survey instrument.
November 17, 1993

Dear Professor:

Two weeks ago you received a questionnaire for our conventionwide survey of college and university faculty. If you have already completed it and mailed it back to us, thank you very much for your time. If not, please take time to do so now. Your opinion is extremely important to our understanding of the Southern Baptist professoriate.

We look forward to hearing from you soon.

John H. Reynolds
Research Associate, Program in Higher Education

January 28, 1994

Dear Professor:

Two weeks ago you received a questionnaire for our conventionwide survey of college and university faculty. If you have already completed it and mailed it back to us, thank you very much for your time. If not, please take time to do so now. Your opinion is extremely important to our understanding of the Southern Baptist professoriate.

We look forward to hearing from you soon.

John H. Reynolds
Research Associate, Program in Higher Education

Fig. 142. Reminder post cards.
January 5, 1994

Dear Professor:

For those of you who have returned our questionnaire, a heartfelt "Thank you" from me and the Southern Baptist Education Commission.

If you have not done so, please complete the questionnaire as soon as possible. We want your questionnaire to be included in our conventionwide study of the Southern Baptist professoriate. Please do it now.

Thank you for your time and valuable contribution to this study.

Sincerely,

John H. Reynolds
Research Associate

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

Please read each question carefully. Most questions require only one response, others request that you circle all that apply, while some you write a number. A "no opinion" or "neutral" response category is usually provided.

Several questions use a five-point rating scale. You may circle any single number on the scale.

If you teach at more than one institution, please answer questions in relation to the college or university where you received the survey.
APPENDIX B

PERMISSION AND SPONSORSHIP LETTERS
August 16, 1993

Mr. John H. Reynolds
1233 Neptune
Cedar Hill, TX 75104

Dear Mr. Reynolds:

Thank you for your letter of August 9 requesting permission to use Carnegie Foundation materials in your research. Foundation survey instruments are not under copyright, so you are free to use the 1989 Faculty Survey as you wish.

Permission is granted for you to make extensive use of findings and charts from *The Condition of the Professoriate: Attitudes and Trends, 1989* in order to make comparisons with your own survey findings, with the stipulation that in the front matter of your dissertation you include the following statement:

The author makes extensive use of findings and charts from *The Condition of the Professoriate: Attitudes and Trends, 1989* (© Copyright 1989 by The Carnegie Foundation for the Advancement of Teaching. All rights reserved.) While The Carnegie Foundation has granted the author permission to use these survey data and findings, it disclaims any responsibility for the use made of this material and does not endorse any speculations or conclusions drawn from it.

If you reproduce Foundation charts, please include this source line at the base of each and every chart:


I am enclosing copies of our brochure and publications catalog. Thank you very much for your interest in the work of the Foundation, and good luck to you on your dissertation.

Sincerely,

[Signature]

Jan Hempel
Editorial Associate

Enclosures

Fig. 144. Carnegie Foundation letter granting use of copyright material.
September 29, 1993

Mr. John H. Reynolds
1238 Neptune
Cedar Hill, TX 75104

Dear Mr. Reynolds:

As you requested in our telephone conversation today, permission is hereby granted for you to reproduce tables from Appendix A in Ernest L. Boyer’s Scholarship Reconsidered: Priorities of the Professoriate, copyright 1990 by The Carnegie Foundation for the Advancement of Teaching, for use in your dissertation. This permission is an addendum to our letter to you of August 16, 1993, and all conditions outlined there apply to this material as well.

Sincerely,

Jan Hempel
Editorial Associate

S Ivy Lane, Princeton, New Jersey 08540 • Telephone (609) 452-1780 • Fax (609) 520-1712

Fig. 145. Carnegie Foundation letter granting use of copyright material.
Dear Professor:

I am writing to encourage your cooperation with John Reynolds. The Education Commission is pleased to be supporting his significant research project. We expect that Mr. Reynolds' research will result in a sharpened picture of Baptist affiliated colleges and universities.

The Southern Baptist Education Commission has historically initiated, conducted or supported research that would inform and enhance the role of higher education in a Christian setting. I am quite convinced that the instrument which Mr. Reynolds will send you keeps faith with our commitments. Please give him your best response.

Thank you,

[Signature]

Jerry N. Will
Assistant Director

Fig. 146. Letter from the Southern Baptist Education Commission.
APPENDIX C

SOUTHERN BAPTIST-RELATED COLLEGES AND UNIVERSITIES
Fig. 147. Map of Southern Baptist-Related Colleges and Universities.


Collison, Michele N-K. "Many Colleges Report Increase in Applications for Next Fall." *Chronicle of Higher Education* 38, no. 28 (March 18, 1992): A1, A34.

Cooper, Monte Vaughan. "Attitudes of Faculty Members Toward the Integration of Faith and Discipline at Selected Southern Baptist Colleges and Universities." Ph.D. dissertation, North Texas State University, 1990.


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Howell, Joe A. "Biting the Bullet in the Quest for Quality." AGB Reports 25, no. 5 (September-October 1983): 24-29.


Sandin, Robert T. "To Those Who Teach at Christian Colleges." New Directions for Higher Education: No. 79 (Agendas for Church-Related Colleges and Universities) 20, no. 3 (Fall 1992): 43-54.

Shipps, Kenneth W. "Church-Related Colleges and Academics." New Directions for Higher Education: No. 79 (Agendas for Church-Related Colleges and Universities) 20, no. 3 (Fall 1992): 29-42.


Smith, Milton L. Part-Time Faculty in Private Junior Colleges: 1985-86. Department of Educational Administration and Psychological Services, Southwest Texas State University, San Marcos, 1986. ERIC, ED 274 403.


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“Tracking the Undergraduate Major.” Change 17, no. 2 (March-April 1985): 31-33.


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