Comparable Faculty Workload Report

Conducted for:

The California State University

Prepared by:

The Social and Behavioral Research Institute

California State University San Marcos

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January, 2003

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INTRODUCTION

The Social and Behavioral Research Institute at California State University San Marcos produced the Comparable Faculty Workload report for the California Faculty Association, the Statewide Academic Senate, and the California State University. The study design, questionnaire, and analysis were discussed with the CSU Faculty Workload Study Group, and completed with input from this group. The CSU Faculty Workload Study Group consists of individuals from the Academic Senate, the California Faculty Association, campus provosts, the California State University administration, and two consultants. The Academic Senate representatives were Jan Gregory (San Francisco), David Hood (Long Beach), Myron Hood (San Luis Obispo), and Jacquelyn Kegley (Bakersfield). The California Faculty Association was represented by George Diehr (San Marcos), Elizabeth Hoffman (Long Beach), Judith Little (Humboldt), and Susan Meisenhelder (San Bernardino). The Campus Provosts were Tom LaBelle (San Francisco), Scott McNall (Chico), and Paul Zingg (San Luis Obispo). The individuals representing the California State University administration were Gary Hammerstrom (Chancellor's Office), Jackie McClain (Chancellor's Office), and David Spence (Chancellor's Office). The consultants were Marsha Hirano-Nakanishi (Chancellor's Office) and Richard Serpe (San Marcos).

The report summarizes responses of faculty members in the California State University (CSU) system and faculty at comparable institutions throughout the country concerning faculty workload, activities, and attitudes.

The data were collected to allow an assessment of the workload of faculty in the CSU system, and compare that workload to that of faculty in comparable institutions. This report gives focus to comparisons between CSU faculty and faculty at other comparable institutions across the United States, and shows how differences in the CSU system between 1990 and current data (2001 and 2002) compare to those of other institutions across this same time period. The report contains an account of the data and methods, a description of the results, and a summary of the key findings.

METHODS

Data

Two time periods are considered in this study; Administration 1 comprises data collected from CSU faculty in 1990 as well as data collected from comparable institutions in 1990, and Administration 2 comprises data collected from CSU faculty in 2001 as well as data collected from comparable institutions in 2002.

Administration 1 data came from 1,964 mailed questionnaires from CSU system faculty and 1,107 mailed questionnaires from faculty members at 36 CPEC (California Postsecondary Education Commission) institutions throughout the United States. These data were collected in 1990. The data for Administration 2 includes 1,655 mailed questionnaires from CSU faculty at 21 campuses. This survey was administered between April 3rd, 2001 and July 3rd, 2001. The number of tenure faculty questionnaires completed at each campus ranged from 19 (at CSU Monterey Bay) to 102 (at Pomona). Administration 2 also included 974 mailed questionnaires completed by faculty at 23 US institutions, collected from March 6th to June 28th, 2002.

These 23 US institutions include 20 of the 36 institutions included in Administration 1, as well as three institutions from the current list of CPEC institutions. The Carnegie Classification of these institutions is worth noting. The classifications include Baccalaureate Colleges–Liberal Arts, Masters Colleges and Universities I, Doctoral/Research Universities–Intensive, and Doctoral/Research

Universities–Extensive. The Baccalaureate Colleges–Liberal Arts institutions focus on undergraduate programs, with at least 50 percent of their degrees in liberal arts. Masters Colleges and Universities I institutions provide masters-level education, and grant at least 40 masters degrees per year across at least three disciplines. Doctoral/Research Universities–Intensive institutions provide doctoral-level education, and grant at least ten doctoral degrees per year across at least three disciplines, or at least 20 doctoral degrees per year. Doctoral/Research Universities–Extensive institutions provide doctoral-level education, and grant at least 50 doctoral degrees per year across at least 15 disciplines. The US institutions in 2002 included nine Masters Colleges and Universities I institutions, seven Doctoral/Research Universities–Intensive institutions, and seven Doctoral/Research Universities–Extensive institutions. The CSU institutions included one Baccalaureate Colleges–Liberal Arts institution, 19 Masters Colleges and Universities I institutions, and one Doctoral/Research Universities–Intensive institution.

The questionnaire items addressed the types of activities faculty engaged in, the time spent in various activities, and attitudes about their activities and institutions. Additionally, data regarding respondent characteristics were obtained from questionnaire items.

Sampling and Procedures

The general sampling procedure was the same for each sample. African-Americans and Latinos were over-sampled, while other race/ethnicity classifications were sampled proportionally.

A questionnaire was sent to each person in the sample with a cover letter that explained the purpose and importance of the survey, and urged the person to complete the questionnaire. Two weeks after the initial mailing, a post card was sent to each person in the sample who had not yet responded urging them to complete and return the questionnaire. Approximately three weeks later, those who had not responded were sent another questionnaire with a cover letter requesting that they complete and return the questionnaire.

Measures

The questionnaire for this study was developed in consultation with the Faculty Workload Study Group. The items from these questionnaires are found in Appendix A.

Most of the variables addressed in this report directly represent the responses of the faculty members. However, the analysis reports on a number of variables that have been transformed in some way. These transformed variables are typically averages across terms (e.g., average number of units per term) or sums within terms (e.g., total number of students taught in the fall). Averages across terms were computed only for those cases with valid values for each term (fall and spring for semester faculty,

and fall, winter, and spring for quarter faculty). Sums within terms use any case with valid values in any of the component measures.

RESULTS

Respondent Characteristics

The gender breakdowns by administration are shown in Tables 1a through 1c. The CSU campuses had more female faculty in 2001 than they did in 1990 ($p<.01$). This is shown in Table 1a. Table 1b shows that the percentage of females in comparable US institutions declined from 1990 to 2002 ($p<.001$). Additionally, there were a greater percentage of female faculty in CSU campuses than in the US institutions ($p<.01$). This is illustrated in Table 1c.

Table 1a: Gender of CSU Faculty 1990 and 2001.

	CSU 1990		CSU 2001	
Gender	Frequency	Percent	Frequency	Percent
Male	1243	63.87%	828	58.93%
Female	703	36.13%	577	41.07%

Table 1b: Gender of US Faculty 1990 and 2001.

	US 1990		US 2002	
Gender	Frequency	Percent	Frequency	Percent
Male	609	56.60%	554	65.41%
Female	467	43.40%	293	34.59%

Table 1c: Gender of CSU and US Faculty 2001.

	CSU 2001		US 2002	
Gender	Frequency	Percent	Frequency	Percent
Male	828	58.93%	554	65.41%
Female	577	41.07%	293	34.59%

The average age of the respondents changed for both CSU and US faculty. Tables 2a through 2c show faculty ages. Table 2a reveals that the average age of CSU faculty decreased considerably from 59.31 in Administration 1 to 50.16 in Administration 2 ($p<.001$). In contrast, Table 2b shows that the average age of US faculty increased from 47.93 in Administration 1 to 49.38 in Administration 2 ($p<.01$). Table 2c indicates there is no difference in age between CSU and US faculty at Administration 2.

Table 2a: Age of CSU Faculty 1990 and 2001.

	CSU 1990	CSU 2002	*Probability*
Age	59.31	50.16	***
N	1896	1331	

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 2b: Age of US Faculty 1990 and 2002.

	US 1990	US 2002	*Probability*
Age	47.93	49.38	**
N	1054	822	

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 2c: Age of CSU and US Faculty 2002.

	CSU 2001	US 2002	*Probability*
Age	50.16	49.38	NS
N	1331	822	

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Faculty were asked about their race/ethnicity. Respondents were presented first with a question of whether or not they are of Hispanic descent. They were then asked their race. Table 3a reveals a slight increase in the percentage of Hispanic faculty in the CSU campuses ($p<.05$). There was no difference in the percentage of Hispanic faculty in the US institutions from Administration 1 to Administration 2, as shown in Table 3b. Table 3c shows that Hispanic faculty are much more prevalent in California than in the national sample ($p<.001$).

Table 3a: Hispanic CSU Faculty 1990 and 2001.

	CSU 1990		CSU 2001	
Hispanic	Frequency	Percent	Frequency	Percent
No	1768	92.66%	1235	90.34%
Yes	140	7.34%	132	9.66%

Table 3b: Hispanic US Faculty 1990 and 2002.

	US 1990		US 2002	
Hispanic	Frequency	Percent	Frequency	Percent
No	1017	96.49%	813	97.48%
Yes	37	3.51%	21	2.52%

Table 3c: Hispanic CSU Faculty 1990 and 2001.

	CSU 2001		US 2002	
Hispanic	Frequency	Percent	Frequency	Percent
No	1235	90.34%	813	97.48%
Yes	132	9.66%	21	2.52%

Table 4a shows a change in the distribution of faculty by race in the CSU from Administration 1 to Administration 2 ($p<.001$). That is, there were fewer whites, and more "others" in 2001 than there were in 1990 in the CSU system. Table 4b shows the distribution of race for US institutions. There were large differences in the racial distribution of faculty between CSU and US campuses ($p<.001$). This is revealed in Table 4c. Most dramatically, the US faculty had a much higher percentage of whites and fewer "others" compared to the CSU campuses.

Table 4a: Race of CSU Faculty 1990 and 2001.

	CSU 1990		CSU 2001	
Race	Frequency	Percent	Frequency	Percent
American Indian, Aleut, Eskimo	17	0.89%	22	1.67%
Asian or Pacific Islander	206	10.81%	110	8.37%
African-American	71	3.73%	57	4.34%
White	1540	80.84%	1024	77.93%
Other	71	3.73%	101	7.69%

Table 4b: Race of US Faculty 1990 and 2002.

	US 1990		US 2002	
Race	Frequency	Percent	Frequency	Percent
American Indian, Aleut, Eskimo	6	0.56%	6	0.74%
Asian or Pacific Islander	35	3.27%	41	5.07%
African-American	25	2.34%	28	3.47%
White	990	92.52%	728	90.10%
Other	14	1.31%	5	0.62%

Table 4c: Race of CSU and US Faculty 2001 and 2002.

	US 1990		US 2002	
Race	Frequency	Percent	Frequency	Percent
American Indian, Aleut, Eskimo	22	1.67%	6	0.74%
Asian or Pacific Islander	110	8.37%	41	5.07%
African-American	57	4.34%	28	3.47%
White	1024	77.93%	728	90.10%
Other	101	7.69%	5	0.62%

The majority of the CSU faculty were full professors. However, the distribution of CSU faculty across ranks differed from Administration 1 to Administration 2 ($p<.001$), as illustrated in Table 5a. In 2001 there were more assistant professors and fewer associate and full professors in the CSU system then there had been in 1990.

Table 5a: Rank of CSU Faculty 1990 and 2001.

	CSU 1990		CSU 2001	
Rank	Frequency	Percent	Frequency	Percent
Full Professor	1125	58.11%	772	53.84%
Associate Professor	515	26.60%	277	19.32%
Assistant Professor	296	15.29%	385	26.85%

There was a different shift in the US faculty ($p<.05$). That is, the percentages of full and assistant professors increased from Administration 1 to Administration 2, while the percentage of associate professors declined. This is seen in Table 5b.

Table 5b: Rank of US Faculty 1990 and 2002.

	US 1990		US 2002	
Rank	Frequency	Percent	Frequency	Percent
Full Professor	348	32.52%	302	35.87%
Associate Professor	381	35.61%	250	29.69%
Assistant Professor	341	31.87%	290	34.44%

The rank distribution also differed between the CSU and US samples in Administration 2 ($p<.001$), as illustrated in Table 5c. While the CSU faculty are over half (53.8%) full professors, and 19.3 percent associate and 26.8 percent assistant professors, faculty at the US institutions are much more evenly distributed across ranks.

Table 5c: Rank of CSU and US Faculty 2001 and 2002.

	CSU 2001		US 2002	
Rank	Frequency	Percent	Frequency	Percent
Full Professor	772	53.84%	302	35.87%
Associate Professor	277	19.32%	250	29.69%
Assistant Professor	385	26.85%	290	34.44%

Consistent with the shift in ranks from 1990 to 2001, the average number of years that faculty in the CSU system have held their current rank has dropped dramatically from Administration 1 ($p<.001$). This is seen in Table 6a, which shows that the average number of years the faculty members had been at their current rank in 2001 is about half of the 1990 average. The average number of years the faculty had been at their current rank for comparable US institutions was unchanged since 1990. This is seen in Table 6b.

Table 6a: Years at Current Rank for CSU Faculty 1990 and 2001.

	CSU 1990	CSU 2002	*Probability*
Years	18.65	9.42	***
N	1931	1218	

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 6b: Years at Current Rank for US Faculty 1990 and 2002.

	US 1990	US 2002	*Probability*
Years	8.08	8.23	NS
N	1068	838	

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 6c shows that there is a difference in the average number of years that faculty in the CSU system have held their current rank between CSU and US faculty (p<.001). CSU faculty have held their current rank more than a year longer than faculty in the comparable US institutions.

Table 6c: Years at Current Rank for CSU and US Faculty 2002.

	CSU 2001	US 2002	*Probability*
Years	9.42	8.23	***
N	1218	838	

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Faculty were asked when they had attained their highest degree. Again, consistent with the shift in ranks, the number of years since CSU faculty attained their highest degree has decreased from Administration 1 to Administration 2 (p<.001). This is revealed in Table 7a.

Table 7a: Years with Highest Degree for CSU Faculty 1990 and 2001.

	CSU 1990	CSU 2002	*Probability*
Years	26.23	16.60	***
N	1926	1375	

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 7b shows a slight increase in the number of years since US faculty attained their highest degree (p<.05). The number of years since attaining their highest degree increased for US faculty from 15.34 years in 1990 to 16.35 in 2002. Table 7c shows the average number of years since attaining their highest degree for CSU and US faculty in Administration 2.

Table 7b: Years with Highest Degree for US Faculty 1990 and 2002.

	US 1990	US 2002	*Probability*
Years	15.34	16.35	*
N	1071	825	

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 7c: Years with Highest Degree for CSU and US Faculty 2002.

	CSU 2001	US 2002	*Probability*
Years	16.60	16.35	NS
N	1375	825	

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

CSU faculty were classified by academic discipline using their HEGIS code. Table 8 shows the percentages of faculty in different disciplines. Social science was the largest category, encompassing 25.8 percent of the CSU faculty. CSU campuses saw a drop in the percentage of faculty in engineering and computer science and increase in the percentage of education faculty from Administration 1 to Administration 2.

Table 8: HEGIS of CSU Faculty 1990 and 2001.

	CSU 1990		CSU 2001	
HEGIS	Frequency	Percent	Frequency	Percent
Art	136	7.04%	105	7.35%
Business	198	10.25%	138	9.66%
Education	203	10.51%	218	15.26%
Engineering/Computer Science	177	9.16%	79	5.53%
Humanities	202	10.46%	152	10.64%
Science and Math	326	16.87%	254	17.77%
Behavioral/Social Sciences	489	25.31%	377	26.38%
Professional/Technical	201	10.40%	106	7.42%

The tenure status of faculty members is displayed in Table 9a. Tenure status differed from Administration 1 to Administration 2 ($p<.01$). That is, fewer CSU faculty in 2001 were tenured compared to 1990. This same trend is found for US faculty ($p<.05$) in Table 9b. Table 9c shows the tenure status for CSU and US faculty in Administration 2.

Table 9a: Tenure Status of CSU Faculty 1990 and 2001.

	CSU 1990		CSU 2001	
Tenure Status	Frequency	Percent	Frequency	Percent
Tenured	1421	73.44%	989	68.63%
On Tenure Track, but Not Tenured	503	25.99%	441	30.60%
Not On Tenure Track	9	0.47%	1	0.07%
F.E.R.P. (Faculty Early Retirement Program)	0	0.00%	6	0.42%
Other	2	0.10%	4	0.28%

Table 9b: Tenure Status of US Faculty 1990 and 2002.

	US 1990		US 2002	
Tenure Status	Frequency	Percent	Frequency	Percent
Tenured	747	69.81%	547	64.58%
On Tenure Track, but Not Tenured	311	29.07%	292	34.47%
Not On Tenure Track	8	0.75%	0	0.00%
Other	4	0.37%	8	0.94%

Table 9c: Tenure Status of CSU and US Faculty 2001 and 2002.

	CSU 2001		US 2002	
Tenure Status	Frequency	Percent	Frequency	Percent
Tenured	989	68.63%	547	64.58%
On Tenure Track, but Not Tenured	441	30.60%	292	34.47%
Not On Tenure Track	1	0.07%	0	0.00%
F.E.R.P. (Faculty Early Retirement Program)	6	0.42%	0	0.00%
Other	4	0.28%	8	0.94%

Table 10a shows the average number of years CSU faculty members have been at their current institution. Interestingly, faculty at CSU campuses have been at their institution for a longer period in 2001 compared to 1990 ($p<.01$).

Table 10a: Years at Current Institution for CSU Faculty 1990 and 2001.

	CSU 1990	CSU 2002	*Probability*
Years	12.49	13.63	**
N	1943	1417	

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The average number of years US faculty have been at their current institution is shown in Table 10b, while Table 10c shows the comparison between CSU and US faculty in Administration 2. Neither of these comparisons reveal significant differences.

Table 10b: Years at Current Institution for US Faculty 1990 and 2002.

	US 1990	US 2002	*Probability*
Years	12.30	12.83	NS
N	1073	844	

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 10c: Years at Current Institution for CSU and US Faculty 2002.

	CSU 2001	US 2002	*Probability*
Years	13.63	12.83	NS
N	1417	844	

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The sample of tenured/tenure track faculty is a representative sample by rank and HEGIS codes of the CSU faculty system wide. An analysis of the sample and those completing the survey indicates there are no significant threats to the validity of these results due to non-response bias.

Assigned Time

In this report we use "assigned time" to signify non-teaching assignments funded internally or externally. Specifically, respondents were asked "During the current term were you given reduced teaching or assigned time?" For CSU faculty, there was a significant increase in the percentage of faculty receiving assigned time ($p<.001$), from 42.2 percent in the 1990 administration to 52.4 percent in 2001. This is seen in Table 11a. There was also a rise in the percentage of faculty receiving assigned time in the comparable US institutions ($p<.01$), as illustrated in Table 11b. Table 11c also shows that CSU faculty were much more likely than US faculty to receive assigned time ($p<.001$).

Table 11a: Assigned Time Received CSU Faculty 1990 and 2001.

	CSU 1990		CSU 2001	
	Frequency	Percent	Frequency	Percent
No	1135	57.79%	683	47.56%
Yes	829	42.21%	753	52.44%

Table 11b: Assigned Time Received US Faculty 1990 and 2002.

	US 1990		US 2002	
	Frequency	Percent	Frequency	Percent
No	750	69.19%	536	63.06%
Yes	334	30.81%	314	36.94%

Table 11c: Assigned Time Received CSU and US Faculty 2001 and 2002.

	CSU 2001		US 2002	
	Frequency	Percent	Frequency	Percent
No	683	47.56%	536	63.06%
Yes	753	52.44%	314	36.94%

Table 12a shows the funding sources that were indicated by faculty as a source for funding their assigned time. Respondents were asked to indicate each funding source that funded their assigned time. These sources are not mutually exclusive. More than four-fifths of the faculty with assigned time reported that this assigned time was funded, at least in part, by their university.

Table 12a: Sources of Funding for Assigned Time CSU Faculty 1990 and 2001.

	CSU 1990		CSU 2001	
Funding Source:	Frequency	Percent	Frequency	Percent
University	743	89.63%	634	80.87%
External Sources	117	14.11%	179	22.83%

The likelihood that CSU faculty with assigned time had that time funded by their university was lower in Administration 2 than it was in Administration 1 ($p<.001$). This is revealed in Table 12a. By contrast, the percentage of CSU faculty receiving assigned time that was funded at least in part by external sources increased from 14.1 percent in Administration 1 to 22.8 percent in Administration 2 ($p<.001$).

The likelihood that assigned time at US institutions was funded by their universities did not change from Administration 1 to Administration 2. This is seen in Table 12b, which also shows no change in the likelihood of funding from external sources for US faculty.

Table 12b: Sources of Funding for Assigned Time US Faculty 1990 and 2002.

	US 1990		US 2002	
Funding Source:	Frequency	Percent	Frequency	Percent
University	287	86.45%	265	83.60%
External Sources	63	18.98%	61	19.24%

The likelihood of funding from different sources was compared for CSU and US faculty in Administration 2. Table 12c reveals that CSU and US faculty did not differ with respect to the likelihood of receiving funding for assigned time from different sources.

Table 12c: Sources of Funding for Assigned Time CSU and US Faculty 2001 and 2002.

	CSU 2001		US 2002	
Funding Source:	Frequency	Percent	Frequency	Percent
University	634	80.87%	265	83.60%
External Sources	179	22.83%	61	19.24%

Table 13a shows the activities for which CSU faculty received assigned time. These activities are not mutually exclusive. Those activities marked as "other" were typically responses that were not sufficiently detailed to allow a determination of what category they might fit into. "Other" activities also included responses such as "rest" or "family leave." Scholarly and creative activities was the most common type of activity for which faculty received assigned time. Program administration was also reported frequently. There were some noteworthy differences between the 1990 and 2001 administrations of CSU faculty, illustrated in Table 13a. The percentage of faculty receiving assigned time for program administration increased from 27.3 percent in 1990 to 34.0 percent in 2001 ($p<.01$),

while assigned time for scholarly and creative activity dropped from 48.5 percent to 31.6 percent ($p<.001$).

Table 13a: Activities Allowing for Assigned Time CSU Faculty 1990 and 2001.

	CSU 1990		CSU 2001	
Activity Type:	Frequency	Percent	Frequency	Percent
Student Advisement	166	20.02%	136	17.32%
Program Administration	226	27.26%	267	34.01%
Scholarly/Creative Activities	402	48.49%	248	31.59%
Other	206	24.80%	155	19.77%

The activities funded for assigned time for US faculty are displayed in Table 13b. Faculty at US institutions showed no change from Administration 1 to Administration 2 with respect to the activities funded for assigned time.

Table 13b: Activities Allowing for Assigned Time US Faculty 1990 and 2002.

	US 1990		US 2002	
Activity Type:	Frequency	Percent	Frequency	Percent
Student Advisement	35	10.51%	45	14.20%
Program Administration	92	27.63%	86	27.13%
Scholarly/Creative Activities	190	57.06%	162	51.10%
Other	77	23.10%	7	2.21%

There were some interesting differences between CSU and US faculty in Administration 2, as revealed in Table 13c. CSU faculty were more likely than US faculty to receive funding of assigned time for program administration ($p<.01$), assessment activities ($p<.05$), governance ($p<.05$), and other activities ($p<.001$). On the other hand, US faculty were much more likely than CSU faculty to receive assigned time for scholarly and creative activities ($p<.001$).

Table 13c: Activities Allowing for Assigned Time in Administration 2.

	CSU 2001		US 2002	
Activity Type:	Frequency	Percent	Frequency	Percent
Student Advisement	136	17.32%	45	14.20%
Program Administration	267	34.01%	86	27.13%
Scholarly/Creative Activities	248	31.59%	162	51.10%
Assessment Activities	55	7.02%	11	3.47%
Pedagogical/New Courses/Program Preparation	126	16.05%	46	14.51%
Governance	53	6.76%	9	2.84%
Grants/Contracts	159	20.25%	77	24.29%
Other	155	19.77%	7	2.21%

The table above shows the percentage of CSU and US faculty that received assigned time for various activities. It is also useful to consider the percentage of all faculty (not just those with assigned time) that received assigned time for these activities. These percentages are shown in Table 13d.

Table 13d: Activities Allowing for Assigned Time in Administration 2.

	CSU 2001		US 2002	
Activity Type:	Frequency	Percent	Frequency	Percent
Student Advisement	136	9.27%	45	5.28%
Program Administration	267	18.20%	86	10.08%
Scholarly/Creative Activities	248	16.91%	162	18.99%
Assessment Activities	55	3.75%	11	1.29%
Pedagogical/New Courses/Program Preparation	126	8.59%	46	5.39%
Governance	53	3.61%	9	1.06%
Grants/Contracts	159	10.84%	77	9.03%
Other	155	10.57%	7	0.82%

Time Spent in Activities

Number of Hours Spent in Workload Activities

Tables 14a-14c show the average activity hours of all faculty (both with and without assigned time). These averages illustrate the same points made above. That is, CSU faculty in 2001 spent more time overall, including more time on teaching ($p<.05$), scholarly and creative activities ($p<.001$), advising students ($p<.001$), administration ($p<.001$), and other activities ($p<.001$) than did CSU faculty in 1990. Additionally, US faculty total workload activity hours did not change significantly from 1990 to 2002, and CSU faculty total workload activity hours were higher than US workload activity hours in Administration 2 ($p<.001$).

Table 14a: On-Campus Work for All CSU Faculty 1990 and 2001.

	CSU 1990		CSU 2001		
	N	Mean	N	Mean	*Probability*
Weekly Hours Spent on Scholarly/Creative Activities	1916	6.63	1420	10.20	***
Weekly Hours Spent on Teaching	1918	25.11	1420	25.88	*
Weekly Hours Spent on Advising Students	1918	5.19	1420	4.44	***
Weekly Hours Spent on University, School and Department Service	1917	5.56	1420	5.20	NS
Weekly Hours Spent on Administration	1918	1.41	1420	2.47	***
Weekly Hours Spent - Other Activities	1917	4.63	1420	2.08	***
Total Institutional Hours	1918	48.51	1420	50.28	***

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 14b: On-Campus Work for All US Faculty 1990 and 2002.

	US 1990		US 2002		
	N	Mean	N	Mean	*Probability*
Weekly Hours Spent on Scholarly/Creative Activities	1058	9.69	843	14.95	***
Weekly Hours Spent on Teaching	1058	22.02	843	21.45	NS
Weekly Hours Spent on Advising Students	1057	4.34	843	3.47	***
Weekly Hours Spent on University, School and Department Service	1058	5.02	843	4.53	**
Weekly Hours Spent on Administration	1058	1.30	843	1.85	**
Weekly Hours Spent - Other Activities	1057	4.75	843	0.72	***
Total Institutional Hours	1075	46.37	850	47.25	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 14c: On-Campus Work for All CSU and US Faculty in Administration 2.

	CSU 2001		US 2002		
	N	Mean	N	Mean	*Probability*
Weekly Hours Spent on Scholarly/Creative Activities	1420	10.20	843	14.95	***
Weekly Hours Spent on Teaching	1420	25.88	843	21.45	***
Weekly Hours Spent on Advising Students	1420	4.44	843	3.47	***
Weekly Hours Spent on University, School and Department Service	1420	5.20	843	4.53	***
Weekly Hours Spent on Administration	1420	2.47	843	1.85	**
Weekly Hours Spent - Other Activities	1420	2.08	843	0.72	***
Total Institutional Hours	1420	50.28	850	47.25	***

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 15a shows the average number of hours faculty listed for each of the activities in the table for CSU faculty. The table shows hours separately for those with no assigned time and those with assigned time. On average, CSU faculty in 2001 reported working more hours per week than they had in 1990 (p<.001). This is true both for those with and without assigned time. CSU faculty in Administration 2 with no assigned time spent more hours on scholarly and creative activities (p<.001) and on teaching (p<.01) than those in Administration 1, but spent fewer hours on advising students

(p<.001) and university, school, and department service in 2001 (p<.01). CSU faculty in Administration 2 with assigned time spend more hours on scholarly, administration in 2001 (p<.001), and creative activities (p<.001) and on teaching (p<.05) than those in Administration 1, but spend fewer hours on advising students (p<.001).

Table 15a: Hours Spent on Workload Activities for CSU Faculty 1990 and 2001.

		CSU 1990		CSU 2001		
Assigned Time		N	Mean	N	Mean	*Probability*
No	Weekly Hours Spent on Scholarly/Creative Activities	1107	5.51	668	9.82	***
	Weekly Hours Spent on Teaching	1107	27.50	668	28.99	**
	Weekly Hours Spent on Advising Students	1107	5.02	668	4.29	***
	Weekly Hours Spent on University, School and Department Service	1106	5.18	668	4.46	**
	Weekly Hours Spent on Administration	1107	0.85	668	1.02	NS
	Weekly Hours Spent - Other Activities	1106	4.51	668	1.78	***
	Total Institutional Hours	1107	48.56	668	50.35	*
Yes	Weekly Hours Spent on Scholarly/Creative Activities	809	8.15	752	10.55	***
	Weekly Hours Spent on Teaching	811	21.85	752	23.11	*
	Weekly Hours Spent on Advising Students	811	5.42	752	4.58	***
	Weekly Hours Spent on University, School and Department Service	811	6.07	752	5.85	NS
	Weekly Hours Spent on Administration	811	2.16	752	3.76	***
	Weekly Hours Spent - Other Activities	811	4.81	752	2.35	***
	Total Institutional Hours	811	48.43	752	50.21	**

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Hours spent in different workload activities by US faculty are displayed in Table 15b. Though total institutional hours did not change for US faculty from Administration 1 to Administration 2, there

were differences for some types of activities. Both those with (p<.001) and without (p<.001) assigned time saw a dramatic increase in the hours they spent on scholarly and creative activities, and those with no assigned time increased slightly their time spent on administration (p<.05). For US faculty with and without assigned time, the increase in time spent in scholarly and creative activities paralleled a decrease in time spent in "other" activities.

Table 15b: Hours Spent on Workload Activities for US Faculty 1990 and 2002.

		US 1990		US 2002		
Assigned Time		N	Mean	N	Mean	*Probability*
No	Weekly Hours Spent on Scholarly/Creative Activities	736	8.89	531	14.86	***
	Weekly Hours Spent on Teaching	736	23.59	531	22.76	NS
	Weekly Hours Spent on Advising Students	735	4.24	531	3.31	***
	Weekly Hours Spent on University, School and Department Service	736	4.81	531	4.34	**
	Weekly Hours Spent on Administration	736	0.79	531	1.10	*
	Weekly Hours Spent - Other Activities	736	4.52	531	0.71	***
	Total Institutional Hours	748	46.10	536	47.08	NS
Yes	Weekly Hours Spent on Scholarly/Creative Activities	322	11.50	312	15.11	***
	Weekly Hours Spent on Teaching	322	18.43	312	19.24	NS
	Weekly Hours Spent on Advising Students	322	4.57	312	3.76	**
	Weekly Hours Spent on University, School and Department Service	322	5.49	312	4.86	NS
	Weekly Hours Spent on Administration	322	2.46	312	3.13	NS
	Weekly Hours Spent - Other Activities	321	5.28	312	0.73	***
	Total Institutional Hours	327	46.99	314	47.55	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Comparing CSU faculty to US faculty in Administration 2, Table 15c reveals that CSU faculty reported a higher total of institution hours than did US faculty both for those with ($p<.001$) and without assigned time ($p<.001$). This reflects the finding that for both faculty with and faculty without assigned

Table 15c: Hours Spent on Workload Activities for CSU and US Faculty for Administration 2.

		CSU 2001		US 2002		
Assigned Time		N	Mean	N	Mean	*Probability*
No	Weekly Hours Spent on Scholarly/Creative Activities	668	9.82	531	14.86	***
	Weekly Hours Spent on Teaching	668	28.99	531	22.76	***
	Weekly Hours Spent on Advising Students	668	4.29	531	3.31	***
	Weekly Hours Spent on University, School and Department Service	668	4.46	531	4.34	NS
	Weekly Hours Spent on Administration	668	1.02	531	1.10	NS
	Weekly Hours Spent - Other Activities	668	1.78	531	0.71	***
	Total Institutional Hours	668	50.35	536	47.08	***
Yes	Weekly Hours Spent on Scholarly/Creative Activities	752	10.55	312	15.11	***
	Weekly Hours Spent on Teaching	752	23.11	312	19.24	***
	Weekly Hours Spent on Advising Students	752	4.58	312	3.76	**
	Weekly Hours Spent on University, School and Department Service	752	5.85	312	4.86	**
	Weekly Hours Spent on Administration	752	3.76	312	3.13	NS
	Weekly Hours Spent - Other Activities	752	2.35	312	0.73	***
	Total Institutional Hours	752	50.21	314	47.55	***

Note: * $p < .05$, ** $p < .01$, *** $p < .001$, NS = Not Significant

time, CSU faculty, compared to US faculty, spent more time teaching, advising students, and other activities. US faculty did, however, spend more time on scholarly and creative activities, regardless of assigned time.

Table 16a: Off-Campus Work for CSU Faculty 1990 and 2001

	CSU 1990		CSU 2001		
	N	Mean	N	Mean	*Probability*
Weekly Hours Spent on Paid Off-Campus Work or Consulting	1964	2.64	1436	1.07	***
Weekly Hours Spent on Unpaid Community or Professional Service Activities	1964	2.96	1436	2.14	***

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Many faculty also work outside the university. The hours that faculty spent engaged in paid off-campus work or consulting and unpaid community or professional service activities are summarized in Tables 16a through 16c. Table 16a shows that regardless of assigned time, CSU faculty spend less time in both paid off-campus work or consulting and unpaid community or professional service activities in 2001 than they did in 1990. This same pattern holds for US faculty as well, as Table 16b shows. The difference between CSU faculty and US faculty with respect to these off-campus activities was minimal. This is seen in Table 16c.

Table 16b: Off-Campus Work for US Faculty 1990 and 2002

	US 1990		US 2002		
	N	Mean	N	Mean	*Probability*
Weekly Hours Spent on Paid Off-Campus Work or Consulting	1084	5.26	843	0.92	***
Weekly Hours Spent on Unpaid Community or Professional Service Activities	1059	2.77	843	1.86	***

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 16c: Off-Campus Work for CSU and US Faculty in Administration 2.

	CSU 2001		US 2002		
	N	Mean	N	Mean	*Probability*
Weekly Hours Spent on Paid Off-Campus Work or Consulting	1436	1.07	843	0.92	*
Weekly Hours Spent on Unpaid Community or Professional Service Activities	1436	2.14	843	1.86	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Satisfaction

Table 17a shows the proportion of CSU faculty who gave a "satisfied" response (either "somewhat satisfied" or "very satisfied") to each of the job aspects listed. As this table shows, almost all of the respondents were satisfied with job security. On the other hand, only about a quarter of the respondents indicated that they were satisfied with the teaching assistance they receive. These numbers represent increases in the proportions of CSU faculty saying they are satisfied with their (a) workload ($p<.001$), (b) mix of teaching, research, and service ($p<.001$), (c) facilities for scholarly and creative activities ($p<.001$), (d) teaching assistance ($p<.001$), and (e) job security ($p<.05$).

Table 17a: Satisfaction with Work Scope, Support, and Resources for CSU Faculty 1990 and 2001.

	CSU 1990		CSU 2001		
Satisfaction with	N	Proportion	N	Proportion	*Probability*
Work Load	1942	0.39	1402	0.46	***
Required Mix of Teaching, Research, Admin. and Service	1927	0.39	1426	0.48	***
Time Available for Working With Students	1920	0.57	1416	0.60	NS
Facilities for Scholarly and Creative Activities	1890	0.27	1385	0.38	***
Teaching Assistance	1663	0.20	1117	0.26	***
Job Security	1941	0.89	1433	0.91	*

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The pattern for US faculty from Administration 1 to Administration 2 was the same as that for CSU faculty. The proportion of US faculty reporting that they were satisfied or very satisfied increased with respect to (a) workload ($p<.01$), (b) mix of teaching, research, and service ($p<.05$), (c) facilities for scholarly and creative activities ($p<.001$), (d) teaching assistance ($p<.05$), and (e) job security ($p<.05$). This is seen in Table 17b.

Table 17b: Satisfaction with Work Scope, Support, and Resources for US Faculty 1990 and 2002.

	US 1990		US 2002		
Satisfaction with	N	Proportion	N	Proportion	*Probability*
Work Load	1076	0.63	842	0.70	**
Required Mix of Teaching, Research, Admin. and Service	1081	0.55	835	0.61	*
Time Available for Working With Students	1053	0.68	823	0.72	NS
Facilities for Scholarly and Creative Activities	1060	0.41	836	0.53	***
Teaching Assistance	930	0.37	706	0.43	*
Job Security	1076	0.86	836	0.90	*

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Administration 2 for both CSU and US faculty addressed faculty satisfaction with a broader set of conditions. This is reflected in Table 17c, which shows that US faculty were generally more likely to express satisfaction with their work scope, support, and resources. US faculty were more likely to be satisfied with (a) workload ($p<.001$), (b) mix of teaching, research, and service ($p<.001$), (c) time available for working with students ($p<.001$), (d) facilities for scholarly and creative activities ($p<.001$), (e) teaching facilities ($p<.05$), (f) office space ($p<.05$), (g) teaching assistance ($p<.001$), and (h) library and information resources ($p<.05$).

Table 17c: Satisfaction with Work Scope, Support, and Resources for CSU and US Faculty in Administration 2.

	CSU 2001		US 2002		
Satisfaction with	N	Proportion	N	Proportion	*Probability*
Work Load	1402	0.46	842	0.70	***
Required Mix of Teaching, Research, Admin. and Service	1426	0.48	835	0.61	***
Time Available for Working With Students	1416	0.60	823	0.72	***
Facilities for Scholarly and Creative Activities	1385	0.38	836	0.53	***
Teaching Facilities	1426	0.57	840	0.62	*
Office Space	1440	0.67	841	0.72	*
Classroom Technology	1398	0.60	828	0.62	NS
Support for Professional Travel	1405	0.39	828	0.38	NS
Avalibility of Equipment	1427	0.77	843	0.79	NS
Technical Support	1423	0.66	839	0.63	NS
Clerical Support	1416	0.58	825	0.56	NS
Teaching Assistance	1117	0.26	706	0.43	***
Job Security	1433	0.91	836	0.90	NS
Library and Information Resources	1423	0.74	811	0.78	*

Note: * $p < .05$, ** $p < .01$, *** $p < .001$, NS = Not Significant

Research and Creative Activities

The amount of research, creative, and professional activities faculty engage in was of interest. Table 18a shows the amounts of various CSU faculty research, creative, and professional activities for the past three academic years.

Table 18a: Research and Creative Activities for All CSU Faculty 1990 and 2001.

	CSU 1990		CSU 2001		
Research or Creative Activity:	N	Mean	N	Mean	*Probability*
Publications in Refereed Journals	1963	1.92	1435	2.41	***
Publications in Non-Refereed Journals	1963	0.99	1435	1.15	NS
Popular Media Publications	1963	0.79	1435	0.87	NS
Published Reviews	1963	0.76	1435	0.87	NS
Chapters in Edited Volumes	1963	0.39	1435	0.55	**
Textbooks Published	1963	0.15	1435	0.20	*
Monographs Published	1962	0.19	1435	0.20	NS
Other Books Published	1963	0.15	1435	0.16	NS
Technical Reports	1963	1.41	1435	1.33	NS
Presentations at Conferences	1963	4.28	1435	5.44	***
Juried Exhibitions/Performances	1963	0.50	1435	0.35	NS
Non-Juried Exhibitions/Performances	1963	0.40	1435	0.46	NS
Patents or Copyrights	1963	0.10	1435	0.18	*
Articles Reviewed for Publication	0	.	1435	3.44	.
Computer Software Products	1963	0.22	1435	0.20	NS
Editorial Boards/Jury Panels	0	.	1435	1.08	.
Accereditation Reviews Published	0	.	1435	0.30	.
On-Line Courses	0	.	1435	1.35	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The table reveals that presentations, reviewing articles for publication, and publishing articles or creative work in refereed journals were the activities that were performed most frequently. The table shows significant increases for in published articles in refereed journals (p<.001), chapters in edited

volumes (p<.01), presentations (p<.001), and patents (p<.05) from Administration 1 to Administration 2.

Table 18b shows the amount of research, creative, and professional activities faculty engaged in by US faculty. There was some change between Administration 1 and Administration 2 for US faculty. Specifically, the number of articles published in refereed journals (p<.01) and chapters in edited volumes (p<.001) increased.

Table 18b: Research and Creative Activities for All US Faculty 1990 and 2002.

	US 1990		US 2002		
Research or Creative Activity:	N	Mean	N	Mean	*Probability*
Publications in Refereed Journals	1077	2.91	837	3.42	**
Publications in Non-Refereed Journals	1077	1.08	837	1.02	NS
Popular Media Publications	1078	0.86	837	0.68	NS
Published Reviews	1078	1.08	837	0.93	NS
Chapters in Edited Volumes	1076	0.49	837	0.79	***
Textbooks Published	1078	0.14	837	0.14	NS
Monographs Published	1074	0.17	837	0.16	NS
Other Books Published	1076	0.17	837	0.15	NS
Technical Reports	1078	1.20	837	1.05	NS
Presentations at Conferences	1078	5.36	837	5.71	NS
Juried Exhibitions/Performances	1076	0.50	837	0.39	NS
Non-Juried Exhibitions/Performances	1077	0.77	837	0.56	NS
Patents or Copyrights	1077	0.09	837	0.11	NS
Articles Reviewed for Publication	0	.	837	5.05	.
Computer Software Products	1077	0.15	837	0.16	NS
Editorial Boards/Jury Panels	0	.	837	1.32	.
Accereditation Reviews Published	0	.	837	0.24	.
On-Line Courses	0	.	837	0.77	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Comparisons are made between CSU and US faculty in Table 18c.US faculty had more publications in refereed journals (p<.001), chapters in edited volumes (p<.001), reviews of publications (p<.001), and service on editorial boards (p<.05) than did CSU faculty. On the other hand, CSU

faculty published more textbooks (p<.05), produced more technical reports (p<.05), and developed more online instruction materials (p<.001) than did US faculty.

Table 18c: Research and Creative Activities for All CSU and US Faculty in Administration 2.

	CSU 2001		US 2002		
Research or Creative Activity:	N	Mean	N	Mean	*Probability*
Publications in Refereed Journals	1435	2.41	837	3.42	***
Publications in Non-Refereed Journals	1435	1.15	837	1.02	NS
Popular Media Publications	1435	0.87	837	0.68	NS
Published Reviews	1435	0.87	837	0.93	NS
Chapters in Edited Volumes	1435	0.55	837	0.79	***
Textbooks Published	1435	0.20	837	0.14	*
Monographs Published	1435	0.20	837	0.16	NS
Other Books Published	1435	0.16	837	0.15	NS
Technical Reports	1435	1.33	837	1.05	*
Presentations at Conferences	1435	5.44	837	5.71	NS
Juried Exhibitions/Performances	1435	0.35	837	0.39	NS
Non-Juried Exhibitions/Performances	1435	0.46	837	0.56	NS
Patents or Copyrights	1435	0.18	837	0.11	NS
Articles Reviewed for Publication	1435	3.44	837	5.05	***
Computer Software Products	1435	0.20	837	0.16	NS
Editorial Boards/Jury Panels	1435	1.08	837	1.32	*
Accereditation Reviews Published	1435	0.30	837	0.24	NS
On-Line Courses	1435	1.35	837	0.77	***

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The amount of research, creative, and professional activities faculty engaged in for the past three academic years., split by assigned time, is displayed in Table 19a. The table shows significant increases for CSU faculty without assigned time in published articles in refereed journals (p<.001), chapters in edited volumes (p<.05), presentations (p<.001), patents (p<.05). Those with assigned time showed increases in publications of articles in non-refereed journals (p<.05), chapters in edited volumes (p<.05), and in presentations (p<.001).

Table 19a: Research and Creative Activities for CSU Faculty with and without Assigned Time 1990 and 2001.[a]

		CSU 1990		CSU 2001		
Assigned Time	Research or Creative Activity:	N	Mean	N	Mean	*Probability*
No	Publications in Refereed Journals	1135	1.54	682	2.24	***
	Publications in Non-Refereed Journals	1135	1.04	682	1.08	NS
	Popular Media Publications	1135	0.80	682	0.85	NS
	Published Reviews	1135	0.79	682	0.85	NS
	Chapters in Edited Volumes	1135	0.34	682	0.50	*
	Textbooks Published	1135	0.13	682	0.19	NS
	Monographs Published	1135	0.19	682	0.19	NS
	Other Books Published	1135	0.14	682	0.15	NS
	Technical Reports	1135	1.30	682	1.28	NS
	Presentations at Conferences	1135	3.73	682	4.56	***
	Juried Exhibitions/Performances	1135	0.62	682	0.51	NS
	Non-Juried Exhibitions/Performances	1135	0.53	682	0.70	NS
	Patents or Copyrights	1135	0.11	682	0.24	*
	Articles Reviewed for Publication	0	.	682	2.91	.
	Computer Software Products	1135	0.23	682	0.27	NS
	Editorial Boards/Jury Panels	0	.	682	0.95	.
	Accereditation Reviews Published	0	.	682	0.25	.
	On-Line Courses	0	.	682	1.33	.
Yes	Publications in Refereed Journals	828	2.44	753	2.57	NS
	Publications in Non-Refereed Journals	828	0.92	753	1.21	*
	Popular Media Publications	828	0.78	753	0.90	NS
	Published Reviews	828	0.71	753	0.89	NS
	Chapters in Edited Volumes	828	0.46	753	0.59	*
	Textbooks Published	828	0.18	753	0.22	NS
	Monographs Published	827	0.18	753	0.20	NS
	Other Books Published	828	0.17	753	0.18	NS
	Technical Reports	828	1.57	753	1.37	NS
	Presentations at Conferences	828	5.03	753	6.24	***
	Juried Exhibitions/Performances	828	0.33	753	0.20	NS
	Non-Juried Exhibitions/Performances	828	0.23	753	0.24	NS
	Patents or Copyrights	828	0.08	753	0.12	NS
	Articles Reviewed for Publication	0	.	753	3.92	.
	Computer Software Products	828	0.20	753	0.15	NS
	Editorial Boards/Jury Panels	0	.	753	1.20	.
	Accereditation Reviews Published	0	.	753	0.35	.
	On-Line Courses	0	.	753	1.37	.

[a.] RLOAD Reduced Teaching Load Received 0 = No, 1 = Yes.
Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 19b shows the amount of research, creative, and professional activities faculty engaged in by US faculty split by assigned time. Between Administration 1 and Administration 2, US faculty with no assigned time increased in the number of articles published in refereed journals (p<.001) and

chapters in edited volumes (p<.01). The number of chapters in edited volumes also increased (p<.05) for those US faculty with assigned time.

Table 19b: Research and Creative Activities for US Faculty with and without Assigned Time 1990 and 2002.[a]

		US 1990		US 2002		
Assigned Time	Research or Creative Activity:	N	Mean	N	Mean	*Probability*
No	Publications in Refereed Journals	744	2.61	527	3.40	***
	Publications in Non-Refereed Journals	744	1.04	527	0.99	NS
	Popular Media Publications	745	0.87	527	0.70	NS
	Published Reviews	745	0.99	527	0.94	NS
	Chapters in Edited Volumes	743	0.47	527	0.76	**
	Textbooks Published	745	0.12	527	0.13	NS
	Monographs Published	743	0.15	527	0.15	NS
	Other Books Published	744	0.14	527	0.13	NS
	Technical Reports	745	1.04	527	0.99	NS
	Presentations at Conferences	745	5.07	527	5.54	NS
	Juried Exhibitions/Performances	743	0.55	527	0.51	NS
	Non-Juried Exhibitions/Performances	745	0.92	527	0.67	NS
	Patents or Copyrights	744	0.09	527	0.13	NS
	Articles Reviewed for Publication	0	.	527	4.76	.
	Computer Software Products	744	0.17	527	0.20	NS
	Editorial Boards/Jury Panels	0	.	527	1.21	.
	Accereditation Reviews Published	0	.	527	0.25	.
	On-Line Courses	0	.	527	0.81	.
Yes	Publications in Refereed Journals	333	3.58	310	3.44	NS
	Publications in Non-Refereed Journals	333	1.17	310	1.07	NS
	Popular Media Publications	333	0.83	310	0.65	NS
	Published Reviews	333	1.28	310	0.91	NS
	Chapters in Edited Volumes	333	0.54	310	0.83	*
	Textbooks Published	333	0.20	310	0.15	NS
	Monographs Published	331	0.21	310	0.18	NS
	Other Books Published	332	0.25	310	0.19	NS
	Technical Reports	333	1.57	310	1.16	NS
	Presentations at Conferences	333	6.01	310	6.02	NS
	Juried Exhibitions/Performances	333	0.40	333	0.18	NS
	Non-Juried Exhibitions/Performances	332	0.43	310	0.37	NS
	Patents or Copyrights	333	0.09	310	0.07	NS
	Articles Reviewed for Publication	0	.	0	5.54	.
	Computer Software Products	333	0.10	310	0.08	NS
	Editorial Boards/Jury Panels	0	.	310	1.51	.
	Accereditation Reviews Published	0	.	310	0.23	.
	On-Line Courses	0	.	310	0.71	.

[a.] RLOAD Reduced Teaching Load Received 0 = No, 1 = Yes.
Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

CSU and US faculty with and without assigned time are compared in Table 19c. For faculty with no assigned time, US faculty had more publications in refereed journals ($p<.001$), chapters in edited volumes ($p<.01$), presentations ($p<.001$), reviews of publications ($p<.001$), and service on editorial boards ($p<.05$) than did CSU faculty. For those with assigned time, US faculty had more publications in refereed journals ($p<.01$), chapters in edited volumes ($p<.05$), reviews of publications ($p<.001$), and accreditation reviews published ($p<.05$) than did CSU faculty. On the other hand, CSU faculty with ($p<.001$) and without ($p<.01$) assigned time developed more online instruction materials than did US faculty.

Table 19c: Research and Creative Activities for CSU and US Faculty with and without Assigned Time in Administration 2.[a]

		CSU 2001		US 2002		
Assigned Time	Research or Creative Activity:	N	Mean	N	Mean	*Probability*
No	Publications in Refereed Journals	682	2.24	527	3.40	***
	Publications in Non-Refereed Journals	682	1.08	527	0.99	NS
	Popular Media Publications	682	0.85	527	0.70	NS
	Published Reviews	682	0.85	527	0.94	NS
	Chapters in Edited Volumes	682	0.50	527	0.76	**
	Textbooks Published	682	0.19	527	0.13	NS
	Monographs Published	682	0.19	527	0.15	NS
	Other Books Published	682	0.15	527	0.13	NS
	Technical Reports	682	1.28	527	0.99	NS
	Presentations at Conferences	682	4.56	527	5.54	***
	Juried Exhibitions/Performances	682	0.51	527	0.51	NS
	Non-Juried Exhibitions/Performances	682	0.70	527	0.67	NS
	Patents or Copyrights	682	0.24	527	0.13	NS
	Articles Reviewed for Publication	682	2.91	527	4.76	***
	Computer Software Products	682	0.27	527	0.20	NS
	Editorial Boards/Jury Panels	682	0.95	527	1.21	*
	Accereditation Reviews Published	682	0.25	527	0.25	NS
	On-Line Courses	682	1.33	527	0.81	**
Yes	Publications in Refereed Journals	753	2.57	310	3.44	**
	Publications in Non-Refereed Journals	753	1.21	310	1.07	NS
	Popular Media Publications	753	0.90	310	0.65	NS
	Published Reviews	753	0.89	310	0.91	NS
	Chapters in Edited Volumes	753	0.59	310	0.83	*
	Textbooks Published	753	0.22	310	0.15	NS
	Monographs Published	753	0.20	310	0.18	NS
	Other Books Published	753	0.18	310	0.19	NS
	Technical Reports	753	1.37	310	1.16	NS
	Presentations at Conferences	753	6.24	310	6.02	NS
	Juried Exhibitions/Performances	753	0.20	310	0.18	NS
	Non-Juried Exhibitions/Performances	753	0.24	310	0.37	NS
	Patents or Copyrights	753	0.12	310	0.07	NS
	Articles Reviewed for Publication	753	3.92	310	5.54	***
	Computer Software Products	753	0.15	310	0.08	NS
	Editorial Boards/Jury Panels	753	1.20	310	1.51	NS
	Accereditation Reviews Published	753	0.35	310	0.23	*
	On-Line Courses	753	1.37	310	0.71	***

[a.] RLOAD Reduced Teaching Load Received 0 = No, 1 = Yes.
Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Workload Activities

Teaching

Number of Classes. Table 20a shows the average number of classes taught for CSU faculty each term separately by calendar type (semester or quarter). The table shows that semester faculty saw a decrease in the number of classes taught in the fall ($p<.001$) and spring ($p<.001$), and quarter faculty saw an increase in the number of classes they taught in the spring ($p<.05$).

Table 20a: Number of Classes Taught by CSU Faculty 1990 and 2001.

		CSU 1990		CSU 2001		
		N	Mean	N	Mean	*Probability*
Semester	Sum of Fall Courses	1353	3.39	967	3.10	***
	Sum of Spring Courses	1339	3.20	947	3.01	***
Quarter	Sum of Fall Courses	501	2.79	321	2.80	NS
	Sum of Winter Courses	495	2.70	323	2.73	NS
	Sum of Spring Courses	492	2.42	321	2.57	*

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 20b displays the average number of classes taught by US faculty in the first and second administrations. Administration 2 had no faculty at campuses on a quarter system, so no comparisons for the 1990 US quarter faculty are possible. For US semester faculty, though, the average number of classes taught in both spring ($p<.001$) and fall ($p<.001$) declined from Administration 1 to Administration 2.

Table 20b: Number of Classes Taught by US Faculty 1990 and 2002.

		US 1990		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Sum of Fall Courses	919	2.88	799	2.56	***
	Sum of Spring Courses	850	2.73	704	2.45	***
Quarter	Sum of Fall Courses	108	2.30	0	.	.
	Sum of Winter Courses	107	2.30	0	.	.
	Sum of Spring Courses	106	2.13	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The comparisons between CSU and US faculty in Administration 2 is in Table 20c. This table shows a large difference between CSU and US faculty in the average number of classes taught. CSU faculty taught more classes than US faculty in both fall (p<.001) and spring terms (p<.001). For comparison, Appendix B contains results on teaching and service for semester faculty in the fall terms for CSU and US faculty at both time points.

Table 20c: Number of Classes Taught by CSU and US Faculty in Administration 2.

		CSU 2001		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Sum of Fall Courses	967	3.10	799	2.56	***
	Sum of Spring Courses	947	3.01	704	2.45	***
Quarter	Sum of Fall Courses	321	2.80	0	.	.
	Sum of Winter Courses	323	2.73	0	.	.
	Sum of Spring Courses	321	2.57	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 21a shows the average number of classes taught for CSU faculty each term separately for receipt of assigned time and calendar type. The table shows that semester faculty with no assigned time saw a decrease in the number of classes taught in the fall (p<.001), and quarter faculty with no assigned time saw an increase in the number of classes they taught in the spring (p<.01).

Table 21a: Number of Classes Taught by CSU Faculty 1990 and 2001.

			CSU 1990		CSU 2001		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Sum of Fall Courses	773	3.73	426	3.41	***
		Sum of Spring Courses	761	3.61	428	3.53	NS
	Yes	Sum of Fall Courses	580	2.95	541	2.85	NS
		Sum of Spring Courses	578	2.65	519	2.59	NS
Quarter	No	Sum of Fall Courses	297	2.98	170	3.08	NS
		Sum of Winter Courses	296	2.92	172	3.03	NS
		Sum of Spring Courses	299	2.71	172	2.95	**
	Yes	Sum of Fall Courses	204	2.51	151	2.48	NS
		Sum of Winter Courses	199	2.38	151	2.40	NS
		Sum of Spring Courses	193	1.97	149	2.13	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 21b displays the average number of classes taught by US faculty in the first and second administrations. As indicated above, Administration 2 had no US faculty at campuses on a quarter system, so no comparisons for the 1990 US quarter faculty are possible. For US semester faculty, the average number of classes taught in both spring (p<.001) and fall (p<.001) for those without assigned time declined from Administration 1 to Administration 2. The average number of classes taught by US semester faculty in both spring (p<.01) and fall (p<.05) declined for those with assigned time as well.

Table 21b: Number of Classes Taught by US Faculty 1990 and 2002.

			US 1990		US 2002		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Sum of Fall Courses	636	3.04	504	2.74	***
		Sum of Spring Courses	585	2.93	452	2.65	***
	Yes	Sum of Fall Courses	283	2.52	295	2.25	**
		Sum of Spring Courses	265	2.29	252	2.08	*
Quarter	No	Sum of Fall Courses	85	2.40	0	.	.
		Sum of Winter Courses	84	2.40	0	.	.
		Sum of Spring Courses	85	2.31	0	.	.
	Yes	Sum of Fall Courses	23	1.91	0	.	.
		Sum of Winter Courses	23	1.91	0	.	.
		Sum of Spring Courses	21	1.43	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 21c shows the comparisons between CSU and US faculty in Administration 2. This table shows a large difference between CSU and US faculty in the average number of classes taught. CSU faculty without assigned time taught more classes than US faculty in both fall ($p<.001$) and spring terms ($p<.001$). Additionally, CSU faculty with assigned time taught more classes than US faculty in both fall ($p<.001$) and spring terms ($p<.001$).

Table 21c: Number of Classes Taught by CSU and US Faculty in Administration 2.

			CSU 2001		US 2002		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Sum of Fall Courses	426	3.41	504	2.74	***
		Sum of Spring Courses	428	3.53	452	2.65	***
	Yes	Sum of Fall Courses	541	2.85	295	2.25	***
		Sum of Spring Courses	519	2.59	252	2.08	***
Quarter	No	Sum of Fall Courses	170	3.08	0	.	.
		Sum of Winter Courses	172	3.03	0	.	.
		Sum of Spring Courses	172	2.95	0	.	.
	Yes	Sum of Fall Courses	151	2.48	0	.	.
		Sum of Winter Courses	151	2.40	0	.	.
		Sum of Spring Courses	149	2.13	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Teaching Units. The average number of units taught by CSU faculty are in Table 22a. There was no difference for semester or quarter faculty between CSU faculty in 1990 and CSU faculty in 2001.

Table 22a: Number of Units for CSU Faculty 1990 and 2001.

		CSU 1990		CSU 2001		
		N	Mean	N	Mean	*Probability*
Semester	Total Units - Fall Term	1281	9.59	951	9.35	NS
	Total Units - Spring Term	1267	9.11	921	8.97	NS
Quarter	Total Units - Fall Term	474	10.26	315	9.97	NS
	Total Units - Winter Term	470	9.98	317	9.58	NS
	Total Units - Spring Term	467	9.04	313	9.24	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

US faculty, as did CSU faculty, showed no difference for semester faculty between faculty in 1990 and faculty in 2002. This is seen in Table 22b.

Table 22b: Number of Units for US Faculty 1990 and 2002.

		US 1990		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Total Units - Fall Term	847	8.10	737	7.05	***
	Total Units - Spring Term	773	7.67	647	6.78	***
Quarter	Total Units - Fall Term	97	8.36	0	.	.
	Total Units - Winter Term	99	8.25	0	.	.
	Total Units - Spring Term	96	7.88	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Comparisons were also made between CSU and US for semester faculty in Administration 2. Faculty at CSU campuses taught significantly more units in both fall (p<.001) and spring (p<.001) than did faculty at US institutions. This is illustrated in Table 22c.

Table 22c: Number of Units for CSU and US Faculty in Administration 2.

		CSU 2001		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Total Units - Fall Term	951	9.35	737	7.05	***
	Total Units - Spring Term	921	8.97	647	6.78	***
Quarter	Total Units - Fall Term	315	9.97	0	.	.
	Total Units - Winter Term	317	9.58	0	.	.
	Total Units - Spring Term	313	9.24	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The average number of units taught by CSU faculty are in Table 23a. There was no difference for semester faculty between 1990 and 2001, but quarter faculty did show some differences. Those quarter faculty with no assigned time saw an increase in the number of units taught in the spring term ($p<.01$), but those with assigned time saw a decrease in units taught in the fall ($p<.01$) and winter ($p<.01$).

Table 23a: Number of Units for CSU Faculty 1990 and 2001.

			CSU 1990		CSU 2001		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Total Units - Fall Term	724	10.52	421	10.44	NS
		Total Units - Spring Term	717	10.37	415	10.59	NS
	Yes	Total Units - Fall Term	557	8.37	530	8.49	NS
		Total Units - Spring Term	550	7.46	506	7.64	NS
Quarter	No	Total Units - Fall Term	277	10.56	167	10.95	NS
		Total Units - Winter Term	280	10.41	169	10.62	NS
		Total Units - Spring Term	279	9.99	169	10.78	**
	Yes	Total Units - Fall Term	197	9.84	148	8.87	**
		Total Units - Winter Term	190	9.35	148	8.40	**
		Total Units - Spring Term	188	7.64	144	7.43	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

US faculty showed a different pattern than the CSU faculty. Table 23b shows that for semester faculty, the number of units faculty taught in both the fall ($p<.001$) and spring ($p<.001$) declined only for those with no assigned time.

Table 23b: Number of Units for US Faculty 1990 and 2002.

			US 1990		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Total Units - Fall Term	585	8.57	458	7.32	***
		Total Units - Spring Term	529	8.30	410	7.21	***
	Yes	Total Units - Fall Term	262	7.03	279	6.60	NS
		Total Units - Spring Term	244	6.30	237	6.03	NS
Quarter	No	Total Units - Fall Term	78	8.54	0	.	.
		Total Units - Winter Term	79	8.47	0	.	.
		Total Units - Spring Term	78	8.27	0	.	.
	Yes	Total Units - Fall Term	19	7.63	0	.	.
		Total Units - Winter Term	20	7.40	0	.	.
		Total Units - Spring Term	18	6.17	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Comparisons were also made between CSU and US for semester faculty in Administration 2. Both faculty with assigned time and those without at CSU campuses taught significantly more units in both fall and spring than did faculty at US institutions. This is illustrated in Table 23c.

Table 23c: Number of Units for CSU and US Faculty in Administration 2.

			CSU 2001		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Total Units - Fall Term	421	10.44	458	7.32	***
		Total Units - Spring Term	415	10.59	410	7.21	***
	Yes	Total Units - Fall Term	530	8.49	279	6.60	***
		Total Units - Spring Term	506	7.64	237	6.03	***
Quarter	No	Total Units - Fall Term	167	10.95	0	.	.
		Total Units - Winter Term	169	10.62	0	.	.
		Total Units - Spring Term	169	10.78	0	.	.
	Yes	Total Units - Fall Term	148	8.87	0	.	.
		Total Units - Winter Term	148	8.40	0	.	.
		Total Units - Spring Term	144	7.43	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Student Credit Units. Student credit units were calculated for each respondent. This was done by summing of the products of (a) the number of students and (b) the number of units for each course taught. This measure excludes individual instruction because we do not have individual instruction data that is conformable to units in the student credit units calculation. The average student credit units for CSU faculty are found in Table 24a. There was a decrease in student credit units from Administration 1 to Administration 2 for semester faculty in the spring ($p<.05$) and for quarter faculty in the fall ($p<.01$) and winter ($p<.05$) terms. The student credit units for CSU faculty in 2001 translate into aggregated student faculty ratios of 17.67 for semester faculty in the fall, 15.48 for semester faculty in the spring, 17.80 for quarter faculty in the fall, 16.30 for quarter faculty in the winter, and 16.08 for quarter faculty in the spring.

Table 24a: Student Credit Units for CSU Faculty 1990 and 2001.

		CSU 1990		CSU 2001		
		N	Mean	N	Mean	*Probability*
Semester	Student Credit Units - Fall Term	1395	279.29	1013	264.99	NS
	Student Credit Units - Spring Term	1401	253.55	1003	232.16	*
Quarter	Student Credit Units - Fall Term	529	307.34	348	267.01	**
	Student Credit Units - Winter Term	528	272.86	351	244.55	*
	Student Credit Units - Spring Term	532	245.41	349	241.18	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 24b shows the student credit units for US semester faculty. Generally, the average student credit units for US semester faculty declined from Administration 1 to Administration 2. This was true for US semester faculty for both fall ($p<.01$) and spring ($p<.001$). The student credit units for

US semester faculty in 2002 translate into aggregated student faculty ratios of 15.17 in the fall and 11.62 in the spring.

Table 24b: Student Credit Units forUS Faculty 1990 and 2002.

		US 1990		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Student Credit Units - Fall Term	951	283.97	785	227.55	**
	Student Credit Units - Spring Term	951	222.24	786	174.29	***
Quarter	Student Credit Units - Fall Term	110	251.18	0	.	.
	Student Credit Units - Winter Term	113	252.68	0	.	.
	Student Credit Units - Spring Term	113	212.31	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Administration 2 student credit units are compared between the CSU and US semester faculty in Table 24c. For both fall (p<.01) and spring (p<.001), CSU faculty had a higher student credit unit average than did US faculty.

Table 24c: Student Credit Units for CSU and US Faculty in Administration 2.

		CSU 2001		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Student Credit Units - Fall Term	1013	264.99	785	227.55	**
	Student Credit Units - Spring Term	1003	232.16	786	174.29	***
Quarter	Student Credit Units - Fall Term	348	267.01	0	.	.
	Student Credit Units - Winter Term	351	244.55	0	.	.
	Student Credit Units - Spring Term	349	241.18	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The average student credit units for CSU faculty by assigned time are found in Table 25a. There was a difference in student credit units between Administration 1 and Administration 2 for quarter faculty with assigned time. This group decreased in fall student credit units from 284.13 to 232.90 ($p<.05$).

Table 25a: Student Credit Units for CSU Faculty 1990 and 2001.

			CSU 1990		CSU 2001		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Student Credit Units - Fall Term	796	312.73	451	296.43	NS
		Student Credit Units - Spring Term	803	291.96	442	293.24	NS
	Yes	Student Credit Units - Fall Term	599	234.85	562	239.77	NS
		Student Credit Units - Spring Term	598	201.96	561	184.04	NS
Quarter	No	Student Credit Units - Fall Term	313	323.35	186	296.72	NS
		Student Credit Units - Winter Term	312	292.68	189	274.67	NS
		Student Credit Units - Spring Term	315	282.66	188	296.12	NS
	Yes	Student Credit Units - Fall Term	216	284.13	162	232.90	*
		Student Credit Units - Winter Term	216	244.23	162	209.41	NS
		Student Credit Units - Spring Term	217	191.34	161	177.03	NS

Note: * $p < .05$, ** $p < .01$, *** $p < .001$, NS = Not Significant

Table 25b shows the student credit units for US semester faculty by assigned time. The average student credit units for US semester faculty declined from Administration 1 to Administration 2 for US semester faculty for both fall ($p<.01$) and spring ($p<.05$) for faculty with no assigned time. Additionally, US semester faculty with assigned time had fewer student credit unit in the spring of 2002 compared to spring of 1990 ($p<.01$).

Table 25b: Student Credit Units for US Faculty 1990 and 2002.

			US 1990		US 2002		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Student Credit Units - Fall Term	644	303.34	487	244.57	**
		Student Credit Units - Spring Term	644	233.25	488	203.05	*
	Yes	Student Credit Units - Fall Term	307	243.34	298	199.73	NS
		Student Credit Units - Spring Term	307	199.12	298	127.19	**
Quarter	No	Student Credit Units - Fall Term	86	256.86	0	.	.
		Student Credit Units - Winter Term	88	269.17	0	.	.
		Student Credit Units - Spring Term	88	240.88	0	.	.
	Yes	Student Credit Units - Fall Term	24	230.83	0	.	.
		Student Credit Units - Winter Term	25	194.64	0	.	.
		Student Credit Units - Spring Term	25	111.76	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Administration 2 student credit units are compared between the CSU and US semester faculty by assigned time in Table 25c. For both fall ($p<.01$) and spring ($p<.001$), CSU faculty without assigned time, had a higher student credit unit average than did US faculty. Similarly, CSU faculty with assigned time had a higher student credit unit average than did US faculty in both fall ($p<.05$) and spring ($p<.001$).

Table 25c: Student Credit Units for CSU and US Faculty in Administration 2.

			CSU 2001		US 2002		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Student Credit Units - Fall Term	451	296.43	487	244.57	**
		Student Credit Units - Spring Term	442	293.24	488	203.05	***
	Yes	Student Credit Units - Fall Term	562	239.77	298	199.73	*
		Student Credit Units - Spring Term	561	184.04	298	127.19	***
Quarter	No	Student Credit Units - Fall Term	186	296.72	0	.	.
		Student Credit Units - Winter Term	189	274.67	0	.	.
		Student Credit Units - Spring Term	188	296.12	0	.	.
	Yes	Student Credit Units - Fall Term	162	232.90	0	.	.
		Student Credit Units - Winter Term	162	209.41	0	.	.
		Student Credit Units - Spring Term	161	177.03	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Students Taught. The number of students taught by faculty at CSU campuses are displayed in Table 26a. The number of students taught did not vary much between administrations. There was an increase from 1990 to 2001 in the number of students taught by CSU faculty in the fall by semester faculty ($p<.05$) and in the spring by quarter faculty ($p<.01$).

Table 26a: Students Taught by CSU Faculty 1990 and 2001.

		CSU 1990		CSU 2001		
		N	Mean	N	Mean	*Probability*
Semester	Total Students Enrolled - Fall Term	1324	96.32	956	90.53	*
	Total Students Enrolled - Spring Term	1316	88.30	939	85.59	NS
Quarter	Total Students Enrolled - Fall Term	493	84.84	316	80.17	NS
	Total Students Enrolled - Winter Term	486	74.68	321	72.55	NS
	Total Students Enrolled - Spring Term	487	66.81	316	77.28	**

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 26b shows the average number of students taught by US faculty. There was a decrease from Administration 1 and Administration 2 in the number of students taught by US faculty in the fall ($p<.05$).

Table 26b: Students Taught by US Faculty 1990 and 2002.

		US 1990		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Total Students Enrolled - Fall Term	911	89.98	796	81.44	*
	Total Students Enrolled - Spring Term	839	77.51	700	71.08	NS
Quarter	Total Students Enrolled - Fall Term	105	70.56	0	.	.
	Total Students Enrolled - Winter Term	107	72.44	0	.	.
	Total Students Enrolled - Spring Term	106	61.63	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Faculty teaching at CSU campuses had higher student enrollments than did faculty at other institutions. This is illustrated in Table 26c. CSU semester faculty taught more students in both the fall ($p<.01$) and spring ($p<.001$) than did US faculty.

Table 26c: Students Taught by CSU and US Faculty in Administration 2.

		CSU 2001		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Total Students Enrolled - Fall Term	956	90.53	796	81.44	**
	Total Students Enrolled - Spring Term	939	85.59	700	71.08	***
Quarter	Total Students Enrolled - Fall Term	316	80.17	0	.	.
	Total Students Enrolled - Winter Term	321	72.55	0	.	.
	Total Students Enrolled - Spring Term	316	77.28	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The number of students taught by faculty at CSU campuses split by assigned time are displayed in Table 27a. The number of students taught did not vary much between administrations. There was an increase from 1990 to 2001 in the number of students taught by CSU faculty in the spring by quarter faculty with no assigned time ($p<.01$).

Table 27a: Students Taught by CSU Faculty 1990 and 2001.

			CSU 1990		CSU 2001		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Total Students Enrolled - Fall Term	755	106.64	419	102.29	NS
		Total Students Enrolled - Spring Term	750	100.94	421	104.35	NS
	Yes	Total Students Enrolled - Fall Term	569	82.64	537	81.34	NS
		Total Students Enrolled - Spring Term	566	71.54	518	70.35	NS
Quarter	No	Total Students Enrolled - Fall Term	291	89.96	166	89.72	NS
		Total Students Enrolled - Winter Term	289	81.53	171	81.51	NS
		Total Students Enrolled - Spring Term	295	75.81	169	92.04	**
	Yes	Total Students Enrolled - Fall Term	202	77.46	150	69.61	NS
		Total Students Enrolled - Winter Term	197	64.62	150	62.32	NS
		Total Students Enrolled - Spring Term	192	52.98	147	60.32	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 27b shows the average number of students taught by US faculty split by assigned time. Generally consistent with CSU faculty, the number of students taught by US faculty did not differ between Administration 1 and Administration 2. The exception was a decrease in the number of students taught by US faculty with assigned time in the spring semester ($p<.05$).

Table 27b: Students Taught by US Faculty 1990 and 2002.

			US 1990		US 2002		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Total Students Enrolled - Fall Term	629	93.18	502	86.34	NS
		Total Students Enrolled - Spring Term	575	80.09	449	80.40	NS
	Yes	Total Students Enrolled - Fall Term	282	82.84	294	73.08	NS
		Total Students Enrolled - Spring Term	264	71.90	251	54.40	*
Quarter	No	Total Students Enrolled - Fall Term	83	74.41	0	.	.
		Total Students Enrolled - Winter Term	84	78.71	0	.	.
		Total Students Enrolled - Spring Term	85	69.99	0	.	.
	Yes	Total Students Enrolled - Fall Term	22	56.05	0	.	.
		Total Students Enrolled - Winter Term	23	49.52	0	.	.
		Total Students Enrolled - Spring Term	21	27.81	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

As illustrated in Table 27c, faculty teaching at CSU campuses had higher student enrollments than did faculty at other institutions. CSU semester faculty with no assigned time taught more students in both the fall ($p<.001$) and spring ($p<.001$) than did US faculty, and CSU faculty with assigned time taught more students in the spring than did US semester faculty with assigned time ($p<.001$).

Table 27c: Students Taught by CSU and US Faculty in Administration 2.

			CSU 2001		US 2002		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Total Students Enrolled - Fall Term	419	102.29	502	86.34	***
		Total Students Enrolled - Spring Term	421	104.35	449	80.40	***
	Yes	Total Students Enrolled - Fall Term	537	81.34	294	73.08	NS
		Total Students Enrolled - Spring Term	518	70.35	251	54.40	***
Quarter	No	Total Students Enrolled - Fall Term	166	89.72	0	.	.
		Total Students Enrolled - Winter Term	171	81.51	0	.	.
		Total Students Enrolled - Spring Term	169	92.04	0	.	.
	Yes	Total Students Enrolled - Fall Term	150	69.61	0	.	.
		Total Students Enrolled - Winter Term	150	62.32	0	.	.
		Total Students Enrolled - Spring Term	147	60.32	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Meeting Hours per Week. The average number of meeting hours of CSU faculty in 1990 was compared to those for CSU faculty in 2001. As Table 28a shows, the average number of total meeting hours decreased in the fall for semester faculty ($p<.05$) and in the winter for quarter faculty ($p<.01$).

Table 28a: Meeting Hours Per Week for CSU Faculty 1990 and 2001.

		CSU 1990		CSU 2001		
		N	Mean	N	Mean	*Probability*
Semester	Total Meeting Hours per Week - Fall Term	1299	11.57	934	10.97	*
	Total Meeting Hours per Week - Spring Term	1277	10.94	910	10.69	NS
Quarter	Total Meeting Hours per Week - Fall Term	485	11.90	311	11.29	NS
	Total Meeting Hours per Week - Winter Term	481	11.56	312	10.47	**
	Total Meeting Hours per Week - Spring Term	471	10.54	310	10.35	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

There was more change with the US semester faculty. Table 28b shows that those US faculty significantly decreased the meeting hours in both the fall ($p<.001$) and spring ($p<.001$).

Table 28b: Meeting Hours Per Week for US Faculty 1990 and 2002.

		US 1990		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Total Meeting Hours per Week - Fall Term	892	9.89	774	8.24	***
	Total Meeting Hours per Week - Spring Term	814	9.37	684	7.85	***
Quarter	Total Meeting Hours per Week - Fall Term	103	10.53	0	.	.
	Total Meeting Hours per Week - Winter Term	104	10.19	0	.	.
	Total Meeting Hours per Week - Spring Term	103	10.17	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

There were considerable differences between CSU and US faculty in Administration 2 with respect to meeting hours, as illustrated in Table 28c. CSU semester faculty reported over two and a half more meeting hours in the fall (p<.001) and almost three more meeting hours in the spring (p<.001) than did US faculty.

Table 28c: Meeting Hours Per Week for CSU and US Faculty in Administration 2.

		CSU 2001		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Total Meeting Hours per Week - Fall Term	934	10.97	774	8.24	***
	Total Meeting Hours per Week - Spring Term	910	10.69	684	7.85	***
Quarter	Total Meeting Hours per Week - Fall Term	311	11.29	0	.	.
	Total Meeting Hours per Week - Winter Term	312	10.47	0	.	.
	Total Meeting Hours per Week - Spring Term	310	10.35	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The average number of meeting hours of CSU faculty in 1990 was compared to those for CSU faculty in 2001. Generally, these did not differ significantly. The one exception was for semester faculty with no assigned time. As Table 29a shows, this category decreased their meeting hours by about 49 minutes ($p<.05$).

Table 29a: Meeting Hours Per Week for CSU Faculty 1990 and 2001.

			CSU 1990		CSU 2001		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Total Meeting Hours per Week - Fall Term	735	12.89	414	12.07	*
		Total Meeting Hours per Week - Spring Term	725	12.53	413	12.71	NS
	Yes	Total Meeting Hours per Week - Fall Term	564	9.85	520	10.09	NS
		Total Meeting Hours per Week - Spring Term	552	8.85	497	9.01	NS
Quarter	No	Total Meeting Hours per Week - Fall Term	285	12.97	163	12.40	NS
		Total Meeting Hours per Week - Winter Term	284	12.56	165	11.46	NS
		Total Meeting Hours per Week - Spring Term	284	12.33	166	12.23	NS
	Yes	Total Meeting Hours per Week - Fall Term	200	10.38	148	10.07	NS
		Total Meeting Hours per Week - Winter Term	197	10.12	147	9.36	NS
		Total Meeting Hours per Week - Spring Term	187	7.81	144	8.19	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

There was more change with the US semester faculty. Table 29b shows that those US faculty with no assigned time decreased the meeting hours in both the fall ($p<.001$) and spring ($p<.001$), and those with assigned time decreased their fall meeting hours ($p<.05$).

Table 29b: Meeting Hours Per Week for US Faculty 1990 and 2002.

			US 1990		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Total Meeting Hours per Week - Fall Term	615	10.72	487	8.91	***
		Total Meeting Hours per Week - Spring Term	555	10.47	440	8.56	***
	Yes	Total Meeting Hours per Week - Fall Term	277	8.04	287	7.10	*
		Total Meeting Hours per Week - Spring Term	259	7.02	244	6.58	NS
Quarter	No	Total Meeting Hours per Week - Fall Term	82	10.78	0	.	.
		Total Meeting Hours per Week - Winter Term	82	10.39	0	.	.
		Total Meeting Hours per Week - Spring Term	83	10.67	0	.	.
	Yes	Total Meeting Hours per Week - Fall Term	21	9.57	0	.	.
		Total Meeting Hours per Week - Winter Term	22	9.45	0	.	.
		Total Meeting Hours per Week - Spring Term	20	8.10	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

CSU and US faculty in Administration 2 differed considerably with respect to meeting hours. This is illustrated in Table 29c. CSU semester faculty without assigned time reported more meeting hours the fall ($p<.001$) and spring ($p<.001$) than did US faculty. CSU semester faculty with assigned time also reported more meeting hours in both the fall ($p<.001$) and spring ($p<.001$) than did US faculty.

Table 29c: Meeting Hours Per Week for CSU and US Faculty in Administration 2.

			CSU 2001		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Total Meeting Hours per Week - Fall Term	414	12.07	487	8.91	***
		Total Meeting Hours per Week - Spring Term	413	12.71	440	8.56	***
	Yes	Total Meeting Hours per Week - Fall Term	520	10.09	287	7.10	***
		Total Meeting Hours per Week - Spring Term	497	9.01	244	6.58	***
Quarter	No	Total Meeting Hours per Week - Fall Term	163	12.40	0	.	.
		Total Meeting Hours per Week - Winter Term	165	11.46	0	.	.
		Total Meeting Hours per Week - Spring Term	166	12.23	0	.	.
	Yes	Total Meeting Hours per Week - Fall Term	148	10.07	0	.	.
		Total Meeting Hours per Week - Winter Term	147	9.36	0	.	.
		Total Meeting Hours per Week - Spring Term	144	8.19	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Course Preparations. CSU faculty were asked to indicate the number of different course preparations they had done or would do in the current academic year. Their responses are summarized in Table 30a. For semester faculty there was a decrease for Administration 1 to Administration 2 in the number of different course preparation in both the fall ($p<.001$) and spring ($p<.01$).

Table 30a: Number of Different Course Preparations for CSU Faculty 1990 and 2001.

		CSU 1990		CSU 2001		
		N	Mean	N	Mean	*Probability*
Semester	Number of Different Course Preparations - Fall Term	1384	2.64	1042	2.44	***
	Number of Different Course Preparations - Spring Term	1384	2.51	1044	2.34	**
Quarter	Number of Different Course Preparations - Fall Term	518	2.23	357	2.27	NS
	Number of Different Course Preparations - Winter Term	518	2.21	359	2.28	NS
	Number of Different Course Preparations - Spring Term	518	2.10	359	2.14	NS

Note: * $p < .05$, ** $p < .01$, *** $p < .001$, NS = Not Significant

The average numbers of different course preparation for US semester faculty are displayed in Table 30b. US faculty had fewer different course preparations in the fall ($p<.001$) and spring ($p<.001$) in Administration 2 than did US faculty in Administration 1.

Table 30b: Number of Different Course Preparations for US Faculty 1990 and 2002.

		US 1990		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Number of Different Course Preparations - Fall Term	906	2.50	827	2.22	***
	Number of Different Course Preparations - Spring Term	831	2.43	826	1.88	***
Quarter	Number of Different Course Preparations - Fall Term	104	2.16	0	.	.
	Number of Different Course Preparations - Winter Term	106	2.17	0	.	.
	Number of Different Course Preparations - Spring Term	105	2.00	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The number of different course preparations varied for CSU and US semester faculty. For faculty, CSU faculty had a greater number of different course preparations in the fall (p<.001) and spring (p<.001) compared to US faculty. This is shown in Table 30c.

Table 30c: Number of Different Course Preparations for CSU and US Faculty in Administration 2.

		CSU 2001		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Number of Different Course Preparations - Fall Term	1042	2.44	827	2.22	***
	Number of Different Course Preparations - Spring Term	1044	2.34	826	1.88	***
Quarter	Number of Different Course Preparations - Fall Term	357	2.27	0	.	.
	Number of Different Course Preparations - Winter Term	359	2.28	0	.	.
	Number of Different Course Preparations - Spring Term	359	2.14	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The number of different course preparations CSU faculty had done or would do in the current academic year are shown in Table 31a. For semester faculty with assigned time there was a decrease for Administration 1 to Administration 2 in the number of different course preparation in both the fall ($p<.05$) and spring ($p<.05$).

Table 31a: Number of Different Course Preparations for CSU Faculty 1990 and 2001.

			CSU 1990		CSU 2001		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Number of Different Course Preparations - Fall Term	792	2.88	463	2.73	NS
		Number of Different Course Preparations - Spring Term	792	2.80	466	2.80	NS
	Yes	Number of Different Course Preparations - Fall Term	592	2.33	579	2.20	*
		Number of Different Course Preparations - Spring Term	592	2.12	578	1.97	*
Quarter	No	Number of Different Course Preparations - Fall Term	306	2.32	191	2.54	NS
		Number of Different Course Preparations - Winter Term	306	2.38	192	2.58	NS
		Number of Different Course Preparations - Spring Term	306	2.40	192	2.53	NS
	Yes	Number of Different Course Preparations - Fall Term	212	2.10	166	1.96	NS
		Number of Different Course Preparations - Winter Term	212	1.97	167	1.92	NS
		Number of Different Course Preparations - Spring Term	212	1.67	167	1.68	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The average numbers of different course preparation for US semester faculty are displayed by assigned time in Table 31b. US faculty without assigned time had fewer different course preparations in the fall ($p<.001$) and spring ($p<.001$) in Administration 2 than did US faculty in Administration 1. Similarly, US faculty with assigned time had fewer different course preparations in both fall ($p<.01$) and spring ($p<.001$) terms in Administration 2 compared to Administration 1.

Table 31b: Number of Different Course Preparations for US Faculty 1990 and 2002.

			US 1990		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Number of Different Course Preparations - Fall Term	622	2.64	520	2.37	***
		Number of Different Course Preparations - Spring Term	575	2.58	520	2.06	***
	Yes	Number of Different Course Preparations - Fall Term	284	2.20	307	1.98	**
		Number of Different Course Preparations - Spring Term	256	2.09	306	1.58	***
Quarter	No	Number of Different Course Preparations - Fall Term	80	2.28	0	.	.
		Number of Different Course Preparations - Winter Term	82	2.30	0	.	.
		Number of Different Course Preparations - Spring Term	82	2.18	0	.	.
	Yes	Number of Different Course Preparations - Fall Term	24	1.79	0	.	.
		Number of Different Course Preparations - Winter Term	24	1.71	0	.	.
		Number of Different Course Preparations - Spring Term	23	1.35	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

CSU and US semester faculty varied with respect to the number of different course preparations they reported in Administration 2. For faculty with and without assigned time, CSU faculty had a greater number of different course preparations in the fall ($p<.001$) and spring ($p<.001$) compared to US faculty. This is shown in Table 31c. The table also reveals that for faculty with assigned time, CSU faculty had a greater number of different course preparations in the fall ($p<.01$) and spring ($p<.001$) compared to US faculty.

Table 31c: Number of Different Course Preparations for CSU and US Faculty in Administration 2.

			CSU 2001		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Number of Different Course Preparations - Fall Term	463	2.73	520	2.37	***
		Number of Different Course Preparations - Spring Term	466	2.80	520	2.06	***
	Yes	Number of Different Course Preparations - Fall Term	579	2.20	307	1.98	**
		Number of Different Course Preparations - Spring Term	578	1.97	306	1.58	***
Quarter	No	Number of Different Course Preparations - Fall Term	191	2.54	0	.	.
		Number of Different Course Preparations - Winter Term	192	2.58	0	.	.
		Number of Different Course Preparations - Spring Term	192	2.53	0	.	.
	Yes	Number of Different Course Preparations - Fall Term	166	1.96	0	.	.
		Number of Different Course Preparations - Winter Term	167	1.92	0	.	.
		Number of Different Course Preparations - Spring Term	167	1.68	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

New Course Preparations. Faculty were asked how many of their different course preparations were new preparations. The results for CSU faculty are displayed in Table 32a. Generally, there was there was little change between Administration 1 and Administration 2 in the number of new course preparations for CSU faculty. Semester faculty did show an increase from 1990 to 2001 in the number of new course preparations in the spring ($p<.05$).

Table 32a: Number of New Course Preparations for CSU Faculty 1990 and 2001.

		CSU 1990		CSU 2001		
		N	Mean	N	Mean	*Probability*
Semester	Number of New Course Preparations - Fall Term	1384	0.74	1045	0.77	NS
	Number of New Course Preparations - Spring Term	1384	0.63	1044	0.73	*
Quarter	Number of New Course Preparations - Fall Term	518	0.67	355	0.64	NS
	Number of New Course Preparations - Winter Term	518	0.59	356	0.64	NS
	Number of New Course Preparations - Spring Term	518	0.54	357	0.55	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 32b shows the number of new course preparations in the current year for US faculty. Unlike the CSU faculty, the number of new course preparations dropped dramatically for US semester faculty. US faculty had fewer new course preparations in Administration 2 compared to Administration 1 in both the fall ($p<.001$) and spring ($p<.001$).

Table 32b: Number of New Course Preparations for US Faculty 1990 and 2002.

		US 1990		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Number of New Course Preparations - Fall Term	491	1.33	827	0.67	***
	Number of New Course Preparations - Spring Term	465	1.22	826	0.52	***
Quarter	Number of New Course Preparations - Fall Term	47	1.28	0	.	.
	Number of New Course Preparations - Winter Term	49	1.16	0	.	.
	Number of New Course Preparations - Spring Term	45	1.09	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

CSU and US faculty differed in the number of new course preparations they did in the current academic term. This is seen in Table 32c. CSU semester faculty had more new course preparations than US faculty in both fall (p<.05) and spring (p<.001).

Table 32c: Number of New Course Preparations for CSU and US Faculty in Administration 2.

		CSU 2001		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Number of New Course Preparations - Fall Term	1045	0.77	827	0.67	*
	Number of New Course Preparations - Spring Term	1044	0.73	826	0.52	***
Quarter	Number of New Course Preparations - Fall Term	355	0.64	0	.	.
	Number of New Course Preparations - Winter Term	356	0.64	0	.	.
	Number of New Course Preparations - Spring Term	357	0.55	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The average number of different course preparations for CSU faculty are displayed in Table 33a. Generally, there was there was little change between Administration 1 and Administration 2 in the number of new course preparations for CSU faculty. Semester faculty with no assigned time did show an increase from 1990 to 2001 in the number of new course preparations in the spring ($p<.05$).

Table 33a: Number of New Course Preparations for CSU Faculty 1990 and 2001.

			CSU 1990		CSU 2001		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Number of New Course Preparations - Fall Term	792	0.78	466	0.79	NS
		Number of New Course Preparations - Spring Term	792	0.68	466	0.83	*
	Yes	Number of New Course Preparations - Fall Term	592	0.69	579	0.74	NS
		Number of New Course Preparations - Spring Term	592	0.55	578	0.65	NS
Quarter	No	Number of New Course Preparations - Fall Term	306	0.67	190	0.58	NS
		Number of New Course Preparations - Winter Term	306	0.64	190	0.65	NS
		Number of New Course Preparations - Spring Term	306	0.59	190	0.62	NS
	Yes	Number of New Course Preparations - Fall Term	212	0.68	165	0.71	NS
		Number of New Course Preparations - Winter Term	212	0.52	166	0.63	NS
		Number of New Course Preparations - Spring Term	212	0.46	167	0.48	NS

Note: * $p < .05$, ** $p < .01$, *** $p < .001$, NS = Not Significant

Table 33b shows the number of new course preparations in the current year for US faculty by assigned time. Unlike the CSU faculty, the number of new course preparations dropped dramatically for US semester faculty. Both those with and without assigned time had fewer new course preparations in Administration 2 compared to Administration 1. For those without assigned time, the number of new course preparations was cut in half for both the fall ($p<.001$) and spring ($p<.001$). There was a similar decline for new course preparations was cut in half for both the fall ($p<.001$) and spring ($p<.001$) for those with assigned time.

Table 33b: Number of New Course Preparations for US Faculty 1990 and 2002.

			US 1990		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Number of New Course Preparations - Fall Term	341	1.37	521	0.71	***
		Number of New Course Preparations - Spring Term	336	1.27	519	0.56	***
	Yes	Number of New Course Preparations - Fall Term	150	1.23	306	0.60	***
		Number of New Course Preparations - Spring Term	129	1.06	307	0.44	***
Quarter	No	Number of New Course Preparations - Fall Term	38	1.29	0	.	.
		Number of New Course Preparations - Winter Term	40	1.23	0	.	.
		Number of New Course Preparations - Spring Term	34	1.18	0	.	.
	Yes	Number of New Course Preparations - Fall Term	9	1.22	0	.	.
		Number of New Course Preparations - Winter Term	9	0.89	0	.	.
		Number of New Course Preparations - Spring Term	11	0.82	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

CSU and US faculty differed in the number of new course preparations they did in the current academic term. This is seen in Table 33c. CSU semester faculty with no assigned time had more new course preparations than US faculty in spring ($p<.001$), and CSU faculty with assigned time had more new course preparations than US faculty in both fall ($p<.05$) and spring ($p<.01$).

Table 33c: Number of New Course Preparations for CSU and US Faculty 2001 and 2002.

			CSU 2001		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Number of New Course Preparations - Fall Term	466	0.79	521	0.71	NS
		Number of New Course Preparations - Spring Term	466	0.83	519	0.56	***
	Yes	Number of New Course Preparations - Fall Term	579	0.74	306	0.60	*
		Number of New Course Preparations - Spring Term	578	0.65	307	0.44	**
Quarter	No	Number of New Course Preparations - Fall Term	190	0.58	0	.	.
		Number of New Course Preparations - Winter Term	190	0.65	0	.	.
		Number of New Course Preparations - Spring Term	190	0.62	0	.	.
	Yes	Number of New Course Preparations - Fall Term	165	0.71	0	.	.
		Number of New Course Preparations - Winter Term	166	0.63	0	.	.
		Number of New Course Preparations - Spring Term	167	0.48	0	.	.

Note: * $p < .05$, ** $p < .01$, *** $p < .001$, NS = Not Significant

Web-based Instruction. Faculty in Administration 2 were asked about on-line web-based instruction in the current academic year. As Table 34 shows, on-line web-based instruction was not common, and did not differ in volume between CSU and US institutions.

Table 34: Number of Web Courses for CSU and US Faculty 2001 and 2002.

		CSU 2001		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Number of Web Courses - Fall Term	1041	0.17	823	0.13	NS
	Number of Web Courses - Spring Term	1043	0.19	823	0.16	NS
Quarter	Number of Web Courses - Fall Term	352	0.16	0	.	.
	Number of Web Courses - Winter Term	352	0.15	0	.	.
	Number of Web Courses - Spring Term	354	0.17	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 35 shows the amount of on-line web-based instruction in the current academic year by assigned time. This table reveals that on-line web-based instruction did not differ between CSU and US institutions.

Table 35: Number of Web Courses for CSU and US Faculty 2001 and 2002.

			CSU 2001		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Number of Web Courses - Fall Term	465	0.15	517	0.13	NS
		Number of Web Courses - Spring Term	467	0.17	516	0.14	NS
	Yes	Number of Web Courses - Fall Term	576	0.18	306	0.14	NS
		Number of Web Courses - Spring Term	576	0.21	307	0.18	NS
Quarter	No	Number of Web Courses - Fall Term	189	0.16	0	.	.
		Number of Web Courses - Winter Term	188	0.16	0	.	.
		Number of Web Courses - Spring Term	189	0.19	0	.	.
	Yes	Number of Web Courses - Fall Term	163	0.17	0	.	.
		Number of Web Courses - Winter Term	164	0.15	0	.	.
		Number of Web Courses - Spring Term	165	0.15	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Number of Students Receiving Individualized Instruction. The number of students at different levels (lower division, upper division, and graduate) receiving individualized instruction from CSU faculty are indicated in Table 36a. For semester faculty with no assigned time, the number of lower division students receiving individualized instruction was higher in Administration 1 than it was in Administration 2 ($p<.05$), but the number of upper division students receiving individualized instruction increased from Administration 1 to Administration 2 ($p<.01$).

Table 36a: Number of Students Receiving Individual Instruction CSU Faculty 1990 and 2001.

			CSU 1990		CSU 2001		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Lower Division Students	813	2.68	466	2.02	*
		Upper Division Students	814	3.83	467	4.72	**
		Graduate Students	814	2.03	466	2.04	NS
	Yes	Lower Division Students	610	1.78	578	1.71	NS
		Upper Division Students	610	3.69	579	3.53	NS
		Graduate Students	610	2.49	578	2.73	NS
Quarter	No	Lower Division Students	319	3.48	192	2.78	NS
		Upper Division Students	319	4.02	192	4.18	NS
		Graduate Students	319	1.69	193	2.14	NS
	Yes	Lower Division Students	218	1.87	165	2.62	NS
		Upper Division Students	218	3.29	166	4.14	NS
		Graduate Students	218	1.71	166	2.29	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The number of students receiving individualized instruction from US faculty are indicated in Table 36b. There were no significant differences for US semester faculty between Administration 1 and Administration 2 with respect to the number of students at different levels to which they gave individual instruction.

Table 36b: Number of Students Receiving Individual Instruction US Faculty 1990 and 2002.

			US 1990		US 2002		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Lower Division Students	603	2.29	532	1.91	NS
		Upper Division Students	603	3.12	533	2.60	NS
		Graduate Students	604	2.11	534	2.16	NS
	Yes	Lower Division Students	277	1.81	314	1.62	NS
		Upper Division Students	278	2.31	314	2.46	NS
		Graduate Students	279	2.14	313	2.57	NS
Quarter	No	Lower Division Students	77	2.31	0	.	.
		Upper Division Students	77	3.00	0	.	.
		Graduate Students	77	1.39	0	.	.
	Yes	Lower Division Students	22	1.50	0	.	.
		Upper Division Students	22	1.36	0	.	.
		Graduate Students	22	1.27	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 36c shows the number of students to which CSU and US faculty in Administration 2 gave individual instruction. For semester faculty, CSU faculty with (p<.01) as well as those without (p<.001) assigned time provided more upper division students with individualized instruction than did US faculty.

Table 36c: Number of Students Receiving Individual Instruction from CSU and US Faculty in Administration 2.

			CSU 2001		US 2002		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Lower Division Students	466	2.02	532	1.91	NS
		Upper Division Students	467	4.72	533	2.60	***
		Graduate Students	466	2.04	534	2.16	NS
	Yes	Lower Division Students	578	1.71	314	1.62	NS
		Upper Division Students	579	3.53	314	2.46	**
		Graduate Students	578	2.73	313	2.57	NS
Quarter	No	Lower Division Students	192	2.78	0	.	.
		Upper Division Students	192	4.18	0	.	.
		Graduate Students	193	2.14	0	.	.
	Yes	Lower Division Students	165	2.62	0	.	.
		Upper Division Students	166	4.14	0	.	.
		Graduate Students	166	2.29	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Hours of Individual Instruction. Faculty reported the number of hours they spent providing individual instruction to students. The average hours of individual instruction provided by CSU faculty is displayed in Table 37a. There were no significant differences in the average hours of individual instruction provided by CSU faculty between Administration 1 and Administration 2.

Table 37a: Hours of Individual Instruction Provided by CSU Faculty 1990 and 2001.

Assigned Time			CSU 1990 N	CSU 1990 Mean	CSU 2001 N	CSU 2001 Mean	*Probability*
Semester	No	Lower Division Hours	813	1.54	466	1.32	NS
		Upper Division Hours	814	2.91	465	3.62	NS
		Graduate Hours	814	1.99	467	2.46	NS
	Yes	Lower Division Hours	609	1.15	578	1.00	NS
		Upper Division Hours	610	2.97	578	2.87	NS
		Graduate Hours	610	2.61	579	2.86	NS
Quarter	No	Lower Division Hours	319	1.97	192	2.14	NS
		Upper Division Hours	319	3.28	192	3.84	NS
		Graduate Hours	319	2.13	192	2.38	NS
	Yes	Lower Division Hours	218	1.46	163	2.01	NS
		Upper Division Hours	218	2.90	166	4.01	NS
		Graduate Hours	218	2.49	164	2.49	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

There was a differences in the average hours of individual instruction provided by US faculty between Administration 1 and Administration 2. Table 37b shows that the number of hours of individualized instruction US semester faculty with no assigned time provided to lower division students decreased between 1990 and 2002 (p<.05).

Table 37b: Hours of Individual Instruction Provided by US Faculty 1990 and 2002.

Assigned Time			US 1990 N	US 1990 Mean	US 2002 N	US 2002 Mean	*Probability*
Semester	No	Lower Division Hours	602	1.71	533	1.26	*
		Upper Division Hours	602	2.59	533	2.23	NS
		Graduate Hours	604	2.43	534	2.22	NS
	Yes	Lower Division Hours	277	1.22	314	1.06	NS
		Upper Division Hours	278	1.89	314	2.01	NS
		Graduate Hours	279	2.48	313	2.77	NS
Quarter	No	Lower Division Hours	77	2.29	0	.	.
		Upper Division Hours	77	2.64	0	.	.
		Graduate Hours	76	0.89	0	.	.
	Yes	Lower Division Hours	22	0.73	0	.	.
		Upper Division Hours	22	1.09	0	.	.
		Graduate Hours	22	1.36	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The hours of individualized instruction provided to students was compared for CSU and US faculty in Administration 2. As Table 37c shows, CSU semester faculty both with ($p<.05$) and without ($p<.01$) assigned time provided more hours of individualized instruction to upper division students than did US faculty.

Table 37c: Hours of Individual Instruction Provided by CSU and US Faculty in Administration 2.

			CSU 2001		US 2002		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Lower Division Hours	466	1.32	533	1.26	NS
		Upper Division Hours	465	3.62	533	2.23	**
		Graduate Hours	467	2.46	534	2.22	NS
	Yes	Lower Division Hours	578	1.00	314	1.06	NS
		Upper Division Hours	578	2.87	314	2.01	*
		Graduate Hours	579	2.86	313	2.77	NS
Quarter	No	Lower Division Hours	192	2.14	0	.	.
		Upper Division Hours	192	3.84	0	.	.
		Graduate Hours	192	2.38	0	.	.
	Yes	Lower Division Hours	163	2.01	0	.	.
		Upper Division Hours	166	4.01	0	.	.
		Graduate Hours	164	2.49	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Graduate Thesis Committees. Faculty were asked about the number of graduate thesis committees they had served on or chaired. The results for CSU faculty are shown in Table 38a. Only for quarter faculty with no assigned time was there a statistically significant increase in the number of graduate thesis committees on which the faculty served ($p<.05$).

Table 38a: Graduate Thesis Committees Served on or Chaired by CSU Faculty 1990 and 2001.

	Assigned Time		CSU 1990 N	CSU 1990 Mean	CSU 2001 N	CSU 2001 Mean	*Probability*
Semester	No	Graduate Committees Served	814	1.39	467	1.50	NS
		Graduate Committees Chaired	814	0.93	467	1.02	NS
	Yes	Graduate Committees Served	610	1.45	580	1.69	NS
		Graduate Committees Chaired	610	1.00	580	1.22	NS
Quarter	No	Graduate Committees Served	319	0.79	193	1.15	*
		Graduate Committees Chaired	319	0.55	193	0.72	NS
	Yes	Graduate Committees Served	218	1.28	167	1.25	NS
		Graduate Committees Chaired	218	0.96	167	0.83	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 38b shows the number of graduate thesis committees they had served on or chaired by US faculty. There was no difference between Administrations 1 and 2 in the number of graduate thesis committees they had served on or chaired for US faculty.

Table 38b: Graduate Thesis Committees Served on or Chaired by US Faculty 1990 and 2002.

	Assigned Time		US 1990 N	US 1990 Mean	US 2002 N	US 2002 Mean	*Probability*
Semester	No	Graduate Committees Served	662	1.73	536	1.85	NS
		Graduate Committees Chaired	662	0.97	536	1.04	NS
	Yes	Graduate Committees Served	309	1.48	314	1.78	NS
		Graduate Committees Chaired	309	1.16	314	1.17	NS
Quarter	No	Graduate Committees Served	88	1.20	0	.	.
		Graduate Committees Chaired	88	0.64	0	.	.
	Yes	Graduate Committees Served	25	1.28	0	.	.
		Graduate Committees Chaired	25	1.00	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The number of graduate thesis committees served on or chaired by CSU and US faculty in Administration 2 is displayed in Table 38c. There was one difference between CSU and US faculty with respect to graduate thesis committees served on or chaired. Specifically, US faculty with no assigned time served on more graduate thesis committees than did CSU faculty with no assigned time ($p<.05$).

Table 38c: Graduate Thesis Committees Served on or Chaired by CSU and US Faculty in Administration 2.

			CSU 2001		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Graduate Committees Served	467	1.50	536	1.85	*
		Graduate Committees Chaired	467	1.02	536	1.04	NS
	Yes	Graduate Committees Served	580	1.69	314	1.78	NS
		Graduate Committees Chaired	580	1.22	314	1.17	NS
Quarter	No	Graduate Committees Served	193	1.15	0	.	.
		Graduate Committees Chaired	193	0.72	0	.	.
	Yes	Graduate Committees Served	167	1.25	0	.	.
		Graduate Committees Chaired	167	0.83	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Undergraduate Thesis Committees. The number of undergraduate thesis committees that CSU faculty served on or chaired did not differ from Administration 1 to Administration 2. This is seen in Table 39a.

Table 39a: Undergraduate Thesis Committees Served on or Chaired by CSU Faculty 1990 and 2001.

			CSU 1990		CSU 2001		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Under-Graduate Committees Served	814	0.14	467	0.27	NS
		Under-Graduate Committees Chaired	814	0.19	467	0.28	NS
	Yes	Under-Graduate Committees Served	610	0.14	580	0.18	NS
		Under-Graduate Committees Chaired	610	0.17	580	0.21	NS
Quarter	No	Under-Graduate Committees Served	319	0.44	193	0.42	NS
		Under-Graduate Committees Chaired	319	0.47	193	0.69	NS
	Yes	Under-Graduate Committees Served	218	0.28	167	0.49	NS
		Under-Graduate Committees Chaired	218	0.44	167	0.50	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

By contrast, there were significant differences in participation in undergraduate committees for US faculty. As Table 39b shows, semester faculty at comparable US institutions with no assigned time had served on ($p<.05$) and chaired ($p<.01$) fewer undergraduate thesis committees in Administration 2 than US semester faculty with no assigned time had in Administration 1. Additionally, US semester faculty with assigned time served as chair on fewer committees in 2002 than had US semester faculty in 1990 ($p<.05$).

Table 39b: Undergraduate Thesis Committees Served on or Chaired by US Faculty 1990 and 2002.

			US 1990		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Under-Graduate Committees Served	662	0.49	536	0.30	*
		Under-Graduate Committees Chaired	662	0.40	536	0.18	**
	Yes	Under-Graduate Committees Served	309	0.38	314	0.24	NS
		Under-Graduate Committees Chaired	309	0.37	314	0.18	*
Quarter	No	Under-Graduate Committees Served	88	0.36	0	.	.
		Under-Graduate Committees Chaired	88	0.19	0	.	.
	Yes	Under-Graduate Committees Served	25	0.00	0	.	.
		Under-Graduate Committees Chaired	25	0.40	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 39c displays the number of undergraduate thesis committees semester faculty at CSU and US institutions in Administration 2 have served on or chaired. The number of undergraduate thesis committees served on or chaired by CSU and US semester faculty did not differ.

Table 39c: Undergraduate Thesis Committees Served on or Chaired by CSU and US Faculty in Administration 2.

			CSU 2001		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Under-Graduate Committees Served	467	0.27	536	0.30	NS
		Under-Graduate Committees Chaired	467	0.28	536	0.18	NS
	Yes	Under-Graduate Committees Served	580	0.18	314	0.24	NS
		Under-Graduate Committees Chaired	580	0.21	314	0.18	NS
Quarter	No	Under-Graduate Committees Served	193	0.42	0	.	.
		Under-Graduate Committees Chaired	193	0.69	0	.	.
	Yes	Under-Graduate Committees Served	167	0.49	0	.	.
		Under-Graduate Committees Chaired	167	0.50	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Exam Committees. CSU faculty were asked about the comprehensive exams and orals committees they served on as a member or chaired. Table 40a summarizes their responses. Semester faculty in the CSU system with assigned time served on more exam committees in Administration 2 than CSU semester faculty with assigned time in Administration 1 ($p<.05$).

Table 40a: Number of Exam Committes Served on or Chaired by CSU Faculty 1990 and 2001.

			CSU 1990		CSU 2001		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Exam Committees Served	814	0.52	467	0.76	NS
		Exam Committees Chaired	814	0.26	467	0.26	NS
	Yes	Exam Committees Served	610	0.68	580	0.98	*
		Exam Committees Chaired	610	0.26	580	0.40	NS
Quarter	No	Exam Committees Served	319	0.66	193	0.77	NS
		Exam Committees Chaired	319	0.26	193	0.49	NS
	Yes	Exam Committees Served	218	0.93	167	1.03	NS
		Exam Committees Chaired	218	0.31	167	0.25	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The number of comprehensive exams and orals committees they served on as a member or chaired by US semester faculty is displayed in Table 40b. US semester faculty with no assigned time chaired fewer exam committees in 2002 than US semester faculty with no assigned time had chaired in 1990 (p<.01).

Table 40b: Number of Exam Committes Served on or Chaired by US Faculty in 1990 and 2002.

			US 1990		US 2002		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Exam Committees Served	662	1.25	536	1.04	NS
		Exam Committees Chaired	662	0.60	536	0.30	**
	Yes	Exam Committees Served	309	1.19	314	1.06	NS
		Exam Committees Chaired	309	0.62	314	0.40	NS
Quarter	No	Exam Committees Served	88	1.06	0	.	.
		Exam Committees Chaired	88	0.58	0	.	.
	Yes	Exam Committees Served	25	0.64	0	.	.
		Exam Committees Chaired	25	0.12	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 40c shows the number of comprehensive exams and orals committees that CSU and US faculty served on as a member or chaired in Administration 2. No differences were observed in the number of comprehensive exams and orals committees served on or chaired between CSU and US faculty in Administration 2.

Table 40c: Number of Exam Committes Served on or Chaired by CSU and US in Administration 2.

			CSU 2001		US 2002		
Assigned Time			N	Mean	N	Mean	*Probability*
Semester	No	Exam Committees Served	467	0.76	536	1.04	NS
		Exam Committees Chaired	467	0.26	536	0.30	NS
	Yes	Exam Committees Served	580	0.98	314	1.06	NS
		Exam Committees Chaired	580	0.40	314	0.40	NS
Quarter	No	Exam Committees Served	193	0.77	0	.	.
		Exam Committees Chaired	193	0.49	0	.	.
	Yes	Exam Committees Served	167	1.03	0	.	.
		Exam Committees Chaired	167	0.25	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Service

Department Committees. Table 41a displays the number of department committees on which CSU faculty served. There were differences in service from the 1990 administration to the 2001 administration. Faculty on quarter campuses served on more department committees in both the winter ($p<.05$), and spring ($p<.05$) terms.

Table 41a: Number of Department Committees Served on by CSU Faculty 1990 and 2001.

		CSU 1990		CSU 2001		
		N	Mean	N	Mean	*Probability*
Semester	Fall Department Committees	1424	2.07	1045	2.15	NS
	Spring Department Committees	1424	2.04	1044	2.12	NS
Quarter	Fall Department Committees	537	2.05	357	2.25	NS
	Winter Department Committees	537	2.07	359	2.33	*
	Spring Department Committees	537	2.10	359	2.31	*

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The numbers of department committees US faculty served on in Administration 1 and Administration 2 are displayed in Table 41b. US faculty in 2002 on average served on fewer department committees than did US faculty in 1990 (p<.05).

Table 41b: Number of Department Committees Served on by US Faculty 1990 and 2002.

		US 1990		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Fall Department Committees	971	2.06	849	2.03	NS
	Spring Department Committees	971	1.84	849	1.67	*
Quarter	Fall Department Committees	113	1.79	0	.	.
	Winter Department Committees	113	1.74	0	.	.
	Spring Department Committees	113	1.81	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

There were differences in the number of department committees served on between CSU and US semester faculty. Table 41c shows that in the spring, CSU faculty served on more department committees than did US faculty (p<.001).

Table 41c: Number of Department Committees Served on by CSU and US Faculty in Administration 2.

		CSU 1990		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Fall Department Committees	1045	2.15	849	2.03	NS
	Spring Department Committees	1044	2.12	849	1.67	***
Quarter	Fall Department Committees	357	2.25	0	.	.
	Winter Department Committees	359	2.33	0	.	.
	Spring Department Committees	359	2.31	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 42a displays the number of department committees on which CSU faculty served split by assigned time. There were differences in service from the 1990 administration to the 2001 administration. Faculty on quarter campuses with assigned time served on more department committees in each the fall (p<.01), winter (p<.01), and spring (p<.01) terms.

Table 42a: Number of Department Committees Served on by CSU Faculty 1990 and 2001.

			CSU 1990		CSU 2001		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Fall Department Committees	814	2.08	467	2.07	NS
		Spring Department Committees	814	2.03	467	2.04	NS
	Yes	Fall Department Committees	610	2.05	578	2.21	NS
		Spring Department Committees	610	2.06	577	2.18	NS
Quarter	No	Fall Department Committees	319	2.19	192	2.21	NS
		Winter Department Committees	319	2.19	193	2.27	NS
		Spring Department Committees	319	2.25	193	2.29	NS
	Yes	Fall Department Committees	218	1.84	165	2.29	**
		Winter Department Committees	218	1.88	166	2.39	**
		Spring Department Committees	218	1.87	166	2.33	**

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The numbers of department committees US faculty served on in Administration 1 and Administration 2 are displayed in Table 42b. There were no differences in the number of department committees US faculty served on by administration when split by assigned time.

Table 42b: Number of Department Committees Served on by US Faculty 1990 and 2002.

			US 1990		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Fall Department Committees	662	2.02	535	1.91	NS
		Spring Department Committees	662	1.81	535	1.63	NS
	Yes	Fall Department Committees	309	2.16	314	2.22	NS
		Spring Department Committees	309	1.90	314	1.75	NS
Quarter	No	Fall Department Committees	88	1.77	0	.	.
		Winter Department Committees	88	1.75	0	.	.
		Spring Department Committees	88	1.84	0	.	.
	Yes	Fall Department Committees	25	1.84	0	.	.
		Winter Department Committees	25	1.72	0	.	.
		Spring Department Committees	25	1.72	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

There were differences in the number of department committees served on between CSU and US semester faculty. Table 42c shows that in the spring, both CSU faculty with (p<.001) and without (p<.001) assigned time served on more department committees than did US faculty.

Table 42c: Number of Department Committees Served on by CSU and US in Administration 2.

			CSU 2001		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Fall Department Committees	467	2.07	535	1.91	NS
		Spring Department Committees	467	2.04	535	1.63	***
	Yes	Fall Department Committees	578	2.21	314	2.22	NS
		Spring Department Committees	577	2.18	314	1.75	***
Quarter	No	Fall Department Committees	192	2.21	0	.	.
		Winter Department Committees	193	2.27	0	.	.
		Spring Department Committees	193	2.29	0	.	.
	Yes	Fall Department Committees	165	2.29	0	.	.
		Winter Department Committees	166	2.39	0	.	.
		Spring Department Committees	166	2.33	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

School Committees. CSU faculty reported the number of school committees that they served on for each term. Their responses are summarized in Table 43a. CSU faculty did not differ in the number of school committees they served on between 1990 and 2001.

Table 43a: Number of School Committees Served on by CSU Faculty 1990 and 2001.

		CSU 1990		CSU 2001		
		N	Mean	N	Mean	*Probability*
Semester	Fall School Committees	1424	0.77	1046	0.76	NS
	Spring School Committees	1424	0.77	1046	0.78	NS
Quarter	Fall School Committees	537	0.89	357	0.82	NS
	Winter School Committees	537	0.91	359	0.81	NS
	Spring School Committees	537	0.94	359	0.85	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Table 43b shows the number of school committees served on by US faculty. As with the CSU faculty, there were no differences in the number of school committees US faculty served on by administration.

Table 43b: Number of School Committees Served on by US Faculty 1990 and 2002.

		CSU 1990		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Fall School Committees	971	0.90	849	0.84	NS
	Spring School Committees	971	0.82	848	0.73	NS
Quarter	Fall School Committees	113	0.74	0	.	.
	Winter School Committees	113	0.67	0	.	.
	Spring School Committees	113	0.73	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

There were no differences between CSU semester faculty and US semester faculty in administration 2 with respect the number of school committees served on. This is illustrated in Table 43c.

Table 43c: Number of School Committees Served on by CSU and US Faculty in Administration 2.

		CSU 1990		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Fall School Committees	1046	0.76	849	0.84	NS
	Spring School Committees	1046	0.78	848	0.73	NS
Quarter	Fall School Committees	357	0.82	0	.	.
	Winter School Committees	359	0.81	0	.	.
	Spring School Committees	359	0.85	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The number of school committees that CSU faculty served on for each term, split by assigned time, are summarized in Table 44a. CSU faculty did not differ in the number of school committees they served on between 1990 and 2001.

Table 44a: Number of School Committees Served on by CSU Faculty 1990 and 2001.

			CSU 1990		CSU 2001		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Fall School Committees	814	0.76	467	0.70	NS
		Spring School Committees	814	0.75	467	0.71	NS
	Yes	Fall School Committees	610	0.79	579	0.81	NS
		Spring School Committees	610	0.79	579	0.83	NS
Quarter	No	Fall School Committees	319	0.84	192	0.76	NS
		Winter School Committees	319	0.85	193	0.75	NS
		Spring School Committees	319	0.87	193	0.79	NS
	Yes	Fall School Committees	218	0.97	165	0.89	NS
		Winter School Committees	218	0.99	166	0.88	NS
		Spring School Committees	218	1.05	166	0.91	NS

Note: * $p < .05$, ** $p < .01$, *** $p < .001$, NS = Not Significant

Table 44b shows the number of school committees served on by US faculty with and without assigned time. As was the case with the CSU faculty, there were no differences in the number of school committees US faculty served on by administration.

Table 44b: Number of School Committees Served on by US Faculty 1990 and 2002.

			US 1990		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Fall School Committees	662	0.95	535	0.87	NS
		Spring School Committees	662	0.86	534	0.76	NS
	Yes	Fall School Committees	309	0.79	314	0.78	NS
		Spring School Committees	309	0.75	314	0.66	NS
Quarter	No	Fall School Committees	88	0.70	0	.	.
		Winter School Committees	88	0.64	0	.	.
		Spring School Committees	88	0.69	0	.	.
	Yes	Fall School Committees	25	0.88	0	.	.
		Winter School Committees	25	0.80	0	.	.
		Spring School Committees	25	0.88	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

There were two differences between CSU semester faculty and US semester faculty in administration 2 with respect the number of school committees served on. As Table 44c shows, US faculty with no assigned time participated on more school committees in the fall than did CSU faculty with no assigned time ($p<.05$). On the other hand, CSU faculty with assigned time participated on more school committees in the spring than did US faculty with assigned time ($p<.05$).

Table 44c: Number of School Committees Served on by CSU and US Faculty in Administration 2.

			CSU 2001		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Fall School Committees	467	0.70	535	0.87	*
		Spring School Committees	467	0.71	534	0.76	NS
	Yes	Fall School Committees	579	0.81	314	0.78	NS
		Spring School Committees	579	0.83	314	0.66	*
Quarter	No	Fall School Committees	192	0.76	0	.	.
		Winter School Committees	193	0.75	0	.	.
		Spring School Committees	193	0.79	0	.	.
	Yes	Fall School Committees	165	0.89	0	.	.
		Winter School Committees	166	0.88	0	.	.
		Spring School Committees	166	0.91	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

University Committees. CSU faculty did not differ between Administration 1 and Administration 2 in the number of university committees on which they served. This is illustrated in Table 45a.

Table 45a: Number of University Committees Served on by CSU Faculty 1990 and 2001.

		CSU 1990		CSU 2001		
		N	Mean	N	Mean	*Probability*
Semester	Fall University Committees	1424	0.93	1046	1.00	NS
	Spring University Committees	1424	0.96	1046	1.04	NS
Quarter	Fall University Committees	537	0.97	359	0.92	NS
	Winter University Committees	537	0.96	359	0.96	NS
	Spring University Committees	537	0.99	359	0.97	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Unlike the CSU faculty, there were differences in the US faculty from Administration 1 to Administration 2 with respect to the number of committees semester faculty served on. As Table 45b shows, the number of university committees US semester faculty served on dropped for both fall (p<.01) and spring (p<.001) from Administration 1 to Administration 2.

Table 45b: Number of University Committees Served on by US Faculty 1990 and 2002.

		US 1990		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Fall University Committees	971	1.07	849	0.88	**
	Spring University Committees	971	0.99	849	0.77	***
Quarter	Fall University Committees	113	0.81	0	.	.
	Winter University Committees	113	0.78	0	.	.
	Spring University Committees	113	0.81	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The numbers of university committees on which CSU and US semester faculty served are shown in Table 45c. In the fall, CSU faculty served on more university committees than did US faculty ($p<.05$), and CSU faculty served on more university committees in the spring than did US faculty ($p<.001$).

Table 45c: Number of University Committees Served on by CSU and US Faculty in Administration 2.

		CSU 1990		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Fall University Committees	1046	1.00	849	0.88	*
	Spring University Committees	1046	1.04	849	0.77	***
Quarter	Fall University Committees	359	0.92	0	.	.
	Winter University Committees	359	0.96	0	.	.
	Spring University Committees	359	0.97	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

There was no difference in the number of university committees on which CSU faculty served between Administration 1 and Administration 2. This is illustrated in Table 46a.

Table 46a: Number of University Committees Served on by CSU Faculty 1990 and 2001.

			CSU 1990		CSU 2001		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Fall University Committees	814	0.84	467	0.83	NS
		Spring University Committees	814	0.85	467	0.84	NS
	Yes	Fall University Committees	610	1.06	579	1.14	NS
		Spring University Committees	610	1.12	579	1.19	NS
Quarter	No	Fall University Committees	319	0.80	193	0.72	NS
		Winter University Committees	319	0.76	193	0.76	NS
		Spring University Committees	319	0.82	193	0.80	NS
	Yes	Fall University Committees	218	1.23	166	1.16	NS
		Winter University Committees	218	1.25	166	1.19	NS
		Spring University Committees	218	1.24	166	1.17	NS

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The US faculty did differ from Administration 1 to Administration 2 with respect to the number of committees on which semester faculty served. As Table 46b shows, the number of university committees US semester faculty with no assigned time served on dropped for both fall ($p<.001$) and spring ($p<.001$) from Administration 1 to Administration 2.

Table 46b: Number of University Committees Served on by US Faculty 1990 and 2002.

			US 1990		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Fall University Committees	662	1.05	535	0.81	***
		Spring University Committees	662	0.98	535	0.70	***
	Yes	Fall University Committees	309	1.11	314	0.99	NS
		Spring University Committees	309	1.03	314	0.89	NS
Quarter	No	Fall University Committees	88	0.84	0	.	.
		Winter University Committees	88	0.78	0	.	.
		Spring University Committees	88	0.82	0	.	.
	Yes	Fall University Committees	25	0.72	0	.	.
		Winter University Committees	25	0.76	0	.	.
		Spring University Committees	25	0.76	0	.	.

Note: * $p < .05$, ** $p < .01$, *** $p < .001$, NS = Not Significant

Table 46c shows the numbers of university committees on which CSU and US semester faculty served. In the spring, CSU faculty with no assigned time served on more university committees than did US faculty with no assigned time ($p<.05$), and CSU faculty with assigned time served on more university committees than did US faculty with assigned time ($p<.01$).

Table 46c: Number of University Committees Served on CSU and by US Faculty in Administration 2.

			CSU 2001		US 2002		
	Assigned Time		N	Mean	N	Mean	*Probability*
Semester	No	Fall University Committees	467	0.83	535	0.81	NS
		Spring University Committees	467	0.84	535	0.70	*
	Yes	Fall University Committees	579	1.14	314	0.99	NS
		Spring University Committees	579	1.19	314	0.89	**
Quarter	No	Fall University Committees	193	0.72	0	.	.
		Winter University Committees	193	0.76	0	.	.
		Spring University Committees	193	0.80	0	.	.
	Yes	Fall University Committees	166	1.16	0	.	.
		Winter University Committees	166	1.19	0	.	.
		Spring University Committees	166	1.17	0	.	.

Note: * $p < .05$, ** $p < .01$, *** $p < .001$, NS = Not Significant

Student Contact

Student contact was also of interest. Faculty were asked about office hours and additional time they were available for students. The responses of CSU faculty are summarized in Table 47a. From Administration 1 to Administration 2, the number of office hours increased for semester faculty with no assigned time ($p<.01$) and for quarter faculty with no assigned time ($p<.01$). The number of hours that faculty in 2001 reported being available to students outside of office hours was lower than reported by

faculty in 1990. It should be noted that there is a slight wording difference in the question regarding office hours. That is, in 1990, faculty were asked the number of office hours they were *required* to hold, while in 2001 they were simply asked how many office hours they *did* hold.

Table 47a: Student Contact for CSU Faculty 1990 and 2001.

		CSU 1990		CSU 2001		
		N	Mean	N	Mean	*Probability*
Semester	Office Hours Held per Week	1388	4.53	1024	4.85	**
	Additional Hours Available to Students	1318	7.95	1009	4.25	***
Quarter	Office Hours Held per Week	534	4.57	358	5.10	***
	Additional Hours Available to Students	497	8.21	356	4.56	***

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Considering the total hours available to students, CSU semester faculty reported being available to students in 2001 an average of 9.14 hours per week for faculty without assigned time and 9.06 hours for faculty with assigned time. These hours were a little higher for faculty at quarter campuses. Quarter faculty without assigned time were available to students 9.43 hours per week, while those without assigned time were available 9.93 hours.

The pattern for US semester faculty is similar to that for CSU faculty. The number of office hours for those with no assigned time increased from Administration 1 to Administration 2 ($p<.01$). This is seen in Table 47b. However, the number of additional hours dropped from Administration 1 to Administration 2 for both those with assigned time ($p<.001$) and those without ($p<.001$). Again, this drop must be attributed, at least in part, to a rewording of the question.

Table 47b: Student Contact for US Faculty 1990 and 2002.

		US 1990		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Office Hours Held per Week	892	5.05	809	5.66	***
	Additional Hours Available to Students	904	9.95	805	3.97	***
Quarter	Office Hours Held per Week	104	5.56	0	.	.
	Additional Hours Available to Students	102	9.46	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

The total hours US semester faculty were available to students in 2001 was of interest. US semester faculty without assigned time averaged 9.29 hours of availability to students outside of class per week. US faculty with assigned time were available an average of 10.23 hours per week.

The amount of student contact for CSU and US faculty are displayed in Table 47c. For semester faculty, those with ($p<.001$) and without assigned time ($p<.01$) at the comparable US institutions held more office hours than did CSU faculty. On the other hand, compared to US faculty, CSU semester faculty with no assigned time had more additional hours they were available to students ($p<.05$), and counseled a greater number of students ($p<.001$). Further, CSU semester faculty with

assigned time spent more time in electronic communication with students (p<.001), and counseled a greater number of students (p<.05) than did US faculty.

Table 47c: Student Contact for CSU and US Faculty in Administration 2.

		CSU 2001		US 2002		
		N	Mean	N	Mean	*Probability*
Semester	Office Hours Held per Week	1024	4.85	809	5.66	***
	Additional Hours Available to Students	1009	4.25	805	3.97	NS
	Hours per Week Spent in Electronic Communication with Students	1011	3.34	811	2.88	**
	Students Counseled and Advised per Term	992	23.69	850	19.46	***
Quarter	Office Hours Held per Week	358	5.10	0	.	.
	Additional Hours Available to Students	356	4.56	0	.	.
	Hours per Week Spent in Electronic Communication with Students	355	2.97	0	.	.
	Students Counseled and Advised per Term	350	21.58	0	.	.

Note: * p < .05, ** p < .01, *** p < .001, NS = Not Significant

Faculty Attitudes

Workload Comparison Perceptions

Faculty in Administration 2 rated their workload compared to others in their discipline, others in their institution, and others in their department. They also rated their workload compared to their expectations at the time that they were hired. Figure 1 shows the percent of faculty who said their workload was higher, lower, or about the same. CSU faculty were almost twice as likely as US faculty to indicate that their workload was higher than others in their discipline ($p<.001$).

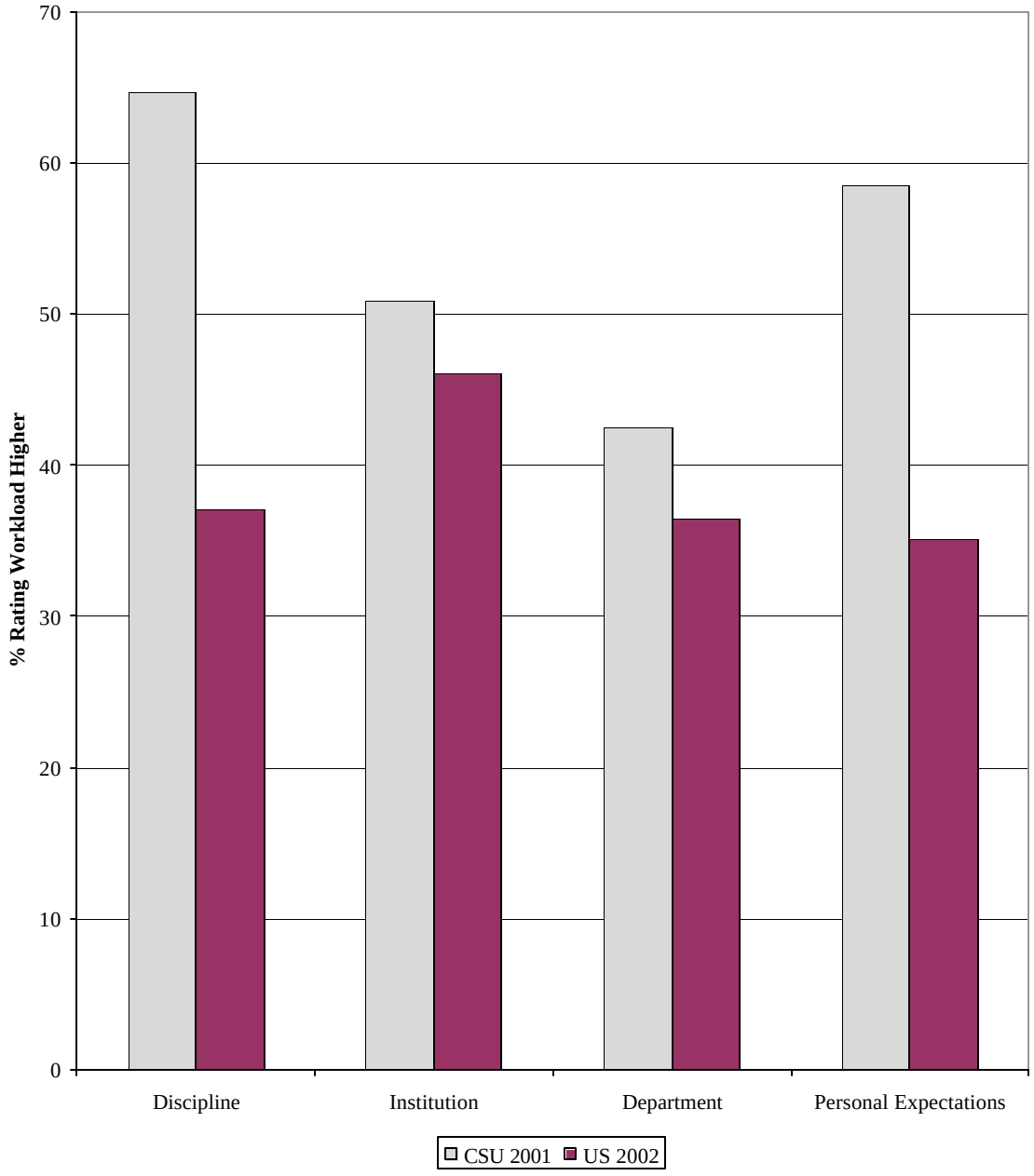
Faculty also compared their own workload to others in their institution. As with the comparison to others in the discipline, CSU faculty indicated that they perceived their workload to be higher ($p<.001$). However, Figure 1 shows that this effect is not near as extreme as the comparisons to others in their discipline.

Figure 1 shows the comparisons of CSU and US faculty to others in their department in terms of workload. CSU faculty were more likely than US faculty to indicate that they have a higher workload than others in their department ($p<.01$).

It is also useful to consider how faculty perceives their workload relative to their expectations at the time they were hired. As indicated in Figure 1, semester faculty's current workload relative to expectations at the time faculty were hired differed for CSU and US faculty. While CSU faculty were more likely to say their workload was higher than their expectations than the same or lower, US faculty

were more likely to say their workload was the same as expected than they were to say it was higher or lower than expected ($p<.001$).

Figure 1: Percentage of Faculty Indicating Their Workload is Higher than Others in Their Discipline, Institution, Department, and Personal Expectations When Hired.



Relationship with the Institution

Faculty were asked about their relationship with their institution. They were offered a number of statements regarding their relationship with their institution, and asked about the extent to which they agreed or disagreed with these statements. Table 48 shows the percentage of semester faculty in Administration 2 that strongly disagreed, somewhat disagreed, somewhat agreed, or strongly agreed with each statement. CSU semester faculty were more likely than US semester faculty to *disagree* with the statements that (a) they are treated with respect at their institution ($p<.001$), (b) their institution values their contributions ($p<.01$), (c) their institution's expectations of their workload matches their own expectations ($p<.001$), (d) their participation in department or program committees is rewarded ($p<.01$), and (e) their participation in university, school, or college governance is rewarded ($p<.05$).

Table 48: Relationship with Institution for CSU and US Faculty.

		CSU 2001		US 2002	
		Frequency	Percent	Frequency	Percent
I am treated with respect at my institution.	Strongly Disagree	134	9.77%	36	4.27%
	Somewhat Disagree	201	14.66%	101	11.97%
	Somewhat Agree	514	37.49%	384	45.50%
	Strongly Agree	522	38.07%	323	38.27%
I feel that the institution values my contributions.	Strongly Disagree	161	11.86%	52	6.16%
	Somewhat Disagree	271	19.97%	168	19.91%
	Somewhat Agree	564	41.56%	388	45.97%
	Strongly Agree	361	26.60%	236	27.96%
The institution's expectations of my workload are consistent with my expectations.	Strongly Disagree	289	21.06%	60	7.12%
	Somewhat Disagree	495	36.08%	243	28.83%
	Somewhat Agree	442	32.22%	373	44.25%
	Strongly Agree	146	10.64%	167	19.81%
Participation in faculty governance is rewarded at my institution.	Strongly Disagree	252	19.28%	157	18.87%
	Somewhat Disagree	458	35.04%	319	38.34%
	Somewhat Agree	479	36.65%	295	35.46%
	Strongly Agree	118	9.03%	61	7.33%
Participation in department/ program committees is rewarded at my institution.	Strongly Disagree	270	19.81%	114	13.59%
	Somewhat Disagree	497	36.46%	318	37.90%
	Somewhat Agree	493	36.17%	323	38.50%
	Strongly Agree	103	7.56%	84	10.01%
Participation in university, school or college committees is rewarded at my institution.	Strongly Disagree	230	16.97%	116	13.84%
	Somewhat Disagree	431	31.81%	317	37.83%
	Somewhat Agree	578	42.66%	328	39.14%
	Strongly Agree	116	8.56%	77	9.19%
Effective teaching is rewarded at my institution.	Strongly Disagree	174	12.71%	78	9.36%
	Somewhat Disagree	311	22.72%	185	22.21%
	Somewhat Agree	597	43.61%	398	47.78%
	Strongly Agree	287	20.96%	172	20.65%

Interaction with Students

Faculty interaction with students received attention in the survey. Table 49 displays the percentages of semester faculty in Administration 2 that strongly disagreed, somewhat disagreed, somewhat agreed, or strongly agreed with statements regarding the nature of their interaction with students. Faculty from CSU were more likely than US faculty to strongly agree to the statements that (a) they encourage students to see them outside of class ($p<.001$), (b) they encourage students to work with others outside of class ($p<.001$), (c) they ask students to work cooperatively during class ($p<.001$), (d) they provide prompt feedback that allows for improvement ($p<.001$), (e) they demand a lot from students ($p<.001$), (f) they encourage students to ask questions ($p<.05$), (g) they vary instructional activities to accommodate different learning styles ($p<.001$), (h) they talk with students about career opportunities ($p<.001$), and (i) they inform students about opportunities to learn outside the classroom ($p<.001$). Both CSU and US faculty agreed with all statements regarding their interaction with students.

Table 49: Interaction with Students for CSU and US Faculty.

		CSU 2001		US 2002	
		Frequency	Percent	Frequency	Percent
I encourage students to see me outside of class.	Strongly Disagree	6	0.58%	2	0.24%
	Somewhat Disagree	14	1.36%	27	3.19%
	Somewhat Agree	193	18.77%	233	27.54%
	Strongly Agree	815	79.28%	584	69.03%
I encourage students to work with other students on projects outside of class.	Strongly Disagree	6	0.58%	25	2.97%
	Somewhat Disagree	70	6.80%	78	9.25%
	Somewhat Agree	265	25.73%	280	33.21%
	Strongly Agree	689	66.89%	460	54.57%
I ask students to work cooperatively and collaboratively *during* class.	Strongly Disagree	42	4.09%	67	7.96%
	Somewhat Disagree	100	9.73%	143	16.98%
	Somewhat Agree	271	26.36%	262	31.12%
	Strongly Agree	615	59.82%	370	43.94%
I respond promptly to student work with feedback that allows them to improve.	Strongly Disagree	3	0.29%	3	0.35%
	Somewhat Disagree	21	2.04%	28	3.31%
	Somewhat Agree	242	23.50%	263	31.09%
	Strongly Agree	764	74.17%	552	65.25%
I demand a lot of my students.	Strongly Disagree	2	0.20%	1	0.12%
	Somewhat Disagree	25	2.44%	27	3.19%
	Somewhat Agree	287	28.00%	318	37.59%
	Strongly Agree	711	69.37%	500	59.10%
I encourage students to ask questions in class.	Strongly Disagree	1	0.10%	1	0.12%
	Somewhat Disagree	1	0.10%	1	0.12%
	Somewhat Agree	90	8.72%	109	12.87%
	Strongly Agree	940	91.09%	736	86.89%
I vary classroom/instructional activities to accommodate different learning styles of students.	Strongly Disagree	15	1.45%	22	2.61%
	Somewhat Disagree	81	7.85%	117	13.86%
	Somewhat Agree	374	36.24%	368	43.60%
	Strongly Agree	562	54.46%	337	39.93%
I talk to students about career opportunities in my field.	Strongly Disagree	11	1.07%	19	2.25%
	Somewhat Disagree	65	6.32%	87	10.31%
	Somewhat Agree	337	32.75%	354	41.94%
	Strongly Agree	616	59.86%	384	45.50%
I inform students about opportunities to learn outside of the classroom.	Strongly Disagree	3	0.29%	10	1.18%
	Somewhat Disagree	55	5.35%	62	7.32%
	Somewhat Agree	347	33.75%	393	46.40%
	Strongly Agree	623	60.60%	382	45.10%

SUMMARY

The SBRI at CSU San Marcos conducted a mailed survey of a representative sample of California State University full-time faculty members in 1991, and a sample from other US institutions in 2002. These constitute the data for Administration 2. These data were combined with similar data collected from CSU and US institutions in 1990 (Administration 1). The study focused on faculty workload, activities, and attitudes. Some key findings are noted below.

- CSU faculty in 2001 spent more time overall, including more time on teaching, scholarly and creative activities, and administration, than did CSU faculty in 1990. Additionally, CSU faculty workload activity hours were higher than US workload activity hours in Administration 2.
- Generally, CSU faculty taught more classes, taught more units had higher student credit units, taught more students, and had more meeting hours with students than US faculty.
- While meeting hours for CSU faculty remained fairly constant from Administration 1 to Administration 2, they dropped significantly for US faculty.
- CSU semester faculty both with and without assigned time provided more hours of individualized instruction than did US faculty.
- Generally, CSU faculty served on more committees than did US faculty.
- CSU faculty were generally more likely than US faculty to indicate that their workload was higher than others in their discipline, others at their institution, others in their department, and what they expected at the time they were hired.

- There was an increase in the percentage of CSU faculty receiving assigned time, from 42.2 percent in the 1990 administration to 52.4 percent in 2001, and CSU faculty were much more likely than US faculty to receive assigned time.
- Satisfaction with work scope, support and resources increased for both CSU and US faculty from Administration 1 to Administration 2, but CSU faculty were less satisfied than were US faculty.
- CSU faculty were less likely than US semester faculty to report that (a) they are treated with respect at their institution, (b) their institution values their contributions, (c) their institution's expectations of their workload matches their own expectations, (d) their participation in department or program committees is rewarded, and (e) their participation in university, school, or college governance is rewarded.
- US faculty and especially CSU tended to agree with the statements that (a) they encourage students to see them outside of class, (b) they encourage students to work with others outside of class, (c) they ask students to work cooperatively during class, (d) they provide prompt feedback that allows for improvement, (e) they demand a lot from students, (f) they encourage students to ask questions, (g) they vary instructional activities to accommodate different learning styles, (h) they talk with students about career opportunities, and (i) they inform students about opportunities to learn outside the classroom.

- CSU faculty with no assigned time increased the number of publications in refereed journals and patents obtained from Administration 1 to Administration 2, while those with assigned time increased the number of publications in non-refereed journals.

APPENDIX A

Faculty Workload Study

Sponsored by:

The California State University,

The California Faculty Association
and
The CSU Statewide Academic Senate

Conducted By:
The Social and Behavioral Research Institute
California State University San Marcos
San Marcos, CA 92096
760_750_3288

1. During the current term did you have any instructional duties at this institution (e.g., teaching one or more courses, advising or supervising students' activities)?
_____ Yes _____ No

(IF NO, PLEASE STOP HERE AND RETURN THIS PACKET TO THE SOCIAL & BEHAVIORAL RESEARCH INSTITUTE IN THE ENCLOSED PREPAID ENVELOPE.)

2. During the current term did this institution consider you to be a tenured/tenure track or temporary employee?

_____ Tenured/Tenure track _____ Temporary

(IF TEMPORARY, PLEASE STOP HERE AND RETURN THIS PACKET TO THE SOCIAL & BEHAVIORAL RESEARCH INSTITUTE IN THE ENCLOSED PREPAID ENVELOPE.)

3. Were you the chairperson of a department, program, or division at this institution during the fall 2001 term?

_____ Yes _____ No

4. During the current term were you given reduced teaching or assigned time?

_____ Yes _____ No –> If No, skip to Q5

How many units were you released from? _____

Was your reduced teaching or assigned time funded by the University, by sources outside the University, or both? (CHECK ALL THAT APPLY)

_____ Funded by the University _____ Funded by outside sources

Which of the following best describes the type of activity for which you received reduced teaching or assigned time? (CHECK ALL THAT APPLY)

_____ Student advisement
_____ Program administration
_____ Scholarly/Creative activities
_____ Assessment activities
_____ Pedagogical/New courses/Program preparation
_____ Governance
_____ Grants/Contracts
_____ Other, Specify: _____

5. In an average week, how many hours do you spend doing each of the following?

Hrs. (PLEASE GIVE BEST ESTIMATE IF NOT SURE)
_____ Scholarly/Creative activities

_____ Teaching (include all aspects of instruction; e.g., classroom time, preparation, grading, etc.)

_____ Advising students

_____ University, school and departmental service

_____ Administration

_____ Service learning

_____ Paid off_campus work or consulting

_____ Fund raising

_____ Unpaid (pro_bono) community or professional service activities

_____ Other, Specify _____

6. How satisfied or dissatisfied do you personally feel about each of the following aspects of your job at this institution? (PLEASE CHECK ONE BOX FOR EACH ITEM)

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Not Applicable
My overall work load:	_____	_____	_____	_____	_____
My job security:	_____	_____	_____	_____	_____
The mix of teaching, research, administration, and service (as applicable) that I am required to do:	_____	_____	_____	_____	_____
Time available for working with students as an advisor, mentor, etc.:	_____	_____	_____	_____	_____
Teaching assistance that I receive (graduate assistants, student assistants, etc.):	_____	_____	_____	_____	_____
Facilities for scholarly and creative activities:	_____	_____	_____	_____	_____
Teaching facilities:	_____	_____	_____	_____	_____
Office space:	_____	_____	_____	_____	_____
Classroom technology:	_____	_____	_____	_____	_____
Support for professional travel:	_____	_____	_____	_____	_____
Availability of equipment (such as personal computers, etc.):	_____	_____	_____	_____	_____
Availability of technical support:	_____	_____	_____	_____	_____
Availability of clerical support:	_____	_____	_____	_____	_____

Library and information resources:

_____ _____ _____ _____ _____

7. Please use the spaces below to indicate how many different course preparations you taught or will teach during each term during the 2001_2002 academic year. Ignore those terms which do not fit with your institution's academic calendar.

Different preparations: _____ Fall _____ Winter _____ Spring _____ Summer

Of the different preparations, how many were new preparations?
_____ Fall _____ Winter _____ Spring _____ Summer

On_Line web based instruction:
_____ Fall _____ Winter _____ Spring _____ Summer

8. About how many of each of the following have you presented/published/done, etc. during the academic year 2001_2002, and during the academic years of 1999_2000 and 2000_2001 combined?

If NO presentations/publications etc. for the past three years, check here_____ and SKIP TO Q9

(PLEASE GIVE BEST ESTIMATE IF NOT SURE)

Articles or creative work published in refereed professional or trade journals
_____ 2001/2002 _____ 1999/2000 & 2000/01

Articles or creative work published in non_refereed professional or trade journals
_____ 2001/2002 _____ 1999/2000 & 2000/01

Articles or creative work published in popular media or in_house newsletters
_____ 2001/2002 _____ 1999/2000 & 2000/01

Published reviews of books, articles, or creative works
_____ 2001/2002 _____ 1999/2000 & 2000/01

Chapters in edited volumes
_____ 2001/2002 _____ 1999/2000 & 2000/01

Textbooks
_____ 2001/2002 _____ 1999/2000 & 2000/01

Monographs
_____ 2001/2002 _____ 1999/2000 & 2000/01

Other Books
_____ 2001/2002 _____ 1999/2000 & 2000/01

Research or technical reports disseminated internally or to clients
_____ 2001/2002 _____ 1999/2000 & 2000/01

Presentations at conferences, workshops, etc.
_____ 2001/2002 _____ 1999/2000 & 2000/01

Juried exhibitions or performances in the fine or applied arts
_____ 2001/2002 _____ 1999/2000 & 2000/01

Non_Juried exhibitions or performances in the fine or applied arts
_____ 2001/2002 _____ 1999/2000 & 2000/01

Patents or copyrights
_____ 2001/2002 _____ 1999/2000 & 2000/01

Reviewing articles or creative work for publication or presentation
_____ 2001/2002 _____ 1999/2000 & 2000/01

Computer software products
_____ 2001/2002 _____ 1999/2000 & 2000/01

Serving on editorial boards/jury panels
_____ 2001/2002 _____ 1999/2000 & 2000/01

Accreditation reviews
_____ 2001/2002 _____ 1999/2000 & 2000/01

Web_based on_line instruction materials
_____ 2001/2002 _____ 1999/2000 & 2000/01

9. The question below deals with your teaching assignments for the 2001_2002 academic year. The columns on the left ask you to circle the letter representing the term and course level using the key provided above each. The columns on the right ask you to write in the student enrollment, the number of meeting hours per week, and the number of units of each course. For example, if you taught a three unit lower division lecture course during the fall term of 2001 you would circle "F" under the "Term" column and "L" under the "Course Level" column. You would then move to the right hand portion and write in your best estimate of the student enrollment, the number of hours per week that the course met, and the number of units. Please do this for each course you taught at this institution for all terms during the 2001_ 2002 academic year.

CIRCLE CORRECT LETTERS USING KEYS BELOW:

(F) Fall
(W) Winter
(Sp) Spring
(Su) Summer

(L) Lower Div.
(U) Upper Div.
(G) Graduate

(WRITE YOUR BEST ESTIMATE IN THE SPACES BELOW)

2001_2002 Term	Course Level	Student Enrollment	# Meeting Hrs. per Week	# of Units
F W Sp Su	L U G	____	____	____
F W Sp Su	L U G	____	____	____
F W Sp Su	L U G	____	____	____
F W Sp Su	L U G	____	____	____
F W Sp Su	L U G	____	____	____
F W Sp Su	L U G	____	____	____
F W Sp Su	L U G	____	____	____
F W Sp Su	L U G	____	____	____
F W Sp Su	L U G	____	____	____
F W Sp Su	L U G	____	____	____
F W Sp Su	L U G	____	____	____
F W Sp Su	L U G	____	____	____
F W Sp Su	L U G	____	____	____
F W Sp Su	L U G	____	____	____
F W Sp Su	L U G	____	____	____

10. For each type of student listed below please indicate about how many received individualized instruction (i.e., tutoring, independent study, directed readings) from you in a typical week during the 2001/2002 academic year. Also, indicate the average number of contact hours per week that you spent providing individualized instruction to each type of student.

(IF NONE, ENTER 0. PLEASE GIVE YOUR BEST ESTIMATE FOR AN AVERAGE WEEK)

Lower Division:
- # of Students Receiving Individual Instruction _____
- # of Hours of Individual Instruction (not including e_mail & on_ line instruction) _____

Upper Division:
- # of Students Receiving Individual Instruction _____
- # of Hours of Individual Instruction (not including e_mail & on_ line instruction) _____

Graduate:
- # of Students Receiving Individual Instruction _____
- # of Hours of Individual Instruction (not including e_mail & on_ line instruction) _____

All Other Students:
- # of Students Receiving Individual Instruction _____
- # of Hours of Individual Instruction (not including e_mail & on_ line instruction) _____

11. During the 2001/2002 academic year, about how many graduate or undergraduate thesis committees, comprehensive exams, or orals did you chair or serve on at this institution?

Graduate:
- Served as Member (but did not chair) _____
- Thesis Committees Chaired _____

Undergraduate:
- Served as Member (but did not chair) _____
- Thesis Committees Chaired _____

Comprehensive Exams or Orals Committees (other than as part of a thesis committee):
- Served as Member (but did not chair) _____
- Thesis Committees Chaired _____

12. Please use the spaces below to indicate how many different committees you served on during each term for the 2001/2002 academic year. Ignore those terms which do not fit your institution's academic calendar. Please do not include thesis, exam, or orals committees.

Department/Program Committees: ____ Fall ____ Winter ____ Spring ____ Summer

School/College Committees: ____ Fall ____ Winter ____ Spring ____ Summer

University Committees: ____ Fall ____ Winter ____ Spring ____ Summer

13. About how many office hours per week do you hold? _____

14. In addition to your scheduled office hours, about how many hours per week do you spend with students outside of class, in person, or by phone? _____

15. About how many hours per week do you spend in electronic communication with your students, including e_mail and on_line instruction? _____

16. About how many students do you counsel and advise per term? _____

17. For the following workload questions, please mark the most appropriate response.

Compared to other faculty in my discipline, my workload is:
____ Higher ____ About the Same ____ Lower ____ Don't Know

Compared to other faculty in my institution, my workload is:
____ Higher ____ About the Same ____ Lower ____ Don't Know

Compared to other faculty in my department, my workload is:
____ Higher ____ About the Same ____ Lower ____ Don't Know

Compared to my expectations when I took the job, my workload is:
____ Higher ____ About the Same ____ Lower ____ Don't Know

18. The statements below reflect the relationship you have with the institution. Please indicate whether you strongly agree, somewhat agree, somewhat disagree or strongly disagree with each of the following statements.

I am treated with respect at my institution.
___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

I feel that the institution values my contributions.
___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

The institution's expectations of my workload are consistent with my expectations.
___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

Participation in faculty governance is rewarded at my institution.
___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

Participation in department/program committees is rewarded at my institution.
___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

Participation in university, school or college committees is rewarded at my institution.
___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

Effective teaching is rewarded at my institution.
___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

19. The statements below reflect ways you interact with students. Please indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of the following statements.

I encourage students to see me outside of class.
___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

I encourage students to work with other students on projects outside of class.
___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

I ask students to work cooperatively and collaboratively during class.
___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

I respond promptly to student work with feedback that allows them to improve.
___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

I demand a lot of my students.

___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

I encourage students to ask questions in class.

___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

I vary classroom/instructional activities to accommodate different learning styles of students.

___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

I talk to students about career opportunities in my field.

___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

I inform students about opportunities to learn outside of the classroom.

___ Strongly Agree ___ Somewhat Agree ___ Somewhat Disagree ___ Strongly Disagree

20. What is your tenure status at this institution during the current term?
(CHECK APPROPRIATE BOX)

____ Tenured –> In what year? _____
____ Tenure track, but not tenured
____ Other, specify in space below
_____

21. For how many years have you been employed at this institution? _____

22. Which of the following best describes your academic rank at this institution during the current term?

(PLEASE MARK ONLY ONE BOX)

____ Distinguished/Named Professor
____ Professor
____ Associate Professor
____ Assistant Professor
____ Instructor
____ Other, specify in space below
_____

23. In what academic year did you first achieve this rank?

(PLEASE GIVE YOUR BEST ESTIMATE IF UNSURE)

academic year _____ / _____

24. What is the name of your department or program? _____

25. How many full or part time faculty are employed in your department or program?

(PLEASE GIVE YOUR BEST ESTIMATE IF UNSURE)

Full_Time Faculty Members _____
Number of Part_Time/ Temporary Faculty Members _____

26. Please list the highest degree or certificate that you hold, the field in which you received that degree, and the year in which you received that degree.

Degree _____
Field _____
Year _____

27. Your gender:

___ Female ___ Male

28. In what year were you born? 19_____

29. Are you of Hispanic descent? ___ Yes ___ No

30. What is your race?

____ American Indian, Aleut, Eskimo
____ Asian or Pacific Islander (Japanese, Chinese, Filipino, Asian Indian, Korean, Vietnamese Samoan, other)
____ African_American
____ White
____ Other, specify in space below

_____

APPENDIX B

Workload Activities for CSU and US Faculty

Workload Activity	Detail Tables	CSU 1990	CSU 2001	US 1990	US 2002
Teaching					
Classes Taught - Fall Term	20a-c	3.39	3.10	2.88	2.56
Total Units - Fall Term	22a-c	9.59	9.35	8.10	7.05
Student Credit Units - Fall Term	24a-c	279.29	264.99	283.97	227.55
Total Students Enrolled - Fall Term	26a-c	96.32	90.53	89.98	81.44
Total Meeting Hour per Week -Fall Term	28a-c	11.57	10.97	9.89	8.24
Number of Different Course Preparations - Fall Term	30a-c	2.64	2.44	2.50	2.22
Number of New Course Preparations - Fall Term	32a-c	0.74	0.77	1.33	0.67
Number of Web Courses - Fall Term	34	.	0.17	.	0.13
Service					
Department Committees - Fall Term	41a-c	2.07	2.15	2.06	2.03
School Committeed - Fall Term	43a-c	0.77	0.76	0.90	0.84
University Committees - Fall Term	45a-c	0.93	1.00	1.07	0.88