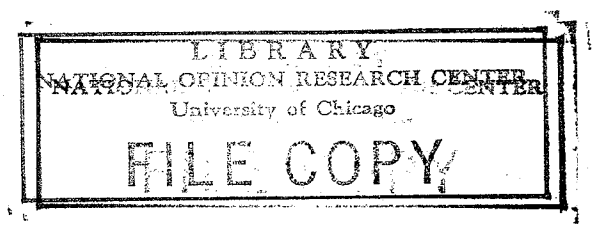
UNIVERSITY SPACE: THE PROBLEM AS SEEN BY ADMINISTRATORS AND FACULTY

Part I: The Administrators

by

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A Study Conducted for
The Faculty Committee on Space
of
The University of Chicago



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CHAPTER I

INTRODUCTION:
PURPOSE AND DESIGN OF THE STUDY; INTERVIEWS OBTAINED; PRESENTATION OF DATA

Purpose and Design of the Study

In the fall of 1960 the National Opinion Research Center, at the request of the Faculty Committee on Space of the University of Chicago, undertook to conduct a survey of administrators' and faculty members' perceptions of their space needs and problems, as part of the Committee's more extended evaluation of the total space picture at the University now and for the future. The Center, in consultation with the Faculty Committee, designed a study directed to achieve three main objectives:

(1) To determine the extent to which space is considered an urgent and salient problem;

(2) To ascertain the degree to which there is satisfaction or dissatisfaction with the space currently utilized; and

(3) To obtain some indication of future needs for various types of space.

Of the many types of space utilization on campus, only those were selected for consideration by this study which were particularly relevant for a faculty survey--classroom space, faculty office space, faculty research space other than offices, general non-faculty office space (mainly administrative), and research space and facilities for students.

Two target groups were interviewed: administrators and faculty. This dual approach was selected for several reasons. An administrator was in the best position to provide an overall picture of space utilization within an administrative unit and to gauge the urgency of the space problem vis-a-vis

his other problems. Only he, on the basis of anticipated increases in enrollment and faculty and of other possible anticipated developments within his administrative unit, could estimate future needs for certain types of space. On the other hand, the faculty member would be the best source of individual expressions of satisfaction or dissatisfaction with the space he had. Only he was in the position to know what his personal research plans were for the near and distant future. Only from him could we more readily obtain certain personal data which would help to place the space problem in its proper context. We therefore constructed two questionnaires, one for administrators and one for faculty members. Since we anticipated that the space problems and needs of the Dean of the College would differ from those of the Chairmen of Departments or the Deans of Professional Schools, we prepared a third questionnaire which was a special variation of the general administrator's questionnaire.

The study was limited to the Quadrangles area, thereby eliminating any consideration of the downtown College. One off-campus establishment was included--Yerkes Observatory--because of the extent to which the Department of Astronomy and Astrophysics conducted its various activities there. Within the campus area, certain University units were excluded from the study--the hospitals, the School of Medicine, the libraries, the Home-Study Department, the pre-college laboratory schools. Agencies or activities who were responsible for their own space needs were also excluded, e.g., Argonne National Laboratory, the Chicago Theological Seminary, the Industrial Relations Center, and the National Opinion Research Center. The Law School was included initially to act as a control group on the assumption that it was operating under optimal conditions in new quarters designed specifically to meet its needs. Since only 12 out of the 23 eligible faculty members of that School returned their questionnaires, they could hardly function adequately as a control group and were subsequently excluded from the study.

The study then, was restricted to the administrators and faculty of the following basic units of the University which grant degrees based upon a program of instruction and research:

Biological Sciences (9):	Anatomy, Biochemistry, Biophysics, Botany, Mathematical Biology, Microbiology, Pharmacology, Physiology and Zoology
	We included only the non-clinical components of this Division so as to eliminate departments and faculty members functioning primarily in the hospital complex and/or the School of Medicine.
Humanities (16):	Art, Classical Languages and Literatures, English Language and Literature, Germanic Languages and Literatures, Linguistics, Music, Oriental Languages and Civilizations, the Oriental Institute, Philosophy and Romance Languages and Literatures
	New Testament and Early Christian Literature, Far Eastern Civilizations, General Studies in the Humanities, Comparative Studies in Literature, History of Culture, Analysis of Ideas and Study of Methods were also included even though they have no budgetary provision for faculty. Their faculty members have primary affiliations with other administrative units from whose budgets they are paid. However, these six entities within the Division do have programs leading to a degree and could have certain types of space problems and needs.
	We included the Oriental Institute because of the intimate relationship in matters of faculty and housing that exists among the Institute, the Department of Oriental Languages and Civilizations and the Committee on Far Eastern Civilizations.
Physical Sciences (6):	Astronomy and Astrophysics, Chemistry, Geophysics, Mathematics, Physics and Statistics
	Geophysics was scheduled to replace the former Geology and Meterology Departments as of July 1961.
Social Sciences (11):	Anthropology, Economics, Education and Graduate School of Education, Geography, History, Human Development, Political Science, Psychology, Social Thought and Sociology
	As in the case of the various Committees in the Humanities Division, the Committee on International Relations

has no budgetary provision for faculty; its faculty members have primary affiliations with other administrative units out of whose budgets their salaries are paid. For purposes of this study, it was included because it has a program leading to a higher degree and its instructional and research activities could involve certain space problems and needs.

We are fully aware that the Graduate School of Education is considered a Professional School. There is, however, an intimate and complex relationship between it and the Department of Education; an obvious manifestation of this is that the administrative direction of both resides in the same individual as Chairman and Dean. To facilitate success on obtaining the needed information and subsequent handling of the data, we have treated this as a combined operation.

Professional Schools (4): The Divinity School, the Graduate Library School, Graduate School of Business and the School of Social Service Administration

As indicated earlier, we have excluded the School of Medicine and the Law School from the study.

The College:

Departments or Committees which were members of more than one Division were allocated to only one Division for purposes of this study. Thus, History, Geography, Human Development and Psychology are treated as members of the Social Science Division, the Committee on Far Eastern Civilizations as a member of the Humanities Division, and Statistics as a member of the Physical Science Division.

The four Divisions were not treated as four additional and separate administrative units to be included within the scope of this study. Except for purely administrative positions, few faculty members have only divisional appointments. Moreover, comparatively few students are registered solely as divisional majors. For purposes of this study it was hardly desirable to design a third questionnaire in view of the relatively few general divisional faculty members and students.

The administrator's questionnaire was in the main self-administered.

In some instances supplementary calls were made to the administrators for clarification or amplification of responses to certain questions. As part of his "interview," each administrator was also supplied with two faculty lists for his particular unit: (1) a list of his faculty with non-joint appointments and (2) a list of his faculty with joint appointments. The Center had prepared these lists on the basis of information provided by the Central Administration and supplemented them with the names of individuals who might conceivably be included in any consideration of space utilization and needs--lecturers, research associates with faculty status and professors emeriti. The basic principle employed in the allocation of faculty members to an administrative unit was a budgetary one. In that way, we eliminated the problem of "courtesy appointments" and the resulting inflation of faculty lists. The administrators corrected these lists, making additions or deletions as needed. In cases of conflict between administrators' faculty lists and of questionable additions or deletions, we obtained from the office of the Dean of the Division involved confirmation of faculty allocations on a budgetary basis. These lists, as corrected, provided us with a list of eligible faculty members.

The study design, in its final form, called for a self-administered questionnaire to be sent to all members of the faculty, excluding those who were paid solely by administrative units specifically eliminated from the study. The administrators' faculty lists provided us with the names of 727 eligible faculty members, 159 of whom had joint appointments. This total does not include the 23 faculty members of the Law School who were sent questionnaires but were subsequently dropped from the universe of the faculty. It does include, however, some faculty who are on the staffs of excluded administrative units but who, by virtue of the phenomenon of joint appointments, appear on the joint appointment lists of eligible administrative units.

Interviews Obtained

The Administrator Questionnaire was sent out in mid-April of 1961. Although we had planned not to distribute the Faculty Questionnaire until we received the administrators' faculty lists, we revised our plans in order not to delay the study. Most of the faculty were sent their questionnaires during the last week of April and the first weeks of May.

Forty-one out of the 47 administrators involved returned their questionnaires. Subsequently, we received partial data from three Departments--Biochemistry, Geophysics and Physics. No information was obtained from the Chairmen of the Committee on Mathematical Biology, the Committee on General Studies in the Humanities and the Committee on the Analysis of Ideas and Study of Methods. The absence of data from these three Committees did not constitute a substantial loss. Mathematical Biology involved two faculty members and six graduate students (registered in fall 1960). The faculty of the two Committees in the Humanities Division all appeared on the lists of other administrative units and were accounted for in the administrators' questionnaires for those units. These Committees, too, involved only a small number of graduate students.

Although almost one-half of the faculty (48 per cent) had returned their questionnaires by the end of May, it required a concerted program of telephone calls and letters to move additional faculty members to do likewise. Such efforts were halted early in August when we had received questionnaires from 560, or 77 per cent of the 727 eligible faculty members. The remaining 167 questionnaires (23 per cent) were not obtained for the following reasons: (1) ten per cent of the eligible faculty were unavailable--were out of residence or on leave of absence, were hospitalized, had severed relations with the University prior to distribution of the questionnaire or could not be reached by

phone or letter, (2) six per cent refused to fill out the questionnaire, and (3) seven per cent promised to fill out the questionnaire and return it but failed to do so. Very likely a number of those who said they would return the questionnaire but did not, should rightly be considered refusals.

When the total eligible faculty is classified according to affiliation and rank we obtain the following response rates:

Biological Sciences	84%
Humanities	68
Physical Sciences	77
Social Sciences (including GSE)	80
Professional Schools (excluding Law, Medicine, GSE)	76
The College	78
Professors	77
Associate Professors	76
Assistant Professors	76
Instructors	80
Lecturers	84
Research Associates with faculty status	85
Professors Emeriti	75

From the response rates indicated, it would appear that the Humanities Division tends to be somewhat underrepresented and the Biological Sciences Division overrepresented. We do not believe, however, that these are of sufficient magnitude to distort substantially the results.

Although the study design called for a census of the eligible faculty members rather than a sample of them, the percentage distribution of obtained respondents by affiliation and rank when compared with the percentage distribution of eligible faculty by the same categories would indicate that the obtained faculty respondents were fairly representative of the total eligible faculty.

DISTRIBUTION OF RESPONDENTS, ELIGIBLE AND OBTAINED, BY AFFILIATION[a] AND RANK

	Eligible Respondents		Obtained Respondents	
	Number	Per cent	Number	Per cent
Affiliation				
Biological Sciences	80	11	67	12
Humanities	113	16	77	14
Physical Sciences	125	17	96	17
Social Sciences (including Graduate School of Educ.)	176	24	141	25
Professional Schools (excluding Law, Medicine, GSE)	127	17	96	17
The College	106	15	83	15
Total	727	100	560	100
Rank				
Professor	264	36	203	36
Associate Professor	139	19	105	19
Assistant Professor	180	25	137	24
Instructor	74	10	58	10
Lecturer	25	3	20	4
Research Associate with faculty status	33	5	28	5
Professor Emeritus	12	2	9	2
Total	727	100	560	100

[a]In most cases of joint appointment, the respondent was allocated to the administrative entity which he indicated as his primary affiliation. Respondents whose primary affiliations were with administrative entities excluded from the study (Medicine, Argonne National Laboratory, the University libraries, etc.) but whose salaries were paid in part by one of the included administrative units were considered as members of the latter. Lacking any indication of primary affiliation for non-respondents, we arbitrarily assigned them to one of their affiliations.

Presentation of Data

This report will consider first space utilization and problems of the basic administrative units as related by the administrators and follow that with a discussion of faculty use of various kinds of space, with particular attention given to faculty attitudes regarding the adequacy of space allocated to them and the saliency of space.

Administrators. The section of the report concerned with the data provided by the administrators must of necessity involve primarily a descriptive presentation rather than a quantitative analysis. With so few respondents, who in turn are reporting conditions and needs for units with varying sizes of enrollment and faculty, we could undertake a more quantitative approach only if we had recourse to a complicated weighting process. This would have involved more time and money than were warranted under the circumstances.

We have, however, prepared a series of tables which present the percentage distribution of responses of the total of administrators for most questions. These tables, which serve as the basis for the text, are to be found in Appendix A. While it was considered desirable to provide a breakdown by Divisions, the number of cases allocated to each such subgroup would be too few to warrant percentaging. In order to give some indication of the distribution by Divisions, we have presented in most tables the number of Departments or Committees within a Division giving a particular response as a number within brackets.

The bases for percentage distributions involving all administrators may vary from table to table since each base number represents only the number of administrators who actually answered the question. It excludes administrators who did not return their questionnaires and those who did not answer the question whether because they preferred not to or because the question was not applicable to them.

Faculty. The portion of the report dealing with faculty accounts of space utilization and their attitudes toward the space they have sets forth the results of a quantitative analysis of the data obtained from the faculty questionnaires. Most of the tables upon which this discussion is based are to be found in Appendix B. Results are presented for the faculty as a whole and

also, in most cases, for the faculty divided into several basic subgroups--by affiliation (Divisional), rank, age and years on the University of Chicago faculty. Detailed analysis through extensive cross-tabulation has been limited by the number of respondents, particularly in instances of pertinent questions being applicable to only a portion of the total number of respondents. The percentage distribution of responses to any given question is based solely on the number of respondents who answered the question. This accounts in part for the variation of bases from table to table. This variation is also attributable to the fact that not all respondents were required to answer every question. In all cases of subgroups containing less than 20 cases, percentage distributions are not given.

CHAPTER II

THE ADMINISTRATORS: THE URGENCY AND SALIENCY OF THE SPACE PROBLEM; ANTICIPATED CHANGES IN STUDENT ENROLLMENT AND THE SIZE OF THE FACULTY

Because of their overall knowledge of the current space situation within their own administrative units and of pending developments which may alleviate or intensify their needs, the administrators constitute indispensable sources from which to elicit the answers to a number of questions. Just how urgent and important a problem is space? What is the most important space problem, if any, that they face today? What do they think it will be in five years from now? In ten years from now? Do their faculties have satisfactory office space? Satisfactory research space? Will they be adequate five years from now and ten years from now? Will they be making more use of classroom space in the future? Will the present types of classrooms suffice? Are they satisfied with the research space and facilities now available to their students and will these adequately service future enrollments? Do they have enough space to carry on their administrative duties? Will they need more in the future?

Urgency and Saliency of the Space Problem

When asked to evaluate the urgency of the space problem relative to the other problems with which they are faced, 32 out of 39 administrators describe it as a pressing one (see Appendix A, Table A-1). In fact, 20 of the 39 consider it a "very pressing problem." Not a single one admits to its being "no problem at all," and it appears as not much of a problem at this time to seven Chairmen--Botany, History of Culture, Music, Astronomy, Economics, Geography and Sociology. The pressure exerted by the space problem is felt in all Divisions and Professional Schools as well as in the College.

For many administrators the space problem is not just a matter of a crisis with respect to only one type of space but involves rather their needs, some urgent and some not so urgent, for various types of space. To obtain some notion of the area or areas in which needs are more pressing at the present time, we asked administrators what they consider their single most important current space problem. Some cite more than one kind of space as equally important. In the case of Psychology the Chairman maintains: "All space is a critical problem with us. The department is in serious danger because we are so poorly housed." Only the Department of Astronomy and Astrophysics sees itself without any particular space problem at the present time, a unique condition undoubtedly dependent upon its being housed primarily off campus at Yerkes Observatory. On the whole, office space emerges clearly as the major problem area, followed closely by research space. Classroom space is the third most frequently mentioned space problem (see Appendix A, Table A-2). Chairmen in the Humanities Division are more likely to mention office space while those in the Biological Sciences tend to stress research space. Among the latter, the head of the Pharmacology Department alone refers to office space and then solely in terms of the need for unification of offices. In the Social Sciences, office space and research space are equally important problems. At the present time, Chairmen in the Physical Sciences (excluding Physics and Geophysics) feel that office space and classroom space are the important space problems; the same is true of the Professional Schools as a whole. The College is reported as facing two important space problems today: "Research space for science staff members. More space in Cobb or elsewhere for increasing enrollment. (These are of <u>equal</u> necessity.)"

Given the prominence of office space and research space (other than office) among current space problems, to what extent are they intrinsically

important to administrators? We would anticipate little argument with the statement that virtually all administrators consider it important and essential that their faculties be adequately housed. We would, however, anticipate a difference of opinion with respect to research space, as defined for purposes of the study, as referring to space other than their offices which is allocated to faculty for research purposes.

We asked the administrators to relate the importance of each to one of their administrative responsibilities, the recruiting of new faculty. Clearly, office space and research space are both thought to play an important role in negotiating with prospective faculty members (see Appendix A, Table A-3). Chairmen in the Biological Sciences Division ascribe less importance to office space in such negotiations and more to research space. The reverse is true in the Humanities Division; four Chairmen in that Division feel research space is of no import whatsoever. Of particular interest is the number of Chairmen in the Humanities who think that research space plays a role of any importance at all in recruiting faculty. Aside from those who have in mind archeological and linguistics laboratory space, these administrators are probably interpreting research space to mean library facilities. As one Chairman in the Humanities put it: "By 'research space' I mean here, general library accessibility; in 'negotiations' this space question often is not asked. But those who come here are frequently distressed (and vocally so) at what they find. With better facilities, they (facilities) would play a much greater role in 'negotiations.' At present I prefer to keep the issue as remote as possible since we have so little to offer." That two Chairmen in the Physical Sciences say research space is "not important at all" in the negotiations is not unexpected when we consider the Departments in question; in the fields of Mathematics and Statistics, staff members conduct most of their research activities within the confines of their

offices. Office space and research space are equally important in the recruitment of Social Scientists, while research space is of somewhat less importance than office space in dealing with prospective faculty in the Professional Schools. The Dean of the College feels that both are very important when he is recruiting new faculty for the College.

Anticipated Changes in Student Enrollment and Size of Faculty

Before starting our discussion of the individual space problem areas, we would like to introduce some data pertinent to two of several factors which affect utilization of the physical plant of the University--the size of the student body and the size of the faculty. We recognize that an increase in student enrollment need not of necessity mean an increase in the number and/or utilization of classrooms or an increase in faculty. Depending on the field in question, the nature of the courses given and departmental policies regarding curriculum and class size are all factors which may influence the extent of classroom use and expansion of the faculty. In connection with the faculty, moreover, some appointments are prompted far less by the need for additional instructional staff than they are by the desire to acquire certain prominent scholars and/or to promote certain areas of scholarly inquiry. Whatever may be the basic reason for hiring more faculty, as far as the physical plant of the University is concerned the net result is the same. The more faculty on the staff, the more office space is required. The amount of research space needed is dependent more on the research interests and activities of only a portion of the faculty rather than the whole faculty; any increase in faculty in certain fields is virtually certain to lead to an increased demand for research space.

Administrators were asked to provide us with two different estimates: (1) their actual expected enrollments in Fall of 1965 and Fall of 1970--candidates for graduate degrees in the Departments and the Professional Schools

and undergraduates in the College; and (2) the number of faculty members they expect to have on their staffs in Fall of 1965 and Fall of 1970, assuming a College enrollment of 3,000 by 1965 and 3,500 by 1970. The faculty estimates were to be given for three groups: (1) faculty with non-joint appointments; (2) faculty having joint appointments with the College; and (3) faculty having joint appointments with another Department, a Division, a Professional School or some other agency or activity. These estimates of student enrollment and faculty are to be found in Tables A-4 and A-5 of Appendix A.

Based upon the administrators' estimates given in Table A-4, the University can expect an increased enrollment by 1965 and further increase by 1970. An expanded enrollment is anticipated in all Divisions, Professional Schools and in the College. Numerically, the largest increase is expected in the College, with 800 more students in 1970 than in 1960. The next largest increase is anticipated in the Professional Schools, particularly in the Graduate School of Business. Then, in descending order, come the Social Sciences (469 more students by 1970) the Physical Sciences (428 more by 1970), the Humanities (224 more by 1970) and the Biological Sciences (142 more by 1970). In terms of percentage increases between 1960 and 1970, however, the order is not the same: Physical Sciences, 87 per cent; Biological Sciences, 81 per cent; Professional Schools, 78 per cent; Humanities, 62 per cent; Social Sciences, 49 per cent; and the College, 36 per cent.

The overall increases expected by Divisions tend to obscure the variation which exists within a Division. For example, in the Biological Sciences, Anatomy and Zoology anticipate that their enrollments will be maintained at their present levels while Biochemistry expects to have 57 more students in 1970 than it has a present, a percentage increase of 172 per cent. Scrutiny of Table A-4 will provide other examples of variations within Divisions. Of

all the administrators who supplied estimates, only the Chairmen of the Anatomy and Zoology Departments do not foresee larger enrollments. Five other Chairmen--Art, Astronomy and Astrophysics, Human Development, Physiology and Statistics--anticipate increases by 1965 and then a levelling off so that they will have the same enrollment in 1970 as in 1965. The remainder of the administrators expect increased enrollments by 1965; about one-half estimate further increases ranging from negligible to substantial, between 1965 and 1970. Whether or not these expanded enrollments will affect classroom utilization or size of faculty will depend upon policies adopted by individual administrative units.

Whatever the bases for their estimates, administrators as a whole expect the number of faculty members on their staffs to increase in the next decade. Increases are foreseen in all three faculty categories but what is of particular interest is the anticipated number of joint appointments. Only among the Professional Schools will there be few joint appointments; they expect to add primarily non-joint appointments. The Graduate Business School alone among these Schools has one joint appointment with the College and expects to have no more than one such appointment in the next decade. Other Professional Schools have no joint appointments with the College and anticipate none. In view of the fact that administrators were requested to assume a specific increase in College enrollment when making their faculty estimates, it is interesting to note that besides the three Professional Schools already mentioned there are seven Departments--Anatomy, Oriental Institute, Romance Languages, Astronomy, Chemistry, Statistics and Human Development--which have no joint appointments with the College at present and do not expect any to be made by 1965 or 1970. The Education-Graduate School of Education complex has one such appointment and anticipates no change in the size of this group in the next decade. Two Departments--Pharmacology and Social Thought--expect to reduce their joint appointments

with the College to none by 1970. A number of other interesting developments might be cited, but for purposes of this study we will focus attention on several broad anticipated changes. In general, based on the reports of 39 administrators, increases in all three categories of faculty in the next decade can be expected:[1]

	Non-joint appointments	Joint appointments with College	Joint appointments with other units
Number of administrators who expect increase	28	25	27
Number of administrators who expect decrease	4	2	5
Number of administrators who expect the number of appointments to remain the same	7	12	7

Twelve out of the 39 anticipate that their appointments in all three categories will increase. None expect a simultaneous decrease in all types of appointments; none expect their faculty in each of the three groups to remain stationary. The remaining 27 administrators indicate a variety of combinations of possible changes in the three faculty groups. Bearing in mind that some units within a Division will vary from the Divisional pattern, we can see an almost consistent pattern of larger Divisional, Professional School and College increases in each type of faculty appointment between 1960 and 1965 than between 1965 and 1970. This is in contrast with enrollment estimates which show Humanities, Physical Sciences and the College expecting larger increases between 1960 and 1965 than between 1965 and 1970, while Biological Sciences, Social Sciences and the Professional Schools anticipate the reverse.

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[1] Excluded are six administrative units with no separate budget for faculty (their faculty accounted for by other units) and with no indicated expectations of one in the future, as well as Mathematical Biology from which we did not receive a questionnaire. The absence of the latter does not involve a substantial lacuna in the data since Mathematical Biology has at the present time only two faculty members.

The phenomenon of joint appointments makes it virtually impossible to predict the total number of faculty members which will be added to the staff by 1965 and 1970, assuming that the administrators' estimates even approximate what will actually be the case. A joint appointment at the University normally involves affiliations with two departments but it may include more. Even assuming that the normal two affiliations prevail, the problem is further complicated by the dissimilar estimates of 1965 and 1970 joint appointments with the College made by the Dean of the College and by the other administrators:

	Number of additional joint appointments with the College expected by Divisional administrators	Number of additional joint appointments expected by the Dean of the College
1965	57	30
1970	84	40

If we use the figures provided by the Dean of the College and divide by two, we obtain the minimum number of additional joint appointments with the College that can be expected. Using the figures given by the Divisional administrators and dividing by two, we obtain the maximum number of additional joint appointments with the College that can be expected. Assuming that only two affiliations are involved in each of the other type of joint appointment, we anticipate that by 1965 there will be at least 132 more faculty members at the University but there may be as many as 145 more. By 1970 there will be at least 214 more faculty members or as many as 236 more. These estimates are, of course, exclusive of any faculty increases which may take place in any of the units excluded initially from the study. Barring any fundamental changes in faculty housing policy, these expected increases in the faculty are certain to affect the space resources of the University.

CHAPTER III

THE ADMINISTRATORS: FACULTY OFFICE SPACE; GENERAL NON-FACULTY OFFICE SPACE; EDITORIAL OFFICE SPACE

The saliency of office space among current space problems of administrators has already been pointed out in the last chapter. In this chapter we will discuss in more detail the types of inadequacies reported by administrators as existing with respect to three kinds of office space--faculty office space, general non-faculty (administrative) office space and editorial office space--and the extent to which such deficiencies prevail currently and are likely to continue or become more widespread in the future.

Faculty Office Space

Adequacy of Faculty Office Space. Administrators were asked to indicate how many of their faculty members they regard as having unsatisfactory office space. The term "unsatisfactory" was left to their own interpretation, although several suggestions were made parenthetically--"too small, not enough privacy, inconveniently located, etc." Four out of five administrators who answered the question feel that some members of their staffs have unsatisfactory offices (Table A-6). The number of faculty involved in any one unit ranges from one to ten. Chairmen of the Psychology and Botany Departments are of the opinion that all their faculty have unsatisfactory office space. Thus, for several different reasons, the 24 members of the Psychology staff are thought to be quartered unsatisfactorily. In the case of Botany, the Chairman remarks that the "offices themselves are good" but because they are inconveniently located with respect to research areas, he feels that all nine members of his staff might be said to have unsatisfactory office space. But he does not see anything short of a new centrally located building alleviating the situation.

At the other extreme we find seven out of the 35 administrators reporting that none of their faculty office space can be considered unsatisfactory. The Departments represented are Art, Music, Astronomy, Statistics, Geography, Human Development and the Graduate Library School. However, there is evidence that several of these administrators believe that this situation will not prevail for very long:

Human Development:	"...but no place for new people who may join us within the next year or two."
Art:	"This is a temporary situation and will shortly change since three or four additional appointments will be made for Autumn. As a result there will be crowding of three faculty members or of undergraduate study space."
Graduate Library School:	"No place to put a single additional faculty member however."

The significance of the administrators' responses becomes apparent only when we ascertain what proportion of the total faculty of any given administrative unit can be said to have unsatisfactory office facilities. Table A-7 provides this information, while Table A-8 presents the percentage distribution of the summary material. Several precautionary statements are in order regarding the use of data presented in these tables. First, we would like to point out that the figures and percentages are likely to be somewhat inflated. Except for the Chemistry Department, the amounts given for total faculty and for faculty with unsatisfactory offices, by Divisions and by Departments, include both joint and non-joint appointments. Some faculty members with joint appointments, therefore, are likely to have been included in the response of more than one administrator. There is no simple way to correct for this since rarely does an administrator distinguish between the two categories of faculty in his answer.

A second problem plagues these tables -- the incompleteness of the data for the Physical Sciences and Biological Sciences. The totals for these two Divisions as given in Table A-7 are somewhat deceptively low. We have been able to compensate for the lack of information concerning Geophysics faculty by applying the ratio of total faculty to faculty with unsatisfactory offices reported for Geology to the new department of Geophysics for which we do have data on total faculty. We have thereby obtained an estimate of faculty with unsatisfactory office space for Geophysics. We had received no questionnaire from Meteorology, the other component part of the new Geophysics Department. We feel justified in having done this for Geophysics, since we do have the opinion of one person in the department as to the rating of faculty offices. In the case of Physics, however, we have no information and do not feel we can make an estimate for that department on the basis of how other chairmen in the Division rate their faculty office space.

In the Biological Sciences, the omission of Mathematical Biology with its two-man faculty would not seriously affect results derived for the Division as a whole. However, the absence of data for Biochemistry with its 12 faculty members is a more serious defect; its omission in all probability does distort somewhat the results for the Division. Since the question asked for a qualitative judgment on the part of the administrator of the department, we do not feel justified in using an estimate based upon individual judgments made by other Chairmen in the Division for their own units.

Acknowledging the limitations of the data presented, we find that administrators in the Biological Sciences and Humanities report higher proportions of faculty with unsatisfactory office space than do those in the other Divisions, the Professional Schools or the College. The lowest proportions are submitted for the Professional Schools and the College. All told, about one-fourth of the faculty of the administrative units for which

we have information are considered by the administrators to have unsatisfactory office space. It is our opinion that the proportion would be somewhat smaller were all inflationary and deflationary elements eliminated.

Sources of Dissatisfaction with Faculty Office Space. What do these administrators have in mind when they say a faculty office is unsatisfactory? Predominantly, it is a matter of the size of the office. Of the 27 administrators who indicate why they consider all or some of their faculty offices unsatisfactory, almost two-thirds (17 or 63 per cent) mention that they are too small (See Table A-9). This is cited more frequently by Chairmen in the Biological Sciences, Humanities and Social Sciences. The next most frequently given reason for dissatisfaction with faculty office space is their inconvenient location -- mentioned by 11 or 41 per cent of the 27. This is felt to be particularly applicable to faculty having joint appointments with the College and housed with the College: they are considered to be "out of contact with colleagues in their own Department." The Chairman of the Botany Department feels that in a sense all of his faculty have unsatisfactory office space by reason of their location: "The greatest degree of dissatisfaction seems to arise from the physical separation (two blocks) of the various department activities, especially that most staff menbers have offices in one building, do research in another." A third complaint, voiced specifically by eight of the 27 administrators, deplores the sharing of offices. Only among administrators in the Biological Sciences does this not appear to be a factor. It may also be that several of the six administrators who refer to a lack of privacy as characteristic of one or more faculty offices have in mind offices that are shared but do not specifically state this. However, an office need not be shared to lack privacy; passage through it may be the only mean of access to another office or it may be an enclosure with thin partitions as walls. A number of other reasons are mentioned with less

frequency. Two Chairmen in the Humanities and in the Social Sciences note that some of their faculty occupy space which is borrowed from another administrative unit or from a faculty member who is on leave; three faculty members in the Biological and Physical Sciences are described as having combined laboratory-offices which are considered to be inadequate as offices. The few complaints covering poor maintenance, poor lighting, heating, etc. are voiced only by administrators in the Humanities and the Professional Schools. From the Humanities alone comes the two comments about faculty without telephones. Twenty members (15 per cent) of the College staff are thought by the College administration to have unsatisfactory offices for the following reasons: some are housed temporarily by other Departments; most are functioning in offices which are over-crowded; and others have a very limited amount of poor quality space.

Undesirable Consequences of Unsatisfactory Faculty Office Space. Having insufficient office space, having insufficient privacy, having to share an office, having an office in a laboratory, and having an office which is poorly maintained, lighted or heated, whether singly or in combination, are felt by the administrators to have an adverse affect on the academic endeavors of the faculty, to reduce their efficiency and productivity, This is the most frequently cited undesirable consequence of unsatisfactory faculty office space, mentioned by 16 of the 27 administrators (See Table A-10). Almost half of them (13) consider the same factors as well as the inconveniently located office and the lack of a telephone as leading to a reduction in the amount of communication with colleagues and students. Some Chairmen in the Biological Sciences, Humanities and Social Sciences (nine in all) feel that such conditions, singly or in combination, result in a lowering of morale. In the eyes of three Chairmen, the net result is to encourage the faculty member in question to spend less time at the University and more time at home. One

administrator in the Biological Sciences feels that combining office and laboratory in the same space "serves neither purpose well." It results in "confusion, undesirable traffic, lack of privacy" and in the "diversion and loss of valuable laboratory space." A sampling of comments by Divisions will give the tenor of their remarks:

Biological Sciences:	Only combined laboratory-office space -	"Lack of privacy for reading and writing"
	Inconveniently located -	"Waste motion - separation of staff members and students into two locations."
	Too small, no privacy -	"They don't like it."
Humanities:	Not enough privacy; too small -	"It decreases their efficiency in research; it encourages them to stay away from the University except for teaching and office hours."
	Too small; temporary -	"Considerable inconvenience and general dissatisfaction"
	Too small; shared office -	"A shared office makes student counselling difficult and causes distractions detrimental to research. Small offices lack space for books for ready research and also put a greater demand for classroom space."
	Inconvenient location; borrowed offices -	"Poor communication (no phones and too far from departmental office...); no tenure of offices. Department is constantly under pressure to give up 'borrowed space'...."
Physical Sciences:	Not enough privacy -	"Interferes with personal research; tends to keep the man at home and so less accessible to colleagues."
Social Sciences:	Shared offices -	"No privacy for student conferences. Not conducive to concentration."
	Too small; not enough privacy -	"Inhibits conferences with students and colleagues. Lowers productivity of user of space."

Comments by the Chairman of the Chemistry Department focus on another possible result and a significant one, although he is the only administrator who raises the issue at this point -- the impact of unsatisfactory office space on the retaining of faculty and the attracting of new faculty. This administrator feels that some of his faculty have offices which are too small and are in rooms which were originally designed as laboratories. In his words: "This situation of course lowers working efficiency but this is not the main point. Such faculty office space makes outside offers from other Universities, most of whom have good office conditions, much more tempting; also places us at an enormous disadvantage when competing for new people." A similar claim is made by the Chairman of the Psychology Department, not with reference specifically to the consequences of unsatisfactory office space but in a later discussion of his important space problem at the present time. No one type of space stands out as more important than all others; his problem embraces all types of space utilized by the members of his faculty. He adds: ".... Unless our space situation is radically improved and soon we will lose our best faculty and be unable to replace them." Whether or not office space is as decisive a factor in keeping faculty, as these comments would imply, will be taken up in our later discussion of faculty attitudes toward the importance of office space when considering a move to another academic position; we will see the extent to which faculty in their Divisions and the faculty as a whole subscribe to this position. There can be little doubt, however, that many administrators would agree with them on the importance of office space in negotiating with prospective faculty, as we have already pointed out in Chapter II.

When asked for any additional comments as to the unsatisfactory office space of their faculty, only 14 out of 35 administrators responded, including five who had previously indicated that none of their faculty had unsatisfactory

offices. Three of the five, Chairmen in the Humanities and Social Sciences and a Dean of a Professional School, take the opportunity to indicate that this satisfactory status will vanish at the first appointment of additional faculty. Three of the five evidently do not consider poor maintenance or insufficient bookshelves sufficient reason to have previously categorized any of their faculty as having unsatisfactory office space. The items mentioned by the 14 administrators are listed in Table A-11; no one item can be cited as a complaint made by a sizeable number of the administrators. Quoting some of the comments made will give some idea of their scope and diversity:

Biological Sciences:	"... both the decoration and furnishings could be much improved, but we are much better off than some - much worse off than others."
	"The Department is housed in three separate and distinct areas. One unified area would benefit our graduate teaching and research programs."
Humanities:	"Quick and easy access to library stacks is one of the most desirable features of an office in our area; only my office and one other have that feature. A new library (one of our major needs) would, I hope, provide faculty rooms at least for our senior members, who need this aid to their research."
Physical Sciences:	"Wretchedly cleaned and too small decorating allowance."
Social Science:	"Poor upkeep of offices and halls."
	"No space available for incoming faculty in or near Department."
	"Research activities often separated from office - makes for inefficiency."
Professional School:	"Drab, dirty, often poorly heated. Space was not designed for office use ... is intended for classroom use...."

In addition, the Dean of the College feels that the "dispersion of the College faculty in several buildings is some disadvantage, but it would be unrealistic to hope to have us all together. The reconditioning of Gates-

Blake has been a great improvement, as a result of which most of our Humanities and Social Science staffs have excellent housing. For all but scientists, the planned rehabilitation of Cobb and replacement of Lexington would put us in fine shape."

It is hardly surprising to find that only nine faculty members (four in the Humanities and five in the Social Sciences) are considered by four Chairmen to have overly generous office accommodations -- out of the total of 34 administrators who answered the question (See Table A-12). The undesirable consequences are obvious: waste space; a patent inequality with its affect on morale; and a competitive maneuvering to "borrow" from the overly-endowed.

With four out of five administrators indicating that they feel some members of their staffs have unsatisfactory offices, unsatisfactory usually in the sense that they are too small, are inconveniently located, or are shared, it is small wonder that they rank office space so high among the current space problems.

Faculty Office Space Requirements in the Future. Will it be any less of a problem in the future? Not according to the administrators. Assuming no more space available than that at their disposal now, more administrators, 16 out of 37, indicate that office space will be their single most important space problem in five years than mention any other type of space problem (Table A-13). It will be an equally important problem for them ten years from now (Table A-14). For the same two periods, the Dean of the College assigns equal importance to classroom and office space. That administrators believe that this problem will persist should not come as a surprise in light of their expectations regarding increased faculty on their staffs.

Since so many administrators (almost four out of five) assign an important role to office space in negotiating for new faculty, the extent to

which their current space is considered unsatisfactory is of particular significance. It is clear from the data presented below that at least one-half of those administrators who feel that office space plays a very important role in the negotiations are operating from weakness, with one-quarter or more of their faculty occupying what they, the administrators, consider to be unsatisfactory space. Any efforts to improve this situation must cope with two major sources of dissatisfaction--smallness of offices and sharing of offices--which in turn will contribute further to the pressure for more office space. If the current situation is to be improved and if satisfactory space is to be available for new appointments, then more office space must be forthcoming. And, clearly, it must be accessible within the next five years. It is during that period that administrators expect to make the larger additions to their staffs; further increases between 1965 and 1970 will for the most part be of smaller magnitude than those occurring between 1960 and 1965.

Number of administrators who report	Number of administrators who think role of office space in negotiating for faculty is	
	Very Important	Somewhat Important
No unsatisfactory faculty office space	3	1
Less than 25% of faculty with unsatisfactory office space	5	6
25% - 49% of faculty with unsatisfactory office space	4	2
50% or more of faculty with unsatisfactory office space	4	1
	N= 16	N= 10

To the degree that administrators cite sharing of offices as a source of dissatisfaction, they would hardly welcome multiple occupancy of offices as a solution, or partial solution, to the office space problem. As we shall see later, the faculty themselves would very likely be far from receptive to such a proposal.

In addition to the sources of pressure for office space already discussed, there is another more problematical area -- the policy of allowing a faculty member the occupancy of more than one office. Although only a small proportion of the faculty have more than one office and of these less than half are faculty with joint appointments, the anticipated increase in joint appointments should constitute a warning that there may be future requests for multiple offices. We have information only regarding administrators' attitudes towards the number of offices which should be assigned to faculty holding joint appointments with the College. It is very likely that such attitudes would also apply in other types of joint appointments with possibly the exception of joint appointments involving an administrative function. Slightly more than one-half of the 19 administrators who have faculty holding joint appointments with the College feel that such faculty members should have only one office (Table A-15). The remainder think that some should have only one office and some should have two. If a faculty member with such a joint appointment is to have only one office, with which affiliation should he be housed? One-half of the administrators who have such faculty on their staffs feel their offices should be in the same building as those of other members of their Department or School (Table A-16). None of the administrators are of the opinion that the faculty with one office should all be quartered in College buildings. Where the office is located is a matter of indifference to three administrators and the remainder feel that some should be located with the Department or School and some should be located in College buildings. According to the College administration, most faculty holding joint appointments with the College should have only one office but some should have two; offices should not be confined entirely to buildings of Departments or entirely to College buildings, but should be located in both.

Obviously, conditions may dictate the desirability or necessity of some faculty having more than one office. Should this practice become more prevalent in the future, the problem of providing adequate faculty office space will be further accentuated.

General Non-Faculty (Administrative) Office Space. The effective functioning of any academic unit of the University depends not only on its faculty but also of necessity on its administrative head and various non-faculty personnel. These individuals have to be housed adequately as do the Department's or School's records. The degree to which the space presently utilized meets current needs and can meet future needs will help in defining more precisely the full extent of the office space problem.

Current Utilization of Non-Faculty Office Space and Its Adequacy. Table A-17 in Appendix A sets forth the administrators' report of the square feet of space currently allocated for general non-faculty offices. Twenty-one of the 41 administrators reporting indicate that their present space is not satisfactory for their current needs (Table A-18). The current deficiencies of these 21 administrators come to a total of 8,454 square feet of space, almost one-half of which represents the needs of six administrators in the Social Sciences (Table A-17). The Social Sciences and the Professional Schools have larger proportions of administrators reporting current shortages than do the other Divisions. Four administrators indicate that the amount of non-faculty office space is satisfactory but that their space suffers from other deficiencies. The remainder apparently have no complaints about the non-faculty office space they utilize. Similarly, the Dean of the College reports no dissatisfaction with his space.

Aside from the question of amount of space, 18 administrators consider their non-faculty office space unsatisfactory in other respects (Table A-19).

There is no one major source of dissatisfaction, but rather a variety of them. Several complaints might be lumped together as pertaining to the physical aspects of the offices--poor maintenance, poor lighting, heating, ventilation, etc., and lack of windows or poorly fitted windows. Two administrators in the Humanities deplore the fact that they share such office space with other Departments and have no space they can call their own. As can be seen in Table A-17, six Departments and Committees in the Humanities share the same non-faculty office space; it is the only sharing of this type of space reported by the administrators. One Chairman is dissatisfied because his space is scattered in various locations; two feel that their offices are inconveniently located, in the one case because it is not near his own office and in the other because it does not "adjoin" faculty offices.

Future Non-Faculty Office Space Needs. A study of Table A-17 reveals that, in general, administrators anticipate the need for more non-faculty office space during the next decade. Undoubtedly this reflects the anticipated increase in record-keeping and paperwork which is expected to accompany an enlarged student body and an augmented faculty. Only four administrators--representing Philosophy, Astronomy, Physics and Social Administration--feel that they will be able to get along with the space they now have. For Social Service Administration, this space will be adequate only if it is "better organized."

For slightly more than one-third of the 41 administrators, additional space of this type will be needed within the next five years but no further need is anticipated for the ensuing five years. Including the requirements of the College, a minimum total of 19,354 square feet more of non-faculty office space will be needed by 1965. The largest increase is anticipated by the Social Sciences as a whole; within this Division, slightly less than half the additional space will be needed by one entity, the combined Education-Graduate School of Education activity.

The Divisions and the College anticipate an increased need of smaller magnitude between 1965 and 1970. The Professional Schools, on the other hand, will require between 1965 and 1970 over three times the amount of additional space needed between 1960 and 1965. This reflects in the main the needs of the Graduate School of Business. A minimum total of 11,875 square feet more of non-faculty office space will be required between 1965 and 1970.

While the overall need for the coming decade will involve at least 31,229 square feet more of non-faculty office space, the greater pressure for additional space of this type, as in the case of faculty office space, will be felt within the next five years.

Editorial Office Space

The editing of learned journals is one form of academic activity that may in the future create a minor space problem for administrators, although there is no evidence that administrators are harried in this respect at the present time. While comparatively few faculty members may be involved in such activity, 23 out of the 34 administrators answering the question indicate that at least one learned journal is edited by members of their staffs with four administrators mentioning more than one journal (Table A-20). Four Chairmen and a Dean report that all editorial activity takes place in separate editorial offices. Twelve say that the journals are all edited in the personal offices of the faculty and six indicate that some editing is done in faculty offices and some in separate offices (Table A-21).

Of the ten administrators who report that their faculty edit a journal, entirely or in part, in a separate office allocated for that purpose, six consider the space fairly satisfactory and four feel that it is farily unsatisfactory (Table A-22). Three Chairmen not only feel that their current editorial office space is satisfactory, but they do not anticipate any need for additional

space in the next ten years. Except for the one Chairman who did not give future estimates, the remainder expect to need more space, an additional 1,260 square feet more by 1965 and 750 square feet more between 1965 and 1970 (Table A-23).

Administrators whose faculty do all their editing in their own offices feel that the facilities available for this type of activity are satisfactory and for the most part do not assign any great importance to having separate office space allocated for it (Tables A-24 and A-25). Only two Chairmen, one in the Humanities and one in the Biological Sciences, feel that it is very important that such separate facilities be made available.

Administrators were asked to estimate the amount of space needed were these journals edited in separate offices rather than in faculty offices. For journals which are all edited only in faculty offices, the total amount needed would be 3,170 square feet (Table A-26). None of these administrators anticipate that a further increase would be necessary between 1965 and 1970 beyond that already indicated for the period 1960-1965. For the academic units whose administrators report journals being edited in separate offices and faculty offices, there is difficulty in reconciling the estimates given for additional space needed in future for the actual functioning in a separate office and those provided for the hypothetical situation postulated in Questions 24C and 24D of the questionnaire. In three of the six cases, the figures given in Tables A-23 and A-26 are identical. If this data were to be used, we would suggest using only the one set of estimates in Table A-26 for this group, taking the estimate for Sociology from Table A-23.

Since most administrators whose faculty do editing work in their own offices do not manifest any strong feelings concerning the need to provide separate offices for this activity, there would not seem to be any reason to consider seriously any needs in this area beyond those the administrators report

with respect to separate editorial offices. Certain developments might further interest in this particular type of space: (1) the establishment of new journals edited by members of the faculty; (2) the transfer of editorial functions of established journals to this campus; and (3) any changes in the activities of faculty members presently engaging in editorial activity which would render their own offices inadequate for the satisfactory carrying out of all their activities.

Summary

Among the various space problems facing administrators, office space is most frequently mentioned as their single most important current space problem--is so designated by 17 out of 38 administrators.

Office space is considered by most administrators to play an important role in negotiating for new faculty. Of the 27 out of 35 administrators who assign it this importance, 17 feel that its role is a very important one.

Only seven out of 35 administrators report that none of their faculty has what they consider to be unsatisfactory office space. While no accurate estimate can be made of the actual number of faculty with offices so designated by the administrators, we feel that it is probably characteristic of less than one-fourth of the faculty in the administrative units studied.

Insufficient size, inconvenient location and multiple occupancy of offices are the three main reasons given by the administrators for categorizing faculty offices as unsatisfactory.

Given the anticipated increases in faculty and the level of dissatisfaction with current faculty office space, it is not surprising to find that office space will persist as the leading space problem for a sizeable number of administrators during the next decade.

For slightly more than one-half of the administrators, the general non-faculty space utilized is not satisfactory enough for their current needs. The proportion who will need additional space in the future is much higher; only four out of 41 administrators feel that they will have no need for more space of this kind in the next ten years.

In general, the greater expressed needs for all types of office space will have to be met within the next five years. There will be further requirements in the five years that follow but they will be, with few exceptions, of somewhat smaller magnitude than those indicated for the first five years, the period 1960-1965.

CHAPTER IV

THE ADMINISTRATORS:

FACULTY RESEARCH SPACE; GENERAL RESEARCH FACILITIES; STUDENT RESEARCH SPACE AND FACILITIES

At the University of Chicago, research has always been an important function of its faculty members, not only in terms of their individual research activities but also in the research training they must impart to their students. For any given field, the research developments within the field and the specific research interests of its faculty dictate the particular research facilities it requires at the present and will need in the future.

In the Humanities, for the most part, research space is synonymous with office space and general or specialized library facilities. But even in this Division specialized facilities, such as archeological laboratories or language laboratories, are not uncommon. Moreover, it is likely that the need for such facilities will persist and even expand, particularly in the light of more recent developments in the language fields. For most faculty members in the Humanities, however, adequate office space and access to satisfactory library facilities suffice for their research activities. The research training of their students involves, in most fields, a matter of adequate and satisfactory library facilities.

To some extent this picture is applicable to the research activities of some faculty in the Social Sciences and the Professional Schools, excluding, of course, the School of Medicine. In certain areas, however, and particularly among the so-called "behavioral sciences", research has become increasingly a matter of the collection and analysis of large quantities of data which must be housed in such a fashion as to promote ready accessibility of research materials and their efficient handling in analysis. More and more this has

meant the allocation of space other than the offices of the faculty involved and has been accompanied frequently by the increased need for access to general research facilities or to the services provided by IBM or computer installations. Research space of this type has usually differed from office space only in the use to which the space has been put. In addition, in certain areas — Education, Human Development, Psychology, Sociology — there has been, and there will increasingly be, research of a more experimental nature conducted in laboratories under controlled conditions. As more funds have been made available for research in the Social Sciences and the Professional Schools, the need for research space has increased.

It is in the Biological and Physical Sciences, however, that the very nature of most fields, at once both theoretical and experimental, has for some time rendered research space so essential. Since participation in research is so integral a part of the training of individuals in these fields in which research usually involves laboratories and laboratory equipment, there has been the need not only for faculty research space and teaching laboratories but also for research space for graduate students. The last two decades in particular have been a period of heightened interest in and financial sponsorship of research in the sciences. The general expansion in research activities as such and the particular lines along which research has developed have resulted not merely in the need for more research space but for special types of space to house specialized equipment. For reasons of efficiency and economy there have appeared more of what we call the general research facility, the laboratory with highly specialized equipment for which members of various departments may have need periodically. In departments like Mathematics and Statistics faculty members usually conduct their research in their offices; some do, however, find

it essential to have access to a general research facility -- to a statistics laboratory. In some instances the very nature of the research equipment, whether needed for individual faculty research or for a general research facility, has made it imperative that a large amount of space be made available. Even in these two divisions, the research space requirements vary, not only from department to department but also from faculty member to faculty member within a given department.

That we have omitted questions concerning the libraries and have concerned ourselves with research space other than offices and libraries is not intended to discount the importance of library facilities in the research picture. It does not involve a judgment or "bias" on the part of the investigators as to the relative worth of research in one field as compared to another or the relative urgency of research needs in one field as compared to another. The original design of the study specifically excluded the University libraries; interest is focused rather on other space assigned to faculty members for research purposes, to departments or divisions for general research purposes, or to the research activities of graduate students. This chapter will cover these three types of research space as defined below:

(1) Faculty research space -- rooms assigned to faculty members other than their offices which are used by them and members of their staffs to conduct experiments or to work on data associated with a particular research activity;

(2) General research facilities -- rooms or areas not normally assigned to individual faculty members but rather to departments, divisions or institutes. Such facilities and their specialized equipment -- x-ray diffraction, high-pressure and high-temperature laboratories, greenhouses, statistical laboratories, language laboratories -- are available for use by the faculty of various departments when needed; and

(3) Student research space and facilities -- space assigned for the research activities of students, but not including faculty research space which may also accommodate students.

Urgency of Research Space Problem Today; Importance of Research Space

Research space ranks second only to office space. It is the single most important space problem today for fourteen administrators (out of 38), predominantly chairmen in the Biological and Social Sciences (Table A-2). In the case of three departments in the Biological Sciences -- Botany, Microbiology and Physiology -- the problem now is not so much one of the amount of space as it is that of "modernization" and "rehabilitation" of what they have. Only the Dean of the Divinity School, among the Deans of the Professional Schools, considers it an important space problem today. As far as the College is concerned, "research space for science staff members" is as much of a necessity as is additional classroom space to accommodate an increasing enrollment. Our information for the Physical Sciences is incomplete: The Chairmen of the Mathematics and Statistics Departments feel that office and classroom space are more important issues right now, and the Chairman of Astronomy reports no significant space problem facing him at the present time. Had we responses available from the Chairmen of the Geophysics and Physics Departments, it is very likely that they would concur with the Chairman of the Chemistry Department in rating research space as their single most important space problem. Not one administrator in the Humanities mentions research space as his important space problem at the present time.

Of what significance is it that over one-third of the administrators say that their most important space problem today is research space? What value do they assign to it in the academic functioning of their departments? Aside from its obvious indispensability to some departments, one index of the importance of research space, as in the case of office space, is the role assigned it by administrators in negotiating with prospective faculty members.

Twenty-four out of 36 administrators consider it important in this respect, with sixteen rating its role as "very important." (Table A-3). The significance of research space for the Biological Sciences and Social Sciences is clearly evident. All seven chairmen in the Biological Sciences who answer the question assign it an important role; it is more than likely that the two Chairmen whose responses are not available — Biochemistry and Mathematical Biology -- would concur in this judgment. Eight of ten Social Science Chairmen also accord research space an important function in the recruiting process. If we assume that the very nature of the fields of Geophysics and Physics would render research space essential to most of their faculty members, we can tally four out of six departments in the Physical Sciences in which research space is considered important in recruiting faculty. The Chairmen of the remaining two departments, Mathematics and Statistics, feel it is "not at all important" in this respect. Clearly, this type of space as defined for purpose of this study, is not considered of major importance by most administrators in the Humanities and the Professional Schools.

Since research space is of such importance in certain areas of the University and since it constitutes a major space problem to administrators in these areas, we are interested in knowing what types of research space are considered inadequate to meet current needs and to what extent future requirements will intensify this particular space problem in the next decade.

Faculty Research Space

Amount of Faculty Research Space Currently Allocated. At the present time 24 administrators and the Dean of the College report a total of 138,795 square feet of research space which is allocated to their faculty members (Table A-28). This does not include faculty research space in the Research

Institutes allocated to members of the Chemistry Department who have joint appointments with the Institute for the Study of Metals or the Enrico Fermi Institute for Nuclear Studies. Nor does it include any research space at the National Opinion Research Center which is assigned to members of the Sociology Department. An additional fifteen administrators assert that their faculty is assigned no research space at the present time; ten of them anticipate no need for this type of space in the next ten years. As might be expected, most of these chairmen are reporting for units in the Humanities Division.

According to the data presented in Table A-28, the largest amount of faculty research space is assigned to members of eight departments in the Biological Sciences -- 58,150 square feet; the faculty in four departments of the Physical Sciences are next with 51,511 square feet. If data had been provided by the Chairman for such space held by the Chemistry faculty who have joint appointments, a total somewhat larger than that of the Biological Sciences would undoubtedly be ascribed to the Physical Sciences. Chairmen of the Mathematics and Statistics Departments indicate no individual research space allocated to their faculty members.

The third largest amount of faculty research space, 22,034 square feet, is assigned to members of nine departments in the Social Science Division. In this Division, only the faculty of the History Department are reported as having no research space specifically assigned to them. Although the Committee on International Relations has no budgetary provision for faculty at the present time and the research space used by faculty associated with the Committee is accounted for by the heads of other departments, it is included in Table A-28 because the Chairman indicates a need for this type of research space in the future.

The bulk of the 3,500 square feet of faculty research space reported for the Professional Schools is assigned to faculty members of the Graduate School of Business -- 3,000 square feet. The remaining 500 square feet are distributed among the faculty of the Divinity School. The 600 square feet reported for faculty on the staff of the Oriental Institute accounts for the only research space presently allocated to faculty in the Humanities.

The obvious difference in the magnitude of faculty research space utilized by the Biological and Physical Sciences on the one hand and the Social Sciences, Humanities and Professional Schools on the other reflects, in general, a basic difference in research techniques, methods and equipment as well as subject matter. In most fields in the Biological and Physical Sciences, what one researches and how one researches it require more ample room in which to research.

Adequacy of Faculty Research Space Currently Allocated. Is the faculty research space utilized today sufficient for current needs? Overwhelmingly, the administrators whose faculty both need and have research space express dissatisfaction with the amount available -- twelve out of 21 say it is "somewhat inadequate" and an additional six refer to it as "entirely inadequate" (Table A-29). The latter six represent the departments of Microbiology, Physiology, Pharmacy, Chemistry, Psychology and Social Thought. In general, reports of inadequacy come predominantly from the Biological Sciences and Social Sciences; administrators in these divisions, as we have seen, are also more likely to cite research space as their most important space problem today. It is highly probable that the Chairmen of the Geophysics and Physics Departments should be considered in this category too; we do have an indication of the inadequacy of research space as far as the Geology portion of the Geophysics

faculty is concerned. College administration rates as "entirely inadequate" the research space available to its staff.

Only three Chairmen whose faculty both need and have research space feel that the research space assigned is "entirely adequate" — Anatomy, Biophysics and Astronomy. An additional fourteen administrators report that their faculty have no such space and need none: nine in the Humanities, two in the Physical Sciences, one in the Social Sciences and two of the Professional Schools.

Whether or not there actually exists some possibility of rectifying current deficiencies, to the administrators' way of thinking such an eventuality apparently is, at best, a remote one. To all but one of 34 administrators, regardless of field, the hypothetical job of getting 1,000 square feet of research space for a faculty member would constitute a difficult job (Table A-27). For thirty it would be "very difficult" to do, an opinion concurred in by the College administration; an additional three feel it would be "fairly difficult." Only the Dean of the Graduate School of Business considers it a "fairly easy" undertaking.

If most administrators whose faculty need research space are of the opinion that what they have is not enough and believe, moreover, that getting additional space of this type constitutes no mean task, what will the situation be like in the next five years? In the next ten years?

Future Faculty Research Space Needs. The estimates provided by the administrators make it abundantly clear that a substantial amount of additional faculty research space will be required in the next ten years to meet their faculty needs (Table A-28). All told, 229,971 square feet of faculty research space will be needed in five years, a two-thirds increase over (or 91,176 square

feet more than) the 138,795 square feet reported in use in 1960-1961. In ten years, or by the 1970-1971 academic year, the total amount of faculty research space needed is estimated to be 310,968 square feet, more than double the area in use in 1960-61 and 80,997 square feet more than the amount needed by the end of the first five years. These totals represent the anticipated needs not only of the 23 administrators and the Dean of the College whose faculty currently have faculty research space but also of four additional administrators -- Oriental Languages, International Relations, Graduate Library School and Social Service Administration -- whose faculty have no such space assigned to them at the present time but will require some in the next decade. These figures do not include the research space requirements of faculty members with joint appointments in the Chemistry Department, the number of which is expected to increase in the next ten years.

In general, slightly more additional faculty research space will be needed in the first pentad,1960-1965, than in the second five-year period. As in the case of anticipated office space needs, this general pattern focuses on the University as a whole (or rather that part of the University included in the study) at the expense of distinct variations by divisions and within divisions. Although the Physical Science and Social Science Divisions have divisional patterns similar to the general one for the University, the opposite is true for the Biological Science and Humanities Divisions and the Professional Schools. The latter anticipate a greater need for additional faculty research space during the second five-year period, 1965-1970.

A detailed study of Table A-28 will reveal within most major areas a number of variations from the general University pattern or the pertinent Divisional pattern. We will cite here only a few examples. In the Biological

Sciences, the anticipated faculty research space needs of Anatomy, Biophysics, Pharmacology and Zoology are vital in establishing the greater divisional requirement in the second five-year period, 1960-1965. In contrast, the future needs of Biochemistry, Botany and Physiology will be greater in the first five years, 1960-1965, in line with the general University requirements. Microbiology expects its requirements to increase by an equal amount in both periods. The divisional pattern in the Humanities, like that of the Biological Sciences, is the reverse of the general University trend. It is the product of the anticipated needs of two units, Oriental Languages and the Oriental Institute, and more especially of the extraordinarily large research space requirements stipulated by the latter for the last half of the coming decade. For most fields in the Humanities, most chairmen report no need for faculty research space as defined for purposes of this study, not now and not in the next decade. In the Social Sciences, the divisional requirements, like the overall University requirements, will be greater in 1960-1965 than in 1965-1970 -- a pattern set primarily by six of its eleven departments: Anthropology, Human Development, International Relations, Sociology, Education and GSE, and Psychology. Conversely, Economics and Geography anticipate that their needs will be greater in the 1965-1970 period. Political Science and Social Thought report equal requirements for the two five-year periods and History needs no faculty research space now and will need none in the next decade. These few examples are sufficient to indicate that at any given time the needs for faculty research space are likely to vary depending upon the fields involved not only in the amount of space required but also in the kind of space necessary.

It is essential to emphasize that these estimates of future needs are minimal. Even assuming that normally overestimates would be balanced by

underestimates, the totals given represent solely the research space needs of units included in the study. They in no way take into account the requirements of individuals with faculty status who are affiliated only with excluded units. For example, the research space needs of faculty affiliated only with the School of Medicine, only with one of the Research Institutes, or only with an independent research unit within a division will constitute an additional source of pressure on the physical plant of the University.

Given current inadequacies and future needs, we expect research space to persist as an important space problem during the next decade. Assuming they will have no more space than they have at present, fifteen out of 37 administrators report that research space will be their most important space problem in five years; fourteen out of 35 feel it will be as salient a problem in ten years from now (Tables A-13 and A-14). It will continue to be a particularly important space problem for administrators in the Biological and Social Sciences, and presumably for those in the Physical Sciences as well.

The research space problem will certainly have an impact on one of the prime responsibilities of administrators, the recruiting of new faculty. As can be seen below, most administrators who feel that research space plays an important role in the negotiations with prospective faculty also consider the current allocations to their faculty inadequate and anticipate an increase in their faculty needs for this type of space in the next decade.[1] Significantly,

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[1] We have excluded from consideration here the three Humanities Chairman who believe research space is an important factor in the negotiations with prospective faculty but whose faculty have no such space and need none at the present time and will need none in the next ten years. In connection with the recruitment of new faculty, they have equated research space with library facilities.

six of the fourteen administrators who assign research space this "very important" role consider their allocations of faculty research space "entirely inadequate" and anticipate additional future needs - Microbiology, Physiology, Pharmacology, Chemistry, Psychology and Social Thought.

Number of administrators who report	Number of administrators who think role of research space in negotiating for faculty is	
	Very Important	Somewhat Important
No faculty research space now and a vague indication of some future need	-	1
Adequate faculty research space now and anticipate no additional needs in the future	-	1
Adequate faculty research space now and anticipate additional future needs	2	-
Somewhat inadequate faculty research space now and anticipate additional future needs	6	5
Entirely inadequate faculty research space now and anticipate additional future needs	6	-
	N = 14	N = 7

The College administration finds itself in a similar position; the availability of research space for individual research activity presents an obstacle particularly in the recruitment of its scientific staff. At the present time, some such College faculty obtain research space only through the "generosity" of the departments, a liberality which can hardly persist in the face of the increasing needs of departmental faculty members.

In all fields in which the availability of faculty research space is considered essential and important, administrators, regardless of the adequacy

of their present allocations, are likely to find the meeting of future requirements a difficult task. They can hardly help but consider themselves operating under a sizeable handicap when negotiating with faculty who consider research an indispensable means of maintaining their own level of competence and, more realistically, as the sine qua non for recognition and advancement.

Although we did not ask the administrators to relate the adequacy of faculty research space to the problem of retaining faculty members, it does not appear unreasonable to assume that conditions which tend to handicap the hiring of new personnel might operate as well to make outside offers more tempting to the "old." We are not implying that, even in those fields in which faculty research space is so clearly a necessity, research space is the only factor or the most important factor influencing an individual decision. The administrators themselves, however, acknowledge that it is a factor; for at least 21 of them it is, moreover, an important factor.

The comments of two administrators, admittedly more vehement than those voiced by most, reveal the serious implications of the research space problem for their respective departments. We have already referred, in our earlier discussion of office space, to the situation in the Psychology Department, whose Chairman reports he has but one space problem embracing all types of space. Since he assigns a more important role to research space in negotiating with prospective faculty, "very important" as compared to the "somewhat important" role of office space, we feel justified in repeating a portion of his remarks: "Unless our space situation is radically improved and soon we will lose our best faculty and be unable to replace them." The Chairman of the Chemistry Department also is of the opinion that research space plays a "very important" role in recruiting faculty. Research space is an important space

problem today; he expects no change in its status in the next five years. As to the situation in ten years: "If more adequate space isn't available by this time there won't be any worries, because the Department will have deteriorated to the place where its continuation as an active research and teaching organization of high caliber will be impossible."

General Research Facilities

Research developments in certain fields have given rise to general research facilities -- research areas which are not normally allocated to individual faculty members but rather are departmental, divisional or institute facilities which are used periodically by a faculty member. At any given time, such a research facility may house the research activities of a number of faculty members representing several different departments. Or it may constitute a research area designated for the research activities of the faculty of a particular department. Such facilities are not confined to the Biological or Physical Sciences. In some Universities, phonetics, language and archeological laboratories are to be found in the Humanities, statistical, social psychology and anthropology laboratories in the Social Sciences.

The general research facility is by no means a most recent development. It is in the Biological and Physical Sciences, however, that the more recent research developments and the resultant size and cost of modern research equipment have led to an almost phenomenal increase in the number of such research facilities.

To what extent are these general research facilities available for use by the University faculty? Do the administrators feel that their faculty have sufficient access to them? How important it is that adequate facilities of this type be available? In the next decade, will faculties require more or less access to them than they have now?

Availability of General Research Facilities. By availability we do not mean the possession of a general research facility by a particular Department or School. What we have in mind is whether or not the faculty of a particular Department or School has access to such a facility anywhere on campus regardless of the unit which technically has administrative responsibility or "possession" of it.

Eighteen out of 33 administrators report that general research facilities are available for the use of their faculty members (Table A-30). In general, a similar pattern of availability is reported by administrators for the Humanities and Social Science Divisions and for the Professional Schools. A higher proportion of availability is reported for the Biological Sciences by five out of six administrators. The data for the Physical Sciences are incomplete but we do know that the affirmative responses of the Chairman of the Astronomy and Chemistry Departments should be supplemented by those of the Chairmen of the Geophysics and Physics Departments on the basis of our knowledge of existence of this type of facility and its use by members of these departments. Although a more accurate picture would indicate at least 20 out of 35 administrators reporting general research facilities available for the use of faculty members, the discussion of this kind of research space will be based primarily upon the responses given in the questionnaires we received. In addition to the eighteen administrators already noted, the Dean of the College reports that general research facilities are available for use by the College staff.

Adequacy of Available General Research Facilities. Do administrators who say there are general research facilities available to their faculty feel that these facilities are adequate? The answer is predominantly in the negative.

Twelve out of the eighteen think the available facilities are "somewhat inadequate" and one feels they are "entirely inadequate" (Table A-30). Five Chairmen rate the available general research facilities as adequate, an opinion which is shared by the Dean of the College.

Importance of the Availability of Adequate General Research Facilities. Twenty-three out of 33 administrators feel it is important that adequate general research facilities be available to their faculty, with eighteen considering it "very important" (Table A-31). This opinion is expressed more frequently by chairmen in the Biological and Social Sciences. Its importance among the Physical Sciences is more realistically indicated if we ascribe to the Geophysics and Physics Departments, on the basis of their existing research activity, responses similar to the "very important" reported by the Chairmen of the Astronomy and Chemistry Departments.

Relatively few of the 23 administrators who view this type of research facility as important, also consider what is available as being adequate. As can be seen below, twelve feel that the available facilities are inadequate. Particularly noteworthy is the fact that six Chairmen -- Microbiology, Linguistics, Anthropology, Psychology, Social Thought and Sociology -- regard the availability of adequate general research facilities as "very important" yet report no such facilities available to their faculty. One of the six, the Chairman of the Sociology Department, specifically cites the need for social psychology and statistical laboratories among his current important space problems.

Number of administrators who report general research facility is	Number of administrators who think the availability of adequate general research facilities is: Very Important	Somewhat Important
available to their faculty		
and is entirely adequate	5	-
and is somewhat inadequate	6	5
and is entirely inadequate	1	-
not available to their faculty	6	-
	N = 18	N = 5

On the basis of current needs, then, the available general research facilities are considered inadequate by most administrators who feel that their availability is important.

Since the general research facility is so essential to research activity in some fields and is apparently assuming a role of greater importance in others, its presence is not only vital to the effective academic functioning of the faculty in these fields but must be a significant factor in the administrators' recruiting of new faculty. As can be seen below, 16 out of 21 administrators who indicate that research space plays an important role in negotiating with prospective faculty are also of the opinion that their faculty members have less than adequate general research facilities available. In fact, seven of the sixteen report the complete absence of such a facility.

Number of administrators who report general research facility is	Number of administrators who think role of research space in negotiating for faculty is: Very Important	Somewhat Important
available to their faculty		
and is entirely adequate	4	1
and is somewhat inadequate	3	5
and is entirely inadequate	1	-
not available to their faculty	6	1
	N = 14	N = 7

To be more concrete: Would the Chairmen of the Physics and Chemistry Departments be able to recruit high caliber faculty if there were no X-ray diffraction, high-pressure, low-temperature laboratories to mention only a few?

Future Faculty Needs for General Research Facilities. It is evident from Tables A-32 and A-33 that administrators expect, in the next decade, a great increase in faculty needs for this type of research facility. Among the 24 (out of 34) administrators who anticipate an increase, two-thirds (16) expect it to be a "considerable" one. Included among the sixteen are the six Chairmen who report the complete lack of availability of this type of research facility at the present time. Ten administrators indicate their faculty members have no current needs for a general research facility and anticipate that none will develop in the next ten years. The College administration expects its faculty needs to increase only "somewhat" in the next decade.

In the light of reported information, (1) the importance accorded the general research facility, particularly by administrators in the Biological, Physical and Social Sciences, (2) the general feeling among the administrators that what is available is inadequate, and (3) the prevailing belief that faculty needs for this type of research area are going to increase considerably in the next decade, any discussion of space needs at the University must anticipate that there will certainly be requests, if not demands, for the expansion of existing facilities and the establishment of new ones. And these are most likely to be forthcoming in those fields which consider this type of facility so important, if not indispensable, to research activity -- in certain research areas in the fields of Linguistics, Anthropology, Education, Human Development, Sociology, Psychology, and most fields in the Biological and Physical Sciences.

Student Research Space

Any discussion of research space as an urgent and important space problem must take into account student research space and facilities, even though only two Chairmen in the Biological sciences mention this particular type of space among their most important space problems now and for the future (Tables A-2, A-13 and A-14). It is more than likely that other administrators who rate research space as such a salient problem are using the term comprehensively to include all types of research space.

Normally, the training in research methods and the execution of research involved in obtaining a higher degree make it desirable, if not imperative, that students have access to research facilities similar to, even if not equal to, those utilized by the faculty. Aside from the use of general or specialized library facilities and general research facilities, students may conduct their research activities in some separate and distinct University space allocated for that purpose. Specifically what type of space is involved varies from field to field — desks or cubicles in library stacks or reading rooms, accommodations in faculty research space or offices, or research office or laboratory space assigned solely for the use of student research activities. In any given field, one or more of these accommodations may prevail. In some instances no particular provisions are made for student research activities; the how and where of this type of activity is left to the initiative and resourcefulness of the individual student.

For purposes of this study, we are interested particularly in the space, other than that in the libraries or assigned to faculty, which is set aside for student research. We have no specifics on the exact amount of space presently allocated for this purpose or needed in the next decade. We can,

however, indicate the degree to which current utilizations, whatever they be, are considered satisfactory or unsatisfactory as well as provide some general indications of future needs.

Satisfaction with Current Research Space and Facilities Available for Students. Although student research space is rarely singled out by administrators as an important space problem, dissatisfaction with the current situation is fairly widespread. Over two-thirds of the administrators (29 out of 42) report that their students have unsatisfactory research space and facilities; fourteen consider them "fairly unsatisfactory", fifteen find them "very unsatisfactory" (Table A-34). Extreme dissatisfaction is expressed more by Chairmen in the Humanities, Physical Sciences and Social Sciences. Only one out of five administrators feels that his students have "fairly satisfactory" research space and facilities; none consider them "very satisfactory." Five Chairmen in the Humanities are of the opinion that their students need no special facilities for their research activities. The College administration rates as "very unsatisfactory" the research space and facilities available to its more advanced undergraduate students.

Ways in which Student Research Space and Facilities are Unsatisfactory. The major source of dissatisfaction with available student research space is that there just is not enough of it (Table A-35). Also voiced, but with less frequency, are complaints about the physical environment -- lighting, maintenance, etc. -- and the equipment. In addition, two administrators note the lack of specific types of research space, discussion rooms or specialized laboratories.

Among the 29 administrators who are dissatisfied with their students' research space, thirteen have no space set aside specifically for student

research purposes and this in itself is a source of discontent. Two Chairmen report that, aside from accommodations provided in faculty research space, their students do not have this type of space available for their use. According to the Chairman of the Biophysics Department: "By and large, the students do their research in their professors' laboratories. It would be much better for both individuals if the student could be housed separately but near the professor." For students in the Anthropology Department the "only space available is that devoted to specific projects of individual staff members. Only students accommodated are those employed as research assistants on such such projects. Others must work in library or at home."

Another five administrators, in the Humanities and the Professional Schools, indicate that their students have only desks, cubicles or other accommodations in library stacks or reading rooms, which are inadequate in several respects.

English: "For most of them research at the University must be carried on in a crowded reading room. The desks in the library stacks, available to a few, are dirty, badly lighted, and surrounded by noise."

New Testament: "Except for a few small desks in the library there is no space available specifically for this purpose."

Divinity: "At the present we can accommodate 20 students at desks in the library stacks and 20 more in the library reading room. The latter should be in a more secluded, quiet area, which can handle an additional 10 to 20 students."

Library School: "No carrel space in close proximity to the books in our field; no space for keeping materials for special use; no general work or discussion space in the book stacks of our field."

German: "At present there are too few (cubicles); these are poorly lighted and awkwardly arranged; like the library stacks they are dirty and dusty."

An additional six administrators, three in the Humanities and three in the Social Sciences mention the absence of any separate and distinct space set aside for student research activities as the only source of dissatisfaction. No comments are made about the library accommodations which some of their students undoubtedly have.

Sixteen administrators, chiefly in the Biological, Physical and Social Sciences, indicate that some separate research space is available to their students but this space suffers from a number of deficiencies. The comments quoted below provide the full range of items which provoke dissatisfaction. Clearly, inadequacy of the amount of space available is paramount.

Anatomy:	"Simply a matter of lack of space for the graduate students' laboratories."
Microbiology:	"1. Not enough space 2. Available space is antiquated in its facilities."
Pharmacology:	"All need modernization."
Zoology:	"Just quantitative lack."
Biochemistry:	"Unsatisfactory in amount of space...obsolete in many respects. Some laboratories have been remodeled and are very satisfactory since remodelling."
Chemistry:	After indicating a list of specific deficiencies -- lack of air conditioning, modern lab desks and benches, lab conveniences, etc. -- the Chairman concludes: "This is one of the most inadequately equipped laboratories of any major university in the U.S."
Geophysics:	"Poorly equipped, inadequate in size, noisy in some cases. Some dirty, buildings poorly maintained."
Mathematics:	"Simply insufficient. Some students are given desk space with as many as seven in a single room."

Physics: "Increase in number of post-doctorals has decreased space for normal graduate students."

Statistics: "Lack of privacy for individual students."

Economics: "Many students have no space other than is provided by library and those assigned research space are crowded into dirty rooms."

Human Development: "(1) Too little space; (2) space too often in room with several others, making work difficult; (3) some space must be cleared occasionally for committee meetings and conferences."

Psychology: "Too little, poor quality, scattered."

Sociology: "Inadequate statistical laboratory facilities. Inadequate desk space. Inadequate discussion space - for bull sessions."

Business School: "Not enough space, and it is poorly lighted and poorly equipped."

The College administration, which finds the research space and facilities available for its more advanced undergraduate students to be "very unsatisfactory," indicates that its problem is one of the quantity of space available rather than its quality. "Where it exists at all, quality is usually excellent. But quantity is very unsatisfactory. Particularly in Biology, we would be giving research experience to many students if we had the space."

Future Needs for Student Research Space and Facilities. The vast majority of administrators (86%) expect their needs for this type of research space to increase during the next decade (Tables A-36 and A-37). Moreover, one-half of the 42 administrators, primarily chairmen in the Biological, Physical and Social Sciences, anticipate that this increase will be a considerable one. Given an anticipated expansion in future enrollments and possible changes in research performance required of graduate students in

certain fields, it is not at all unexpected that the needs for student research space should increase. In most fields of the Biological and Physical Sciences, because of the nature of the research facilities required, meeting these needs is likely to involve extensive rehabilitation and modernization of the space available or an ample supply of additional space.

The only administrators who expect no increase in student research space requirements are in the Humanities Division. One Chairman thinks his needs will remain stationary, i.e. not change from their present level; five others, having indicated no need for special facilities for their graduate students at the present time, report that they anticipate no need for such space in the next ten years.

As far as the College is concerned, it is expected that needs for research space for its more advanced undergraduate students will increase considerably during the next decade. From the administrative point of view, then, the research space and facilities currently available for students are inadequate. Moreover, the need for this type of space is expected to increase during the next decade; in certain areas, this increase will be considerable.

Summary

Research space is the second most important space problem today. It is rated as their single most important space problem by 14 out of 38 administrators.

Twenty-four out of 36 administrators think that research space plays an important role in negotiating with prospective faculty members, sixteen assign it a very important role.

The bulk of the faculty research space is currently allocated to the faculty of three divisions, the Biological Sciences, the Physical Sciences,

and to a somewhat lesser extent, the Social Sciences. Fifteen administrators, primarily in the Humanities Division, report that they have no faculty research space assigned to their faculty members and have no need for such space.

Overwhelmingly, administrators whose faculty both need and have faculty research space report that the amount of space allocated is inadequate. Only three such administrators feel that the space is adequate.

The "tightness" of research space at the present time is reflected in the belief of thirty-three out of 34 administrators that they would have a difficult job obtaining 1,000 square feet of research space for a faculty member at the present time.

A substantial amount of additional faculty research space will be required in the next ten years, according to administrators' estimates -- 91,176 square feet more than the 138,795 square feet reportedly allocated now, for a total of 229,971 square feet in five years. In ten years the total needed will be 310,968 square feet, or 80,997 square feet more than that needed by the end of the first five years. These figures do not include the anticipated needs of faculty for whom no information is available and faculty affiliated solely with units excluded from the study.

Given the inadequacies of the current situation and anticipated needs for faculty research space, it is not unexpected to find that administrators expect research space to persist as an important space problem during the next decade, particularly administrators in the Biological, Physical and Social Sciences.

Eighteen out of 33 administrators report general research facilities available for the use of their faculty; twelve out of these eighteen feel that the facilities available are inadequate.

Twenty-three out of 33 administrators believe it is important that general research facilities be available to their faculty. Relatively few who hold this opinion consider what is available to be adequate. In fact, six administrators who are of the opinion that the availability of such facilities is very important report that there are none now available to their faculty.

Twenty-four out of 34 administrators expect an increase in their faculty needs for the use of general research facilities in the next decade; sixteen anticipate there will be a considerable increase.

Only five Chairmen indicate that no special research space or facilities are needed for their students. Among the remainder of the administrators, dissatisfaction with the research space and facilities available for their students is fairly widespread.

The major complaint about student research space focuses on the inadequacy of the amount of space available. To a lesser extent, dissatisfaction is also expressed concerning the physical environment and the equipment.

In general, administrators expect their needs for student research space to increase in the next decade; for one-half of them this increase is expected to be considerable.

Research space of all types — faculty research space, general research facility and student research space — is, for the most part, a matter of greater urgency and importance chiefly for administrators in the Biological and Social Sciences and presumably for the Physical Sciences. Our information concerning the latter is incomplete. It is among the administrators of these divisions that research space will persist as an important space problem in the coming decade. And in the case of the Biological and Physical Sciences, the problem of research space involves more frequently areas of large magnitude as well as specialized and costly equipment.

CHAPTER V

THE ADMINISTRATORS:
CLASSROOM SPACE; DEVELOPMENTS WHICH ARE EXPECTED TO INFLUENCE SPACE NEEDS; CONCLUSIONS

Classroom Space

Theoretically at least, the raison d'etre of any university is the instruction of students, a function which is epitomized by the faculty of the university. All activities of and all space used by the faculty relate, even if only peripherally in some cases, to this central function. It is the classroom, however, which constitutes the vital physical setting in which the faculty member, and thereby the university, performs this all-important role. Consequently, any discussion of the adequacy of the physical plant of the University must include an evaluation of its classroom space of all types. Is classroom space a significant problem for the administrators at the present time? For how many of them? Will it be a source of pressure in the future?

Urgency of the Classroom Space Problem Today. For the University as a whole, classroom space is a matter of minor importance. Administrators rank it as less of a space problem for them than office space or research space. Only one out of four mentions it as his most important space problem today (Table A-2). The nine out of 38 administrators in question represent the following academic units: Oriental Languages; Mathematics; Statistics; Education; History; Divinity School; Library School; Social Service Administration; and Botany. What makes this type of space a problem for the Botany Department is not the need for more space but the need for "rehabilitation" of what it already has. The College administration stresses the necessity for more classrooms.

For several of these administrators the problem is not quantity but quality. What they lack are classrooms which are of a particular type, are in better condition, or are in a more desirable location.

Statistics: "...Currently we are having some difficulty in having classroom space in Eckhart assigned to us for classes meeting in the morning hours. The problem has more to do with morale than with absolute need for space, and it is annoying. A more general problem is the distressing condition of classrooms in many buildings. Blackboard surfaces in Rosenwald and in Haskell 306 have been in wretched condition for years.... The physical condition of many of these rooms is poor also."

Library School: "It is thus essential that classroom space be provided within the Library if possible, or in very easy access to it. This limits the possibilities of expansion, since the classroom situation cannot be resolved, for example, by moving to a larger classroom in another building."

Education and GSE: Needs "...seminar rooms."

History: "Lack of seminar room exclusively for graduate students in History."

In all likelihood, statements of a similar nature would be forthcoming from other administrators who have given office space and research space precedence over classroom space. For example, the Chairman of the English Department, whose most important space problem is not classroom space but office space, volunteers the following statement at the end of his questionnaire: "Small classrooms are available for our use, but we do not have adequate seminar rooms. The small classrooms are too small to accommodate seminar tables."

That classroom space does not emerge as a widespread space problem is not unexpected in light of the data provided in the report prepared for the University by the Center for the Study of Higher Education at Michigan State University. This report concludes that there is, in general, a fairly low level of utilization of classroom space at the University of Chicago, a

use which is concentrated on certain days and at certain hours.[1] Clearly, the University has a large amount of space allocated for classroom purposes. The pertinent question becomes, then, whether or not it is of the type necessary to meet present and future programs of instruction. As we have seen, a number of administrators, viewing the current situation, respond in the negative; for them, classroom deficiencies are salient. How do they, and other administrators, gauge the future? Will classroom space be an important space problem in five years? In ten years?

Importance of Classroom Space As a Problem in the Future. Although an overall increase in student enrollment is expected during the next decade, classroom space will decline somewhat as an important space problem, according to the administrators. Even assuming no more space available than at present, only eight administrators feel it will be their most important space problem in five years; only six, one-third fewer than currently, would give it that ranking ten years from now (Tables A-13 and A-14). For five administrators--Botany, Education, History, Social Service Administration and Divinity--classroom space will persist as a space problem of major significance during the next decade. The Chairman of the Oriental Languages Department maintains that instructional space will continue to be of prime importance in five years but is reluctant to designate any one type of space as superseding all others in ten years. His hesitancy, as we shall see later in this chapter, is based upon uncertainty regarding future developments in his Department. In the case of the Mathematics and Statistics Departments and the Library School, the administrators are of the opinion that other types of space will displace classroom space in importance. Two Chairmen--Astronomy and Social Thought--

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[1]John X. Jamrich and Herbert R. Hengst, The Utilization of Instructional Facilities at the University of Chicago, Fall 1960 (Center for the Study of Higher Education, Michigan State University, 1961), pp. 21, 24, 104.

who had not cited classroom space previously feel that it will emerge as their important space problem in the next decade. The very critical significance of classroom space, along with office space, for the College administration during the next ten years is amply revealed by its comments: "We would simply have to cut the size of the student population to fit the available faculty and classroom space. This will hold true five years from now and ten years from now."

Future Classroom Space Needs. Because a comparatively small number of administrators indicate that classroom space will be a major problem for the future does not preclude the existence of future needs. And certain aspects of these future requirements may pose problems serious enough to merit consideration.

It is abundantly clear that the utilization of instructional space is expected to increase in the next ten years (Tables A-38 and A-39). Most administrators, 32 out of 39, estimate that their use of classroom-hours of space can be expected to increase by a minimum of ten per cent in five years, as compared with the 1960-61 academic year; for thirteen of them the anticipated use will actually come to more than 25 per cent more than at present. Only seven chairmen expect the change to be a relatively minor one, if at all. By the end of ten years, as compared with the present, there will be only three administrators who anticipate little or no variation from their current utilization of classroom-hours of space.

If it were solely a matter of accommodating this increased utilization to the instructional facilities as they exist at present, any problems which might develop would in all probability be minor. But this will hardly be the case. The administrators indicate, overwhelmingly, that their future instruction plans will require more of certain types of classroom space (Tables A-40 and A-41). Only three Chairmen in the Humanities, one Chairman

in the Physical Sciences and the Dean of the Business School foresee no change in the type of rooms they will need in five years. Among these five, only the Dean of the Business School indicates that in ten years, as compared with the present, his School will need more seminar rooms and a lecture hall. In addition, two Chairmen in the Biological Sciences--Botany and Pharmacology--reiterate a familiar theme: they will not need more space of any particular kind so much as they will require modernization and more adequate equipping of what they now have. The Chairman of the Pharmacology Department adds a further stipulation in discussing his Department's requirements in ten years: "modernization of ... laboratory will become inadequate if the medical class is expanded by more than 15 per cent."

In the next decade, administrators will need more seminar rooms, lecture halls and rooms, and teaching laboratories. The greatest need will be for more seminar rooms. Among the 32 administrators who indicate they will need more of a specific type of classroom space in five years, almost three-fourths (23) mention this particular type of instructional space. In ten years, more seminar rooms will be required by over three-fourths of them (25). Moreover, this need will be felt in almost all areas of the University. Not only will seminar rooms be a widespread necessity but evidently a crucial one for some departments. A Chairman in the Humanities remarks: "A separate seminar room is a most pressing need. Present 'seminar' must now be used for appointments with students, examinations, departmental meetings, classes with changes in scheduled hours, etc."

Second only to seminar rooms will be the need for more laboratory space for instructional purposes, particularly by fields in the Biological, Physical and Social Sciences. For some administrators outside of the Biological and Physical Sciences, "more" stands for anything or something beyond the "nothing"

they now have--e.g., language laboratories for Oriental Languages and Linguistics, the visual aids laboratory and archeological laboratories which Oriental Languages requires for instruction in archeology, statistical laboratory for Sociology. It might be noted that requirements of this type involve not only space per se but the equipping of that space.

Lecture rooms or lecture halls will also be in greater demand in the future. The ordinary type of classroom will present no unusual problem; most administrators evidently feel there will be an adequate supply for their future needs. Two Chairmen in the Humanities, however, report that they will require classrooms specially equipped with audio or visual aids. The Chairman of Biophysics indicates that his future needs will involve more of "all kinds" of classroom space. Similarly for the College: "More of everything, but not many more lecture halls and considerably more teaching laboratories....with the presently planned maximum to be reached about 1967-68."

Significantly, only one administrator (out of 39) mentions any type of classroom space which he thinks he will need less of in the next ten years. The Chairman of the Geography Department reports that his Department will have less need for a lecture hall. The other administrators unanimously comment: "none" or "need more, not less."

The Jamrich report has demonstrated that the current utilization of classroom space is at a fairly low level. Therefore, estimates of increases in future utilization would normally be assumed to present no critical space problem to the University. It is evident from administrators' reports, however, that the problem for the future will not be so much a matter of "how much" classroom space is available as it will be one of "what kind" of instructional space is available.

Thus far we have been concerned with what the administrators consider to be their major space problems at the present time--office space, research

space and classroom space--problems which will persist into the coming decade. Prior to turning to particular developments which might influence future space conditions, we would like to note several space problems cited by a few Chairmen in the Humanities--student study rooms, rehearsal and practice rooms and library space. In terms of the overall situation they constitute relatively minor problems; to the specific Departments involved they are, of course, of major importance. The problems of student study rooms and library space are integral parts of a major critical problem at the University, that of the Library. We have already noted the saliency of the Library to the research activities of faculty members and students and recognize its paramount importance to many fields in the Humanities and Social Sciences. It is anticipated, perhaps optimistically, that the solution of the Library problem will carry in its wake the resolution to certain space problems of critical import to individual administrators.

Specific Developments Which Are Expected To Influence Space Needs

Other than changes in student enrollment, class size, size of faculty and research needs of faculty, there are few developments which the administrators foresee as affecting their future space needs. Only one-third (13 out of 40) mention any at all (Table A-42). Their responses cover a range of items--new programs of training or research, new instructional techniques, new research equipment and techniques, etc.--which can best be indicated by quoting from some of the comments made:

Anatomy: "We may anticipate increased use of certain specialized equipment, e.g., electron microscopes, which require the selective utilization of separate rooms. The same holds for other physical apparatus."

Mathematics: "The department may establish a center for post-doctoral training and research; if so, our office-space requirements will double."

Anthropology:	"Laboratory space for linguistics (paralinguistics, kinetics) and for communicationally oriented social anthropology - new space would be needed."
Human Development:	"The probability of collaborative research and training programs with countries abroad, bringing new staff and fellows."
Psychology:	"Technological - need computing facility, electrical recording, space for large wild animals."
Social Thought:	"Founding of the projected Center of International Understanding would require the use of seminar rooms and a new office in the University buildings."
German:	"More and more, important literary productions (such as plays) are being made available on good phonograph records. A 'listening room' - perhaps jointly with other foreign languages - would be highly desirable..."
Philosophy:	"Administrative relations between the College and the Departments may change, making it necessary for a department to find office space for all men entirely on its budget."
Oriental Languages:	"Both the Near Eastern and the Far Eastern fields are going to extend their scope to the modern language fields and the cultures involved. This will not only mean increased enrollment and larger faculties but also teaching equipment of a different order (audio aids) and speech laboratory facilities. It will also mean enlarged library facilities."

The developments and problems anticipated by the Chairman of the Department of Oriental Languages and Civilizations reflect a situation which involves the Oriental Institute and the Committee on Far Eastern Civilizations as well. A series of complex and intimate relationships exist among the three. All faculty members of the Committee on Far Eastern Civilizations are on the budgets of other departments, including Oriental Languages. The latter Department embraces two fields, the Near Eastern and Far Eastern. The faculty members in the Near Eastern field are largely on the Institute's budget. The two specialized libraries and the faculty for the two fields are housed mainly in the Institute. The recent concern with the modern spoken language in both

fields has meant increased faculty and demands for space of all kinds. There will be need for audio facilities and equipment for teaching the spoken languages. The program places a strain on the facilities of the Institute which for obvious reasons is the desired location in which to expand. The Chairman of Oriental Languages feels that developments beyond the five year period are subject to external conditions--the "war situation, the number of trained persons available, etc." Whether or not these programs are subsidized, by foundation and government funds, beyond the five years will, in turn, influence space needs. The Director of the Institute, under pressure for more space for laboratories, museum and library, feels that his own space needs would be affected beneficially if a separate building were available for the Far Eastern studies.

The College administration indicates the possible creation of a Fine Arts Center to replace Lexington Hall which "would add a theatre, practice room for student musicians, studios, space for an artist in residence. We figure on at least 100,000 square feet for new functions." Whether or not the creation of such a Center would solve satisfactorily some of the space problems of the Art and Music Departments is debatable. Would such facilities be conveniently located for the Departments? Would the Departments have sufficient access to them for their purposes?

It is possible that other Departments or Schools will in the future experience changes similar to those mentioned above, although two-thirds of the administrators indicate otherwise. In the Sciences, certainly, research developments may call for the adoption of techniques or equipment which are unanticipated at the present time.

Conclusions

There can be little doubt that many administrators at the University feel that they are confronted today with a serious and urgent space problem,

focusing chiefly on office space and research space and to a lesser extent on classroom space. It is hardly necessary to repeat the specifics summarized in Chapters I-IV and contained in tables in Appendix A.

It is, however, desirable to point out that for the 32 out of 39 administrators who consider themselves faced with a pressing space problem, the problem is not necessarily the same. We realize that the urgency of the space problem is relative to their other problems and that these other problem areas may vary from administrator to administrator. Yet we are interested in seeing the extent to which administrators who consider the space problem as a "very pressing" one also report inadequacies in all types of space utilized by them and their faculty members. To that end we have set up a rough chart indicating the number of administrators with varying evaluations of the urgency of the space problem and the number of deficiencies (inadequate or unsatisfactory conditions) they report in five types of space covered by the questionnaire--faculty office space, administrative office space, faculty research space, general research facility and student research space. Normally a number of refinements and adjustments would be necessary but since we are interested merely in a rough sketch we have limited ourselves to two: (1) For departments in which no faculty research space was indicated as necessary since faculty offices serve also as research facilities, unsatisfactory office space was taken to mean, in addition, unsatisfactory faculty research space; and (2) In the case of a general research facility, a deficiency was counted as existing only if the availability of an adequate facility was considered to be of some importance for the faculty.

As can be seen below, administrators whose space problem is most pressing do not necessarily report inadequacies in all five types of space, although they are more likely to consider their space allocations unsatisfactory in several respects. But the range is fairly wide, from the six who

report deficiencies in all five types of space--Linguistics, Chemistry, Anthropology, Psychology, Social Thought and the Business School--to the four who indicate dissatisfaction in two categories--Philosophy, Far Eastern Civilization, Human Development and International Relations. It is interesting to note that four chairmen who report inadequacies in all five categories of space consider the space problem to be not so pressing; we can only surmize that their other problems have a greater urgency at the present time.

	Administrators who report the space problem to be..			
Number of Deficiencies Reported	Very Pressing	Somewhat Pressing	Not Much of a Problem	No Problem at All
Five deficiencies	6	3	1	-
Four deficiencies	4	2	1	-
Three deficiencies	6	1	1	-
Two deficiencies	4	4	1	-
One deficiency	-	1	2	-
No deficiencies	-	1	1	-
N =	20	12	7	

What will the situation be in the next ten years in light of the clear indication by administrators that they will require more faculty office space, more administrative office space, more faculty research space, more access to general research facilities and more student research space? To what extent will the space problem become a most urgent one for administrators who at the present time rate it as less pressing relative to the other problems confronting them? On the basis of the administrators' reports it is clear that the University has already entered a critical period as far as physical space is concerned. If we accept their estimates of future space needs as reasonable and acknowledge that they are, at best, minimal, since they do not include the requirements of a number of excluded units, it is equally clear that the

space problem is going to get worse within a comparatively short time unless more space is forthcoming to meet the office and research space requirements of the Departments and Schools. And unless steps are taken to provide the kinds of classrooms needed, the University is likely to face a serious problem in this area despite its seemingly more than adequate amount of classroom space.

APPENDIX A

TABLES A-1 TO A-41

TABLE A-1

URGENCY OF SPACE PROBLEM TO ADMINISTRATORS
RELATIVE TO VARIOUS OTHER PROBLEMS (Q.1)

Degree of Urgency	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Very pressing problem. . .	51%	(3)	(5)	(2)	(7)	(3)
Somewhat pressing problem.	31	(3)	(6)	(1)	(1)	(1)
Not much of a problem. . .	18	(1)	(2)	(1)	(3)	(-)
No problem at all.	-	(-)	(-)	(-)	(-)	(-)
Total per cent. . . .	100%					
Base for percentages.	39	(7)	(13)	(4)	(11)	(4)
No answer	1	(-)	(1)	(-)	(-)	(-)
No questionnaire[a] . .	6	(2)	(2)	(2)	(-)	(-)
Total number.	46	(9)	(16)	(6)	(11)	(4)

[a]Biochemistry; Mathematical Biology; General Studies in the Humanities; Analysis of Ideas and Study of Methods; Geophysics; Physics.

TABLE A-2

ADMINISTRATORS' REPORT OF SINGLE MOST IMPORTANT SPACE PROBLEM TODAY (Q.28)

Most Important Space Problem Today	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Office space.	45%	(-)	(7)	(2)	(6)	(2)
Administrative office space	8	(-)	(1)	(-)	(1)	(1)
Unification of office space	3	(1)	(-)	(-)	(-)	(-)
Research space or laboratories.	29	(3)	(-)	(1)	(6)	(1)
Research space for students, specified	5	(2)	(-)	(-)	(-)	(-)
Rehabilitation, modernization of research facilities	8	(3)	(-)	(-)	(-)	(-)
Classroom space	21	(-)	(1)	(2)	(2)	(3)
Rehabilitation, modernization of classrooms	3	(1)	(-)	(-)	(-)	(-)
Workshop space -- faculty and students.	3	(-)	(-)	(-)	(1)	(-)
Student study rooms	5	(-)	(2)	(-)	(-)	(-)
Rehearsal and practice space -- extracurricular activities.	3	(-)	(1)	(-)	(-)	(-)
All types of space.	3	(-)	(-)	(-)	(1)	(-)
No problem.	3	(-)	(-)	(1)	(-)	(-)
Total per cent (some mention more than one problem)	139%					
Base for percentages .	38	(7)	(12)	(4)	(11)	(4)
No answer.	2	(-)	(2)	(-)	(-)	(-)
No questionnaire[a]. . .	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Biochemistry; Mathematical Biology; General Studies in Humanities; Analysis of Ideas and Study of Methods; Geophysics; Physics.

TABLE A-3

IMPORTANCE OF OFFICE SPACE AND RESEARCH SPACE IN ADMINISTRATORS' NEGOTIATIONS WITH PROSPECTIVE FACULTY MEMBERS (Q.27)

Degree of Importance of Office Space and Research Space	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Office space:						
Very important	49%	(1)	(8)	(1)	(5)	(2)
Somewhat important	28	(1)	(2)	(2)	(4)	(1)
Not so important	17	(4)	(-)	(1)	(-)	(1)
Not important at all	6	(-)	(1)	(-)	(1)	(-)
Total per cent	100%					
Base for percentages	35	(6)	(11)	(4)	(10)	(4)
No answer	1	(1)	(-)	(-)	(-)	(-)
No separate faculty[a]	4	(-)	(3)	(-)	(1)	(-)
No questionnaire[b]	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)
Research space (other than office):						
Very important	45%	(6)	(2)	(1)	(7)	(-)
Somewhat important	22	(1)	(3)	(1)	(1)	(2)
Not so important	14	(-)	(2)	(-)	(1)	(2)
Not important at all	19	(-)	(4)	(2)	(1)	(-)
Total per cent	100%					
Base for percentages	36	(7)	(11)	(4)	(10)	(4)
No separate faculty[a]	4	(-)	(3)	(-)	(1)	(-)
No questionnaire[b]	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Literature; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; General Studies in Humanities; Analysis of Ideas and Study of Methods; Geophysics; Physics.

TABLE A-4

ADMINISTRATORS' REPORT OF ENROLLMENTS IN FALL QUARTER, 1960
AND EXPECTED ENROLLMENTS IN FALL OF 1965
AND FALL OF 1970 (Q.2)

Administrative Unit	Enrollment Fall, 1960	Fall, 1965		Fall, 1970	
		Expected Enrollment	Change 1960-1965	Expected Enrollment	Change 1960-1970
Biological Sciences:	175	245	+ 70	317	+ 142
Anatomy.	10	10	0	10	0
Biochemistry	33	60	+ 27	90	+ 57
Biophysics	10	25	+ 15	50	+ 40
Botany	21	25	+ 4	30	+ 9
Mathematical Biology .	a	a	-	a	-
Microbiology	18	30	+ 12	35	+ 17
Pharmacology	18	25	+ 7	(32)[b]	(+ 14)[c]
Physiology	30	35	+ 5	35	+ 5
Zoology.	35	35	0	35	0
Humanities:	362	487	+ 125	586	+ 224
Art.	24	40	+ 16	40	+ 16
Classical Lang. and Lit.	15	20	+ 5	22	+ 7
English Lang. and Lit.	107	135	+ 28	150	+ 43
Germanic Lang. and Lit.	24	30	+ 6	40	+ 16
Linguistics.	24	35	+ 11	40	+ 16
Music.	10	15	+ 5	20	+ 10
New Testament and Early Christian Lit.	17	20	+ 3	(24)[b]	(+ 7)[c]
Oriental Lang. and Civ.	34	50	+ 16	60	+ 26
Philosophy	59	75	+ 16	100	+ 41
Romance Lang. and Lit.	34	45	+ 11	60	+ 26
Analysis of Ideas and Study of Methods . .	a	a	-	a	-
Comparative Studies in Literature. . . .	2	4	+ 2	8	+ 6
Far Eastern Civilizations	6	9	+ 3	10	+ 4
General Studies in Humanities	a	a	-	a	-
History of Culture . .	6	9	+ 3	12	+ 6
Physical Sciences:	492	725	+ 233	920	+ 428
Astronomy and Astrophy.	7	20	+ 13	20	+ 13
Chemistry.	127	175	+ 48	250	+ 123
Geophysics	88	150	+ 62	200	+ 112
Mathematics.	100	160	+ 60	210	+ 110
Physics.	147	180	+ 33	200	+ 53
Statistics	23	40	+ 17	40	+ 17

[a] No data provided by administrator.

[b] No information provided by administrator. The figure given is our own estimate based upon the percentage increase expected for the rest of the Division between 1965 and 1970.

[c] Based upon use of our own estimate for expected enrollment in 1970.

TABLE A-4--Continued

Administrative Unit	Enrollment Fall, 1960	Fall, 1965		Fall, 1970	
		Expected Enrollment	Change 1960-1965	Expected Enrollment	Change 1960-1970
Social Sciences:	965	1,196	+ 231	1,434	+ 469
Anthropology	67	100	+ 33	150	+ 83
Economics	125	150	+ 25	175	+ 50
Education	144	185	+ 41	200	+ 56
Geography	42	50	+ 8	60	+ 18
History	168	180	+ 12	200	+ 32
Human Development	89	100	+ 11	100	+ 11
International Relations	23	(28)[d]	(+ 5)[e]	(34)[b]	(+ 11)[c]
Political Science	98	150	+ 52	200	+ 102
Psychology	123	128	+ 5	135	+ 12
Social Thought	20	25	+ 5	30	+ 10
Sociology	66	100	+ 34	150	+ 84
Professional Schools:	964	1,303	+ 339	1,713	+ 749
Business	380	600	+ 220	900	+ 520
Divinity	273	300	+ 27	325	+ 52
Education	36	75	+ 39	100	+ 64
Library	68	78	+ 10	88	+ 20
Social Service Admin.	207	250	+ 43	300	+ 93
The College	2,200	2,850	+ 650	3,000	+ 800

[d]No information provided by the administrator. The figure given is our own estimate based upon the percentage increase expected for the rest of the Division between 1960 and 1965.

[e]Based upon use of our own estimate for expected enrollment in 1965.

Note

The totals presented for the Biological Sciences, Humanities, and Social Sciences involve two omissions: (1) candidates for divisional degrees, and (2) candidates for graduate degrees in departments whose administrators did not return questionnaires. In no one Division does the latter omission involve more than 14 students. In several instances the totals are rendered slightly more provisional by the inclusion of estimates where data were absent.

TABLE A-5

ADMINISTRATORS' REPORT OF NUMBER OF FACULTY MEMBERS (JOINT AND NON-JOINT APPOINTMENTS) ON STAFF IN FALL OF 1960, AND ESTIMATED NUMBER THEY EXPECT TO HAVE IN FALL OF 1965 AND FALL OF 1970

Administrative Unit	Fall, 1960			Fall, 1965						Fall, 1970					
	Non-Joint Appointments	Joint Appointments		Non-joint Appointments		Joint Appointments				Non-joint Appointments		Joint Appointments			
						With College		With Other				With College		With Other	
		With College	With Other	Number	Change 1960-1965	Number	Change 1960-1965	Number	Change 1960-1965	Number	Change 1960-1970	Number	Change 1960-1970	Number	Change 1960-1970
Bio. Sci.:[a]	57	4	10	71	+ 14	11	+ 7	17	+ 7	80	+ 23	15	+ 11	22	+ 12
Anatomy .	6	0	3	7	+ 1	0	0	2	- 1	7	+ 1	0	0	2	- 1
Biochem.	11	1	0	18	+ 7	2	+ 1	0	0	22	+ 11	3	+ 2	0	0
Biophy. .	6	0	0	5	- 1	1	+ 1	3	+ 3	7	+ 1	1	+ 1	4	+ 4
Botany. .	6	0	3	9	+ 3	1	+ 1	1	- 2	9	+ 3	1	+ 1	2	- 1
Microbio.	7	0	1	8	+ 1	1	+ 1	2	+ 1	9	+ 2	1	+ 1	2	+ 1
Pharmacol.	7	1	0	8	+ 1	0	- 1	1	+ 1	10	+ 3	0	- 1	2	+ 2
Physiology	6	1	1	6	0	3	+ 2	3	+ 2	6	0	5	+ 4	5	+ 4
Zoology .	8	1	2	10	+ 2	(3)[b]	(+ 2)[c]	5	+ 3	10	+ 2	(4)[d]	(+ 3)[e]	5	+ 3
Humanities:[f]	87	16	15	101	+ 14	29	+ 13	24	+ 9	109	+ 22	40	+ 24	30	+ 15
Art . . .	6	1	1	6	0	4	+ 3	2	+ 1	6	0	5	+ 4	2	+ 1
Class. Lang. and Lit.	5	0	2	4	- 1	1	+ 1	3	+ 1	5	0	1	+ 1	3	+ 1

[a] No questionnaire received from Committee on Mathematical Biology. Its faculty for 1960-61 consisted of two non-joint appointments.

[b] No information from administrator. Estimate is based upon the percentage increase in this category expected for the rest of the Division between 1960 and 1965.

[c] Based upon use of estimate of expected joint appointments with College for 1965.

[d] No information from administrator. Estimate based upon the percentage increase in this category expected for the rest of the Division between 1965 and 1970.

[e] Based upon use of estimate of expected joint appointments with College for 1970.

[f] Does not include Analysis of Ideas and Study of Methods, Comparative Studies in Literature, General Studies in Humanities, History of Culture, and New Testament and Early Christian Literature. All of their faculty members are affiliated with other departments or schools, out of whose budgets they are paid, and they do not indicate that they anticipate any future budgetary provision for faculty.

TABLE A-5--Continued

Administrative Unit	Fall, 1960			Fall, 1965						Fall, 1970					
	Non-Joint Appointments	Joint Appointments		Non-joint Appointments		Joint Appointments				Non-joint Appointments		Joint Appointments			
						With College		With Other				With College		With Other	
		With College	With Other	Number	Change 1960-1965	Number	Change 1960-1965	Number	Change 1960-1965	Number	Change 1960-1970	Number	Change 1960-1970	Number	Change 1960-1970
Humanities--continued:															
English Lang. and Lit.	15	3	1	16	+ 1	5	+ 2	1	0	18	+ 3	7	+ 4	1	0
Germanic Lng. and Lit.	4	6	0	7	+ 3	8	+ 2	0	0	7	+ 3	10	+ 4	0	0
Linguistics	5	1	2	9	+ 4	3	+ 2	(3)[b]	(+ 1)[g]	12	+ 7	6	+ 5	(4)[d]	(+ 2)[h]
Music . . .	5	1	1	6	+ 1	2	+ 1	1	0	6	+ 1	2	+ 1	1	0
Oriental Lng. and Civ.	8	1	3	11	+ 3	3	+ 2	5	+ 2	(12)[d]	(+ 4)[i]	4	+ 3	7	+ 4
Oriental Institute	20	0	4	18	- 2	0	0	8	+ 4	16	- 4	0	0	10	+ 6
Philosophy.	8	3	1	9	+ 1	3	0	1	0	12	+ 4	4	+ 1	2	+ 1
Romance Lng. and Lit.	11	0	0	13	+ 2	0	0	0	0	15	+ 4	0	0	0	0
Far Eastern Civiliza.	0[j]	0[j]	0[j]	2	+ 2	0	0	0	0	0	0	1	+ 1	0	0

[g]Based upon use of estimate of expected joint appointments with units other than the College for 1965.

[h]Based upon use of estimate of expected joint appointments with units other than the College for 1970.

[i]Based upon use of estimate of expected non-joint appointments for 1970.

[j]All faculty affiliated with other departments, out of whose budgets they are paid.

TABLE A-5--Continued

Administrative Unit	Fall, 1960			Fall, 1965						Fall, 1970					
	Non-Joint Appointments	Joint Appointments		Non-joint Appointments		Joint Appointments				Non-joint Appointments		Joint Appointments			
						With College		With Other				With College		With Other	
		With College	With Other	Number	Change 1960-1965	Number	Change 1960-1965	Number	Change 1960-1965	Number	Change 1960-1970	Number	Change 1960-1970	Number	Change 1960-1970
Phy. Sci.:	65	6	54	66	+ 1	22	+ 16	73	+ 19	74	+ 9	28	+ 22	80	+ 26
Astronomy and Astrophysics	6	0	2	6	0	0	0	4	+ 2	6	0	0	0	4	+ 2
Chemistry .	12	0	14	16	+ 4	0	0	16	+ 2	20	+ 8	0	0	20	+ 6
Geophysics.	18	1	3	15	- 3	8	+ 7	5	+ 2	15	- 3	10	+ 9	5	+ 2
Mathematics	17	5	0	23	+ 6	12	+ 7	2	+ 2	27	+ 10	16	+ 11	3	+ 3
Physics . .	5	0	33	0	- 5	2	+ 2	42	+ 9	0	- 5	2	+ 2	44	+ 11
Statistics.	7	0	2	6	- 1	0	0	4	+ 2	6	- 1	0	0	4	+ 2
Social Sci.:[k]	141	12	42	159	+ 18	33	+ 21	54	+ 12	173	+ 32	39	+ 27	55	+ 13
Anthro. . .	11	2	2	12	+ 1	3	+ 1	5	+ 3	15	+ 4	5	+ 3	5	+ 3
Economics .	22	0	1	24	+ 2	1	+ 1	4	+ 3	25	+ 3	1	+ 1	4	+ 3
Education and GSE .	43	1	9	47	+ 4	1	0	3	- 6	50	+ 7	1	0	3	- 6
Geography .	8	0	0	8	0	1	+ 1	0	0	9	+ 1	2	+ 2	0	0
History . .	15	1	2	20	+ 5	10	+ 9	1	- 1	23	+ 8	12	+ 11	1	- 1
Hum. Dev. .	5	0	3	5	0	0	0	8	+ 5	5	0	0	0	9	+ 6
Pol. Sci. .	17	3	2	18	+ 1	5	+ 2	2	0	19	+ 2	7	+ 4	2	0
Psychology.	8	2	14	8	0	7	+ 5	19	+ 5	8	0	7	+ 5	19	+ 5
Soc. Thought	4	2	0	7	+ 3	1	- 1	2	+ 2	9	+ 5	0	- 2	2	+ 2
Sociology .	8	1	9	10	+ 2	4	+ 3	10	+ 1	10	+ 2	4	+ 3	10	+ 1
Prof. Schools:	122	1	15	157	+ 35	1	0	14	- 1	185	+ 63	1	0	16	+ 1
Business. .	55	1	5	70	+ 15	1	0	7	+ 2	80	+ 25	1	0	8	+ 3
Divinity. .	25	0	4	35	+ 10	0	0	2	= 2	40	+ 15	0	0	0	- 4
Library . .	6	0	5	8	+ 2	0	0	1	- 4	10	+ 4	0	0	2	- 3
Soc.Ser.Adm.	36	0	1	44	+ 8	0	0	4	+ 3	55	+ 19	0	0	6	+ 5
The College .	89	-	45	100	+ 11	-	-	75	+ 30	100	+ 11	-	-	85	+ 40

[k]Does not include Committee on International Relations, whose faculty is affiliated with and paid by other departments.

TABLE A-6

ADMINISTRATORS' REPORT OF NUMBER OF THEIR FACULTY WHO HAVE UNSATISFACTORY OFFICE SPACE (Q.8A)

Number of Faculty with Unsatisfactory Office Space	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
None	20%	(-)	(2)	(2)	(2)	(1)
One	6	(1)	(1)	(-)	(-)	(-)
Two	11	(2)	(-)	(-)	(2)	(-)
Three	11	(1)	(1)	(-)	(2)	(-)
Four	14	(1)	(2)	(-)	(1)	(1)
Five	11	(1)	(1)	(1)	(1)	(-)
Six	3	(-)	(-)	(-)	(-)	(1)
Seven	-	(-)	(-)	(-)	(-)	(-)
Eight	3	(-)	(-)	(-)	(1)	(-)
Nine	6	(-)	(2)	(-)	(-)	(-)
Ten	9	(-)	(1)	(1)	(-)	(1)
All	6	(1)	(-)	(-)	(1)	(-)
Total per cent.	100%					
Base for percentages.	35	(7)	(10)	(4)	(10)	(4)
No separate faculty[a].	5	(-)	(4)	(-)	(1)	(-)
No questionnaire[b]	6	(2)	(2)	(2)	(-)	(-)
Total number.	46	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-7

NUMBER AND PER CENT OF FACULTY IN EACH ADMINISTRATIVE UNIT WHO HAVE UNSATISFACTORY OFFICE SPACE, AS REPORTED BY ADMINISTRATORS (Q.6 and Q.8A)

Administrative Unit	Total Number of Faculty of All Types in Unit as Reported by Administrator	Faculty with Unsatisfactory Office Space	
		Number	Per Cent of Total Faculty in Unit
Biological Sciences:[a]	59	26	44%
Anatomy	9	2	22
Biophysics	6	5	83
Botany	9	9	100
Microbiology	8	1	12
Pharmacology	8	2	25
Physiology	8	4	50
Zoology	11	3	27
Humanities:[b]	118	45	38%
Art	8	0	0
Classical Lang. and Lit.	7	1	17
English Lang. and Lit.	19	10	53
Germanic Lang. and Lit.	10	9	90
Linguistics	8	3	42
Music	7	0	0
Oriental Institute	24	4	17
Oriental Lang. and Civ.	12	4	33
Philosophy	12	5	42
Romance Lang. and Lit.	11	9	82
Physical Sciences:[c]	73	24	33%
Astronomy	8[d]	0[d]	0
Chemistry	12[d]	5[d]	42
Geophysics	22	9[e]	41
Mathematics	22	10	45
Statistics	9	0	0

[a] Questionnaires not returned by Biochemistry and Mathematical Biology.

[b] Analysis of Ideas and Study of Methods, Comparative Studies in Literature, Far Eastern Civilizations, General Studies in Humanities, History of Culture, and New Testament do not have separate faculties and are not included.

[c] No questionnaires for Geophysics and Physics.

[d] Refers only to non-joint appointments. The Chemistry Department has an additional 14 faculty members who have joint appointments with Enrico Fermi Institute, Institute for Study of Metals, and the Administration of the Physical Science Division.

[e] Estimate based upon ratio of total faculty to faculty with unsatisfactory office space for Geology. No information available for Meteorology or Geophysics (combined Geology and Meteorology).

TABLE A-7--Continued

Administrative Unit	Total Number of Faculty of All Types in Unit as Reported by Administrator	Faculty with Unsatisfactory Office Space	
		Number	Per Cent of Total Faculty in Unit
Social Sciences:[f]	195	51	26%
Anthropology	15	2	13
Economics	23	5	22
Education and GSE	53	8	15
Geography	8	0	0
History	18	2	11
Human Development	8	0	0
Political Science	22	3	14
Psychology	24	24	100
Social Thought	6	3	50
Sociology	18	4	22
Professional Schools:	138	20	14%
Business	61	10	16
Divinity	29	6	21
Library	11	0	0
Social Service Adm.	37	4	11
The College:	134	20	15%

[f]International Relations does not have a separate faculty and is not included.

TABLE A-8

ADMINISTRATORS' REPORT OF PROPORTION OF THEIR FACULTY WHO HAVE UNSATISFACTORY OFFICE SPACE

(Based upon data in Table A-7)

Proportion of Faculty with Unsatisfactory Office Space	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
0.0%	20%	(-)	(2)	(2)	(2)	(1)
1% - 24%	36	(2)	(2)	(-)	(6)	(3)
25% - 49%	22	(2)	(3)	(3)[a]	(-)	(-)
50% - 74%	8	(1)	(1)	(-)	(1)	(-)
75% - 99%	8	(1)	(2)	(-)	(-)	(-)
100%	6	(1)	(-)	(-)	(1)	(-)
Total per cent	100%					
Base for percentages.	36	(7)	(10)	(5)	(10)	(4)
No separate faculty[b].	5	(-)	(4)	(-)	(1)	(-)
No questionnaire[c] . .	5	(2)	(2)	(1)	(-)	(-)
Total number.	46	(9)	(16)	(6)	(11)	(4)

[a] Includes proportion based upon estimate for Geophysics.

[b] Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations.

[c] Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-9

ADMINISTRATORS' REPORT OF REASONS WHY FACULTY OFFICES ARE UNSATISFACTORY (Q.8B)

Reasons Why Faculty Offices Unsatisfactory	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Not enough space, too small	63%	(5)	(5)	(1)	(5)	(1)
Inconveniently located . .	41	(2)	(4)	(-)	(3)	(2)
Shared with other faculty.	30	(-)	(3)	(1)	(3)	(1)
Not enough privacy (no reference to sharing). .	22	(1)	(2)	(-)	(2)	(1)
Only temporarily assigned (on loan from other administrative unit or other faculty member on leave).	15	(-)	(2)	(-)	(2)	(-)
Located in laboratory, combination laboratory-office	11	(2)	(-)	(1)	(-)	(-)
Poor maintenance	7	(-)	(1)	(-)	(-)	(1)
Poor lighting, heating, ventilation, etc. . . .	7	(-)	(1)	(-)	(-)	(1)
Telephone lacking.	7	(-)	(2)	(-)	(-)	(-)
Poor quality, dilapidated.	7	(1)	(-)	(-)	(1)	(-)
Noisy.	4	(-)	(-)	(-)	(-)	(1)
Total per cent (some give more than one reason)	214%					
Base for percentages.	27	(7)	(8)	(2)	(7)	(3)
No answer	1	(-)	(-)	(-)	(1)	(-)
Inapplicable, faculty offices satisfactory	7	(-)	(2)	(2)	(2)	(1)
No separate faculty[a].	5	(-)	(4)	(-)	(1)	(-)
No questionnaire[b] . .	6	(2)	(2)	(2)	(-)	(-)
Total number.	46	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-10

ADMINISTRATORS' REPORT OF UNDESIRABLE CONSEQUENCES OF FACULTY HAVING UNSATISFACTORY OFFICE SPACE (Q.8C)

Undesirable Consequences of Faculty Having Unsatisfactory Office Space	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Interferes with academic work, reduces efficiency or productivity.	59%	(3)	(5)	(1)	(6)	(1)
Inhibits consultations or reduces communication with colleagues and students	48	(1)	(5)	(1)	(5)	(1)
Lowers morale of faculty . .	33	(3)	(4)	(-)	(2)	(-)
Encourages faculty to spend less time on campus. . . .	11	(-)	(1)	(1)	(1)	(-)
Results in waste time and motion	7	(2)	(-)	(-)	(-)	(-)
Restricts availability of research materials	7	(-)	(2)	(-)	(-)	(-)
Restricts number of classes held in offices.	7	(-)	(2)	(-)	(-)	(-)
Diverts needed laboratory space to office use. . . .	4	(1)	(-)	(-)	(-)	(-)
Miscellaneous consequences .	7	(-)	(1)	(-)	(1)	(-)
Total per cent (some give more than one consequence).	183%					
Base for percentages. .	27	(7)	(8)	(2)	(8)	(2)
No answer	1	(-)	(-)	(-)	(-)	(1)
Inapplicable, faculty offices satisfactory.	7	(-)	(2)	(2)	(2)	(1)
No separate faculty[a]. .	5	(-)	(4)	(-)	(1)	(-)
No questionnaire[b] . . .	6	(2)	(2)	(2)	(-)	(-)
Total number.	46	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-12

ADMINISTRATORS' REPORT OF NUMBER OF THEIR FACULTY WHO HAVE OVERLY GENEROUS OFFICE SPACE (Q.9A)

Number of Faculty with Overly Generous Office Space	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
None	88%	(6)	(8)	(4)	(8)	(4)
One	3	(-)	(-)	(-)	(1)	(-)
Two	6	(-)	(2)	(-)	(-)	(-)
Three	-	(-)	(-)	(-)	(-)	(-)
Four	3	(-)	(-)	(-)	(1)	(-)
Total per cent	100%					
Base for percentages	34	(6)	(10)	(4)	(10)	(4)
No answer	1	(1)	(-)	(-)	(-)	(-)
No separate faculty[a]	5	(-)	(4)	(-)	(1)	(-)
No questionnaire[b]	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-11

ADMINISTRATORS' ADDITIONAL COMMENTS REGARDING
UNSATISFACTORY FACULTY OFFICE SPACE (Q.11)

Other Ways Faculty Office Space Unsatisfactory	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
No room for new faculty, no room for expansion	(4)	(-)	(1)	(-)	(2)	(1)
Poor maintenance.	(3)	(-)	(-)	(1)	(1)	(1)
Too scattered, in too many locations	(2)	(1)	(1)	(-)	(-)	(-)
Insufficient or unsatisfactory equipment (bookcases, files, furniture, etc.).	(2)	(1)	(1)	(-)	(-)	(-)
Inaccessibility to library stacks	(1)	(-)	(1)	(-)	(-)	(-)
Separation of offices from research activities	(1)	(-)	(-)	(-)	(1)	(-)
Not designed for office use . . .	(1)	(-)	(-)	(-)	(-)	(1)
Insufficient space to accommodate secretarial and clerical help .	(1)	(-)	(-)	(-)	(1)	(-)
Total number responding. . .	(14)	(2)	(4)	(1)	(5)	(2)
No comments.	(21)	(5)	(6)	(3)	(5)	(2)
No separate faculty[a]	(5)	(-)	(4)	(-)	(1)	(-)
No questionnaire[b].	(6)	(2)	(2)	(2)	(-)	(-)
Total number	(46)	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-13

ADMINISTRATORS' REPORT OF SINGLE MOST IMPORTANT SPACE PROBLEM IN FIVE YEARS, ASSUMING NO MORE SPACE AVAILABLE THAN AT PRESENT (Q.29A)

Most Important Space Problem in Five Years	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Office space	43%	(-)	(5)	(2)	(6)	(3)
Administrative office space, specified	5	(-)	(-)	(-)	(1)	(1)
Research space or laboratories	35	(5)	(1)	(1)	(6)	(-)
Research space for students, specified	5	(2)	(-)	(-)	(-)	(-)
Rehabilitation, modernization of research facilities	5	(2)	(-)	(-)	(-)	(-)
Classroom space	19	(-)	(1)	(1)	(3)	(2)
Rehabilitation, modernization of classroom space	3	(1)	(-)	(-)	(-)	(-)
Workshop space - faculty and students	3	(-)	(-)	(-)	(1)	(-)
Rehearsal and practice space - extracurricular activities	3	(-)	(1)	(-)	(-)	(-)
Student study rooms	5	(-)	(1)	(1)	(-)	(-)
Library space	8	(-)	(3)	(-)	(-)	(-)
Reconstruction and modernization of current space	3	(1)	(-)	(-)	(-)	(-)
All types of space	5	(-)	(1)	(-)	(1)	(-)
Total per cent (some mention more than one problem)	142%					
Base for percentages	37	(8)	(10)	(4)	(11)	(4)
No answer	4	(-)	(4)	(-)	(-)	(-)
No questionnaire[a]	5	(1)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-14

ADMINISTRATORS' REPORT OF SINGLE MOST IMPORTANT SPACE PROBLEM IN TEN YEARS, ASSUMING NO MORE SPACE AVAILABLE THAN AT PRESENT (Q.29B)

Most Important Space Problem in Ten Years	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Office space	43%	(-)	(5)	(1)	(6)	(3)
Administrative office space, specified	6	(-)	(-)	(-)	(1)	(1)
Research space or laboratories	34	(5)	(1)	(-)	(6)	(-)
Research space for students, specified	6	(2)	(-)	(-)	(-)	(-)
Rehabilitation, modernization of research facilities	6	(2)	(-)	(-)	(-)	(-)
Classroom space	14	(-)	(-)	(-)	(3)	(2)
Rehabilitation, modernization of classroom space	3	(1)	(-)	(-)	(-)	(-)
Workshop space - faculty and students	3	(-)	(-)	(-)	(1)	(-)
Rehearsal and practice space - extracurricular activities	3	(-)	(1)	(-)	(-)	(-)
Studio (practice of art)	3	(-)	(1)	(-)	(-)	(-)
Student study rooms	3	(-)	(-)	(1)	(-)	(-)
Library space	9	(-)	(2)	(-)	(-)	(1)
Reconstruction and modernization of current space	3	(1)	(-)	(-)	(-)	(-)
All types of space	6	(-)	(1)	(-)	(1)	(-)
Total per cent (some mention more than one problem)	142%					
Base for percentages	35	(8)	(10)	(2)	(11)	(4)
No answer	6	(-)	(4)	(2)	(-)	(-)
No questionnaire[a]	5	(1)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-15

ADMINISTRATORS' ATTITUDE TOWARD NUMBER OF OFFICES FACULTY HOLDING JOINT APPOINTMENTS WITH COLLEGE SHOULD HAVE (Q.7A)

Number of Offices Faculty Holding Joint Appointments with College Should Have	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
All should have only one office	(10)	(2)	(4)	(1)	(2)	(1)
Some should have one office and some should have two	(9)	(1)	(3)	(-)	(5)	(-)
All should have two offices. .	(-)	(-)	(-)	(-)	(-)	(-)
Doesn't really matter.	(-)	(-)	(-)	(-)	(-)	(-)
Total respondents	(19)	(3)	(7)	(1)	(7)	(1)
Inapplicable, no joint appointments with college	(16)	(4)	(3)	(3)	(3)	(3)
No separate faculty[a]. . .	(5)	(-)	(4)	(-)	(1)	(-)
No questionnaire[b]	(6)	(2)	(2)	(2)	(-)	(-)
Total number.	(46)	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-16

ADMINISTRATORS' ATTITUDES TOWARD LOCATION OF ONE OFFICE OF JOINT APPOINTMENTS WITH COLLEGE (Q.7B)

Location of One Office of Joint Appointments with College	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
All in buildings where (Dept.) (School) is located.	(9)	(1)	(4)	(1)	(2)	(1)
Some in buildings where (Dept.) (School) is located and some in primarily College buildings	(6)	(1)	(2)	(-)	(3)	(-)
All in primarily College buildings.	(-)	(-)	(-)	(-)	(-)	(-)
Doesn't really matter	(2)	(-)	(1)	(-)	(1)	(-)
Doesn't matter if laboratory space is in Department building	(1)	(1)	(-)	(-)	(-)	(-)
Total number having joint appointments with College	(18)	(3)	(7)	(1)	(6)	(1)
No answer, has joint appointment with College	(1)	(-)	(-)	(-)	(1)	(-)
Inapplicable, no joint appointments with College	(16)	(4)	(3)	(3)	(3)	(3)
No separate faculty[a]. . .	(5)	(-)	(4)	(-)	(1)	(-)
No questionnaire[b]	(6)	(2)	(2)	(2)	(-)	(-)
Total number.	(46)	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-17

ADMINISTRATORS' REPORT OF TOTAL SQUARE FEET OF SPACE NOW UTILIZED FOR GENERAL NON-FACULTY OFFICES, THE NUMBER OF SQUARE FEET MORE NOW NEEDED FOR SUCH PURPOSE, AND THE TOTAL SQUARE FEET THEY WILL NEED IN FIVE AND TEN YEARS AS COMPARED WITH THE PRESENT
(Qs. 20A, 20B(1), 21A, 21B)

Administrative unit	1960-61		1965		1970	
	Total square feet now have	Square feet more needed now	Total square feet will need	Square feet more than now have (1960-1965)	Total square feet will need	Square feet more than now have (1960-1970)
Biological Sciences:[a]	4,550	1,125	7,150	2,600	8,650	4,100
Anatomy	1,200	[b]	1,500	300	2,000	800
Biochemistry	900	[b]	1,200	300	1,500	600
Biophysics	250	125	550	300	750	500
Botany	700	[b]	950	250	1,100	400
Microbiology	500	[b]	750	250	1,000	500
Pharmacology	[c]		[c]		[c]	
Physiology	500	[b]	700	200	800	300
Zoology	500	1,000	1,500	1,000	1,500	1,000
Humanities:	3,585	1,294	5,870	2,285	6,545	2,960
Art	240	[b]	400	160	400	160
Classics, English, Gen. Studies in Humanities, German, History of Culture, Ideas and Methods, Romance Languages	600[d]	(450)[e]	(1,050)[f]	(450)[g]	(1,200)[h]	(600)[i]

[a] No questionnaire returned for Mathematical Biology.

[b] Space satisfactory for present needs, no additional space needed now.

[c] Questionnaire returned but no data provided regarding this type of space.

[d] Information regarding total square feet of non-faculty office space provided by English Department. Includes specific amounts indicated by German and Romance Languages.

[e] Estimate based upon ratio of square feet now have to square feet more now need of German and Romance Languages.

[f] Estimate based upon ratio of square feet now have to square feet needed in five years for German and Romance Languages.

[g] Based upon estimate for five years from now.

[h] Estimate based upon ratio of square feet needed in five years to square feet needed in ten years for German and Romance Languages.

[i] Based upon estimate for ten years from now.

TABLE A-17--Continued

Administrative unit	1960-61		1965		1970	
	Total square feet now have	Square feet more needed now	Total square feet will need	Square feet more than now have (1960-1965)	Total square feet will need	Square feet more than now have (1960-1970)
Humanities--continued:						
Linguistics	200	400	800	600	800	600
Music	350	144	500	150	500	150
New Testament	100	100	(200)[j]	(100)[k]	(200)[j]	(100)[k]
Oriental languages	225	b	450	225	675	450
Oriental Institute	1,500	b	1,900	400	2,200	700
Philosophy	270	b	270	0	270	0
Far Eastern Civilizations	100	200	300	200	300	200
Physical Sciences:	5,591	425	7,920	2,329	9,120	3,529
Astronomy and Astrophysics	800	b	800	0	800	0
Chemistry	1,295	275	2,070	775	2,570	1,275
Geophysics	700	b	1,300	600	1,500	800
Mathematics	1,200	b	2,000	800	2,500	1,300
Physics	1,200	b	1,200	0	1,200	0
Statistics	396	150	550	154	550	154
Social Sciences:	16,512	4,050	24,250	7,738	25,950	9,438
Anthropology	850	500	2,000	1,150	3,000	2,150
Economics	1,600	b	2,000	400	2,000	400
Education and GSE	8,400	2,100	12,000	3,600	12,000	3,600
Geography	600	b	750	150	900	300
History	100	150	250	150	250	150
Human Development	900	b	1,200	300	1,200	300
International Relations	50	100	150	100	150	100
Political Science	1,000	b	1,500	500	2,000	1,000
Psychology	2,500	1,000	3,500	1,000	3,500	1,000
Social Thought	162	b	300	138	350	188
Sociology	350	200	600	250	600	250
Professional Schools:	15,998	1,560	18,400	2,402	24,200	8,202
Business	8,848	1,000	10,000	1,152	15,000	6,152
Divinity	3,000	500	4,000	1,000	4,500	1,500
Library	650	60	900	250	1,200	550
Social Service Admin.	3,500	b	3,500[l]	0	3,500[l]	0
The College:[m]	6,500	b	8,500	2,000	9,500	3,000

[j]Estimate based upon square feet now have, plus additional square feet now need; takes into account that department has no separate faculty and anticipates none in next ten years as well as size of enrollment and anticipated increases.

[k]Based upon estimate for future needs of space of this type.

[l]No additional space will be needed if what they now have is "better organized."

[m]Includes the Examiner's office, "which is under College jurisdiction but serves other parts of the University."

TABLE A-18

ADMINISTRATORS' SATISFACTION WITH GENERAL NON-FACULTY OFFICE SPACE NOW HAS (Q.20B)

Satisfaction with General Non-Faculty Office Space	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Yes	39%	(4)	(5)	(3)	(4)	(-)
Yes as to amount of space, unsatisfactory in other respects	10	(1)	(-)	(1)	(1)	(1)
No.	51	(2)	(8)	(2)	(6)	(3)
Total per cent. .	100%					
Base for percentages.	41	(7)	(13)	(6)	(11)	(4)
No answer. . . .	2	(1)	(1)	(-)	(-)	(-)
No questionnaire[a]	3	(1)	(2)	(-)	(-)	(-)
Total number . .	46	(9)	(16)	(6)	(11)	(4)

[a]Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities.

TABLE A-19

ADMINISTRATORS' REPORT OF WAYS IN WHICH GENERAL NON-FACULTY OFFICE SPACE IS UNSATISFACTORY, ASIDE FROM AMOUNT OF SPACE (Q.20B(2))

(Applicable only to those who indicate lack of satisfaction with such space)

Ways General Non-Faculty Office Space Is Unsatisfactory	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Unsatisfactory only as to amount of space.	24%	(2)	(3)	(-)	(1)	(1)
Satisfactory as to amount of space, but unsatisfactory in other respects.	16	(1)	(-)	(1)	(1)	(1)
Unsatisfactory as to amount of space and in other respects	60	(-)	(5)	(2)	(5)	(2)
Total per cent.	100%					
Base for percentages. . .	25	(3)	(8)	(3)	(7)	(4)
Inapplicable, space satisfactory.	16	(4)	(5)	(3)	(4)	(-)
Inapplicable, no answer to Q.20B.	2	(1)	(1)	(-)	(-)	(-)
No questionnaire[a]	3	(1)	(2)	(-)	(-)	(-)
Total number.	46	(9)	(16)	(6)	(11)	(4)
Ways, other than amount of space, in which non-faculty office space unsatisfactory						
Not in one location, scattered.	(1)	(-)	(-)	(-)	(1)	(-)
Shared with other departments.	(2)	(-)	(2)	(-)	(-)	(-)
Shared with chairman of department	(2)	(-)	(1)	(-)	(1)	(-)
Poor or inefficient arrangement or layout. . .	(3)	(-)	(1)	(-)	(-)	(2)
Inconveniently located for chairman or faculty. . .	(2)	(-)	(1)	(-)	(-)	(1)
Inadequately furnished . .	(2)	(1)	(-)	(1)	(-)	(-)
Windows fit poorly or lacking.	(2)	(-)	(-)	(1)	(1)	(-)
Poor maintenance	(2)	(-)	(-)	(1)	(-)	(1)
Poor lighting, heating, ventilation, etc. . . .	(3)	(-)	(-)	(-)	(2)	(1)
Noisy.	(1)	(-)	(-)	(-)	(1)	(-)
Of generally poor quality.	(2)	(-)	(-)	(1)	(1)	(-)
Total number who indicate why space is unsatisfactory.	(18)	(1)	(5)	(3)	(6)	(3)

[a]Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities.

TABLE A-20

ADMINISTRATORS' REPORT OF NUMBER OF LEARNED JOURNALS EDITED BY MEMBERS OF THEIR FACULTY (Q.22A)

Learned Journals Edited by Members of Faculty	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Yes, one	56%	(5)	(4)	(4)	(4)	(2)
Yes, more than one	12	(-)	(-)	(-)	(2)	(2)
No	32	(1)	(6)	(-)	(4)	(-)
Total per cent	100%					
Base for percentages	34	(6)	(10)	(4)	(10)	(4)
No answer	1	(1)	(-)	(-)	(-)	(-)
No separate faculty[a]	5	(-)	(4)	(-)	(1)	(-)
No questionnaire[b]	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-21

ADMINISTRATORS' REPORT ON WHETHER JOURNALS EDITED IN SEPARATE OFFICE SPACE OR IN FACULTY MEMBERS' OFFICES (Q.22C)

Where Learned Journals Edited	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
All in separate office	18%	(-)	(-)	(2)	(1)	(1)
Some in separate office and some in faculty office	27	(1)	(1)	(-)	(2)	(2)
All in faculty personal office	55	(4)	(3)	(1)	(3)	(1)
Total per cent	100%					
Base for percentages	22	(5)	(4)	(3)	(6)	(4)
No answer	1	(-)	(-)	(1)	(-)	(-)
Total number with faculty who edit learned journals	23	(5)	(4)	(4)	(6)	(4)

TABLE A-22

ADMINISTRATORS' REPORT ON WHETHER OR NOT SEPARATE JOURNAL OFFICES ARE SATISFACTORY (Q.23A)

Degree to Which Separate Journal Offices Are Satisfactory	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Journals edited only in separate journal office:						
Very satisfactory .	(-)	(-)	(-)	(-)	(-)	(-)
Fairly satisfactory	(2)	(-)	(-)	(2)	(-)	(-)
Fairly unsatisfactory	(2)	(-)	(-)	(-)	(1)	(1)
Very unsatisfactory	(-)	(-)	(-)	(-)	(-)	(-)
Journals edited in separate office and in faculty member's office:						
Very satisfactory .	(-)	(-)	(-)	(-)	(-)	(-)
Fairly satisfactory	(4)	(1)	(1)	(-)	(1)	(1)
Fairly unsatisfactory	(2)	(-)	(-)	(-)	(1)	(1)
Very unsatisfactory	(-)	(-)	(-)	(-)	(-)	(-)
Total number with journals edited in separate office	(10)	(1)	(1)	(2)	(3)	(3)

TABLE A-23

ADMINISTRATORS' REPORT OF SQUARE FEET OF SEPARATE JOURNAL SPACE NOW HAVE AND ESTIMATES OF SQUARE FEET WILL NEED IN FIVE YEARS AND IN TEN YEARS FROM NOW
(Qs. 23B, C, and D)

Administrative unit	Square feet now have	Will need in 5 years (1965)		Will need in 10 years (1970)	
		Square feet	Square feet more than 1960	Square feet	Square feet more than 1960
Journals edited only in separate journal office:					
Astronomy	84	84	0	84	0
Statistics	160	a		a	
Anthropology	400	800	400	1,200	800
Divinity School	300	450	150	600	300
Journals edited in separate office and in faculty member's office:					
Botany	125	125	0	125	0
Oriental languages	40	250	210	250	210
Geography	300	500	200	500	200
Sociology	300	400	100	400	100
Business School	200	400	200	600	400
Library School	180	180	0	180	0

[a]Chairman unable to provide estimate.

TABLE A-24

ADMINISTRATORS' REPORT ON WHETHER OR NOT FACILITIES AVAILABLE IN FACULTY MEMBERS' OFFICES ARE SATISFACTORY FOR EDITING JOURNALS (Q.24A)

Degree to Which Facilities in Faculty Offices Are Satisfactory	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Journals edited only in faculty office:						
Very satisfactory .	(2)	(1)	(-)	(-)	(1)	(-)
Fairly satisfactory	(9)	(3)	(2)	(1)	(2)	(1)
Fairly unsatisfactory	(-)	(-)	(-)	(-)	(-)	(-)
Very unsatisfactory	(1)	(-)	(1)	(-)	(-)	(-)
Journals edited in separate office and in faculty office:						
Very satisfactory .	(-)	(-)	(-)	(-)	(-)	(-)
Fairly satisfactory	(4)	(1)	(1)	(-)	(-)	(2)
Fairly unsatisfactory	(1)	(-)	(-)	(-)	(1)	(-)
Very unsatisfactory	(-)	(-)	(-)	(-)	(-)	(-)
Total number reporting. .	(17)	(5)	(4)	(1)	(4)	(3)
No answer. . .	(1)	(-)	(-)	(-)	(1)	(-)
Total number with journals edited in faculty office . . .	(18)	(5)	(4)	(1)	(5)	(3)

TABLE A-25

IMPORTANCE OF HAVING SEPARATE EDITORIAL OFFICES FOR LEARNED JOURNALS TO ADMINISTRATIONS WHOSE FACULTY EDIT THEM IN THEIR OWN OFFICES (Q.24B)

Degree of Importance of Having Separate Editorial Offices	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Journals edited only in faculty office:						
Very important. . . .	(2)	(1)	(1)	(-)	(-)	(-)
Somewhat important. .	(3)	(1)	(2)	(-)	(-)	(-)
Not so important. . .	(7)	(2)	(-)	(1)	(3)	(1)
Journals edited in separate office and in faculty office:						
Very important. . . .	(1)	(-)	(-)	(-)	(-)	(1)
Somewhat important. .	(3)	(1)	(1)	(-)	(-)	(1)
Not so important. . .	(1)	(-)	(-)	(-)	(1)	(-)
Total number reporting. . . .	(17)	(5)	(4)	(1)	(4)	(3)
No answer.	(1)	(-)	(-)	(-)	(1)	(-)
Total number with journals edited in faculty office	(18)	(5)	(4)	(1)	(5)	(3)

TABLE A-26

ESTIMATES OF EDITORIAL SPACE THAT WOULD BE NEEDED IN FIVE AND TEN YEARS FROM NOW TO ACCOMMODATE JOURNALS NOW EDITED IN FACULTY OFFICES (Q. 24C and D)

Administrative unit	Square feet would need in 5 years (1965)	Square feet would need in 10 years (1970)	Square feet more would need in 1970 than in 1965
Journals edited only in faculty office:			
Anatomy	130	130	0
Microbiology	250	250	0
Pharmacology	400	400	0
Zoology	300	300	0
Classics	a	a	
English	200	200	0
Philosophy	120	120	0
Mathematics	250	250	0
Education	800	800	0
Economics	300	300	0
History	300	300	0
Social Service Administration	120	120	0
Journals edited in separate office and faculty office:			
Botany	125	125	0
Oriental languages	250	250	0
Geography	200	200	0
Sociology	a	a	
Business School	400	600	200
Library School	250	250	0

[a]No information provided by chairman.

TABLE A-27

ADMINISTRATORS' VIEWS OF DIFFICULTY OR EASE WITH WHICH THEY WOULD BE ABLE TO GET 1,000 SQUARE FEET OF RESEARCH SPACE FOR A FACULTY MEMBER
(Q. 13)

Degree of Difficulty or Ease With Which Could Get Research Space	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Very difficult	88%	(6)	(8)	(3)	(10)	(3)
Fairly difficult	9	(1)	(1)	(1)	(-)	(-)
Fairly easy	3	(-)	(-)	(-)	(-)	(1)
Very easy	-	(-)	(-)	(-)	(-)	(-)
Total per cent . . .	100%					
Base for percentages.	34	(7)	(9)	(4)	(10)	(4)
No answer	1	(-)	(1)	(-)	(-)	(-)
No separate faculty[a].	5	(-)	(4)	(-)	(1)	(-)
No questionnaire[b] . .	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-28

ADMINISTRATORS' REPORT OF TOTAL SQUARE FEET OF RESEARCH SPACE (OTHER THAN OFFICE SPACE) NOW ALLOCATED TO THEIR FACULTY AND ESTIMATES OF TOTAL SQUARE FEET OF RESEARCH SPACE THEY WILL NEED IN FIVE AND TEN YEARS FROM NOW (Qs. 14 A, B, and C)

Administrative unit	Total square feet now have (1960-61)	Will need in 5 years (1965)		Will need in 10 years (1970)	
		Total square feet	Square feet more than now (1960-65)	Total square feet	Square feet more than now (1960-70)
Biological Sciences[a]	58,150	82,710	24,560	114,200	56,050
Anatomy	7,350	8,500	1,150	10,000	2,650
Biochemistry	4,000	6,600	2,600	8,200	4,200
Biophysics	3,500	5,500	2,000	8,000	4,500
Botany	1,800	2,500	700	3,000	1,200
Microbiology	10,000	15,000	5,000	20,000	10,000
Pharmacology	5,000	(7,110)[b]	(2,110)[c]	10,000	5,000
Physiology	10,500	13,500	3,000	15,000	4,500
Zoology	16,000	24,000	8,000	40,000	24,000
Humanities[d]	600	2,600	2,000	25,800	25,200
Art	0	0		0	
Classical Languages	0	0		0	
English Language	0	0		0	
Germanic Languages	0	0		0	
Linguistics	0	e		e	
Music	0	0		0	
Oriental Languages	0	600	600	800	800
Oriental Institute	600	2,000	1,400	25,000	24,400
Philosophy	0	0		0	
Romance Languages	0	0		0	
Physical Sciences	51,511	82,611	31,100	93,368	41,857
Astronomy	1,211	1,211	0	1,211	0
Chemistry[f]	17,500	35,000	17,500	(39,557)[g]	(22,057)[h]
Geophysics	10,000	20,000	10,000	25,000	15,000
Mathematics	0	0		0	
Physics	22,800	26,400	3,600	27,600	4,800
Statistics	0	0		0	

TABLE A-28--(Continued)

Administrative unit	Total square feet now have (1960-61)	Will need in 5 years (1965)		Will need in 10 years (1970)	
		Total square feet	Square feet more than now (1960-65)	Total square feet	Square feet more than now (1960-70)
Social Sciences	22,034	46,250	24,216	52,600	30,566
Anthropology. . . .	2,800	6,400	3,600	8,000	5,200
Economics	2,200	3,000	800	4,000	1,800
Education and GSE .	450	1,000	550	1,000	550
Geography	380	500	120	750	370
History.	0	0		0	
Human Development .	900	3,000	2,100	4,000	3,100
International Relations	0	250	250	450	450
Political Science .	1,000	2,000	1,000	3,000	2,000
Psychology.	7,500	20,000	12,500	20,000	12,500
Social Thought. . .	804	1,100	296	1,400	596
Sociology[i].	6,000	9,000	3,000	10,000	4,000
Professional Schools	3,500	6,800	3,300	10,600	7,100
Business	3,000	5,000	2,000	8,000	5,000
Divinity	500	1,000	500	1,500	1,000
Library	0	200	200	500	500
Social Service Adm.	0	600	600	600	600
The College	3,000	9,000	6,000	15,000	12,000

[a]Excluding Mathematical Biology.

[b]Estimate based upon percentage increase for the rest of the Division between 1960 and 1965.

[c]Based upon estimate for five years from now (1965).

[d]Does not include four units who do not have budget provision for separate faculty and do not indicate expectation of such during the next decade, as well as two Committees from which no questionnaire obtained.

[e]No information provided by Chairman although some space will be needed.

[f]Data provided only for non-joint appointments of the Department and applies only to research space in Jones Laboratory.

[g]Estimate based upon percentage increase for the rest of the Division between 1965 and 1970.

[h]Based upon estimate for 1970.

[i]Does not include any research space used at National Opinion Research Center.

TABLE A-29

ADMINISTRATORS' VIEWS OF ADEQUACY OF AMOUNT OF RESEARCH SPACE (OTHER THAN OFFICE) FACULTY HAS (Q. 12)

Adequacy of Faculty Research Space	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Have none, need none . . .	40%	(-)	(9)	(2)	(1)	(2)
Entirely adequate.	9	(2)	(-)	(1)	(-)	(-)
Somewhat inadequate. . . .	34	(2)	(1)	(-)	(7)	(2)
Entirely inadequate. . . .	17	(3)	(-)	(1)[a]	(2)	(-)
Total per cent . . .	100%					
Base for percentages.	35	(7)	(10)	(4)	(10)	(4)
No separate faculty[b].	5	(-)	(-4)	(-)	(1)	(-)
No questionnaire[c] . .	6	(2)	(2)	(2)	(-)	(-)
Total number.	46	(9)	(16)	(6)	(11)	(4)

[a]Applicable only to faculty with non-joint appointments in chemistry.

[b]Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations.

[c]Biochemistry; Mathematical Biology; Analysis of Ideas andStudy of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-30

ADMINISTRATORS' REPORT ON AVAILABILITY OF GENERAL RESEARCH FACILITIES FOR USE BY THEIR FACULTY (Q. 15A)

Availability of General Research Facility	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Yes	55%	(5)	(5)	(2)	(4)	(2)
No	45	(1)	(5)	(2)	(5)	(2)
Total per cent	100%					
Base for percentages	33	(6)	(10)	(4)	(9)	(4)
No answer	2	(1)	(-)	(-)	(1)	(-)
No separate faculty[a]	5	(-)	(4)	(-)	(1)	(-)
No questionnaire[b]	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)
Adequacy of Available General Research Facilities (Q.15B). Degree of Adequacy:						
Entirely adequate	(5)	(3)	(1)	(-)	(1)	(-)
Somewhat inadequate	(12)	(2)	(4)	(1)	(3)	(2)
Entirely inadequate	(1)	(-)	(-)	(1)	(-)	(-)
Total number reporting general research facility available	(18)	(5)	(5)	(2)	(4)	(2)

[a]Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-31

ADMINISTRATORS' ATTITUDES TOWARD IMPORTANCE OF AVAILABILITY OF ADEQUATE GENERAL RESEARCH FACILITIES
(Q. 16)

Degree of Importance	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Very important	55%	(5)	(3)	(2)	(7)	(1)
Somewhat important	15	(1)	(2)	(-)	(1)	(1)
Not so important	6	(-)	(1)	(-)	(1)	(-)
Not important at all . . .	24	(-)	(4)	(2)	(1)	(1)
Total per cent . . .	100%					
Base for percentages	33	(6)	(10)	(4)	(10)	(3)
No answer	2	(1)	(-)	(-)	(-)	(1)
No separate faculty[a]	5	(-)	(4)	(-)	(1)	(-)
No questionnaire[b] .	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-32

ADMINISTRATORS' REPORT OF FACULTY NEEDS FOR GENERAL RESEARCH FACILITY IN FIVE AND TEN YEARS AS COMPARED WITH THE PRESENT
(Q's. 17A and 17B)

Faculty Needs for General Research Facility in Five and Ten Years	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
In Five Years						
No current needs, none anticipated	29%	(-)	(5)	(2)	(2)	(1)
Increase considerably .	44	(5)	(3)	(1)	(6)	(-)
Increase somewhat . . .	21	(1)	(2)	(1)	(1)	(2)
Not change	6	(-)	(1)	(-)	(1)	(-)
Decrease somewhat . . .	-					
Decrease considerably .	-					
Total per cent . . .	100%					
Base for percentages	34	(6)	(11)	(4)	(10)	(3)
No answer	2	(1)	(-)	(-)	(-)	(1)
No separate faculty[a]	4	(-)	(3)	(-)	(1)	(-)
No questionnaire[b]. .	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)
In Ten Years						
No current needs, none anticipated	29%	(-)	(5)	(2)	(2)	(1)
Increase considerably .	47	(6)	(3)	(1)	(6)	(-)
Increase somewhat . . .	24	(-)	(3)	(1)	(2)	(2)
Not change	-					
Decrease somewhat . . .	-					
Decrease considerably .	-					
Total per cent . . .	100%					
Base for percentages	34	(6)	(11)	(4)	(10)	(3)
No answer	2	(1)	(-)	(-)	(-)	(1)
No separate faculty[a]	4	(-)	(3)	(-)	(1)	(-)
No questionnaire[b]. .	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Literature; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-33

ADMINISTRATORS' VIEWS OF FACULTY NEEDS FOR GENERAL RESEARCH FACILITY IN FIVE AND TEN YEARS AS COMPARED WITH THE PRESENT (Q. 17A and B)

Anticipated Faculty Needs for General Research Faculty	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
No current needs, none anticipated in 5 years or 10 years	29%	(-)	(5)	(2)	(2)	(1)
Increase considerably in 5 years, in 10 years . .	44	(5)	(3)	(1)	(6)	(-)
Increase somewhat in 5 years, increase considerably in 10 years .	3	(1)	(-)	(-)	(-)	(-)
Increase somewhat in 5 years, in 10 years . . .	18	(-)	(2)	(1)	(1)	(2)
Not change in 5 years, increase somewhat in 10 years	6	(-)	(1)	(-)	(1)	(-)
Total per cent . . .	100%					
Base for percentages	34	(6)	(11)	(4)	(10)	(3)
No answer	2	(1)	(-)	(-)	(-)	(1)
No separate faculty[a]	4	(-)	(3)	(-)	(1)	(-)
No questionnaire[b] .	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Lterature; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-34

ADMINISTRATORS' VIEWS OF EXTENT TO WHICH RESEARCH SPACE AND FACILITIES AVAILABLE TO STUDENTS ARE SATISFACTORY
(Q. 18A)

Extent to Which Student Research Space and Facilities Satisfactory	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
No special facilities needed	12%	(-)	(5)	(-)	(-)	(-)
Very satisfactory	-	(-)	(-)	(-)	(-)	(-)
Fairly satisfactory . . .	19	(2)	(2)	(1)	(2)	(1)
Fairly unsatisfactory . .	33	(4)	(2)	(2)	(3)	(3)
Very unsatisfactory . . .	36	(2)	(4)	(3)	(6)	(-)
Total per cent . . .	100%					
Base for percentages	42	(8)	(13)	(6)	(11)	(4)
No program for degree[a]	1	(-)	(1)	(-)	(-)	(-)
No questionnaire[b] .	3	(1)	(2)	(-)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Oriental Institute.

[b]Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities.

TABLE A-35

ADMINISTRATORS' REPORT OF WAYS IN WHICH RESEARCH SPACE AND FACILITIES FOR GRADUATE STUDENTS ARE UNSATISFACTORY
(Q. 18B)

Ways in which Student Research Space and Facilities are Unsatisfactory	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Have primarily or only library space (desks, cubicles) but -						
not enough of such space	7%	(-)	(1)	(-)	(-)	(1)
not enough space and space poorly lit, equipped, maintained, etc. . .	7	(-)	(2)	(-)	(-)	(-)
inconveniently located and do not have discussion room(s)	3	(-)	(-)	(-)	(-)	(1)
Have only accommodations in faculty research space (as students or employees on research projects)	7	(1)	(-)	(-)	(1)	(-)
Have no specific research space for students; no mention of use of library facilities or faculty research space .	21	(-)	(3)	(-)	(3)	(-)
Have research space for students but -						
not enough space (shared--too crowded, no privacy)	21	(2)	(-)	(3)	(1)	(-)
not enough space and space poorly lit, equipped, maintained, etc. . .	24	(2)	(-)	(1)	(3)	(1)
not enough space and lack specific types of space (discussion rooms, specialized laboratories)	3	(-)	(-)	(-)	(1)	(-)
space poorly equipped, maintained, etc.	7	(1)	(-)	(1)	(-)	(-)
Total per cent	100%					
Base for percentages	29	(6)	(6)	(5)	(9)	(3)
Inapplicable, no special facilities needed or facilities satisfactory . .	13	(2)	(7)	(1)	(2)	(1)
No program for degree[a]	1	(-)	(1)	(-)	(-)	(-)
No questionnaire[b]	3	(1)	(2)	(-)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Oriental Institute.

[b]Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities.

TABLE A-36

ADMINISTRATORS' VIEWS OF NEED FOR GRADUATE STUDENTS' RESEARCH SPACE AND FACILITIES IN FIVE AND TEN YEARS AS COMPARED WITH THE PRESENT
(Q's. 19A and 19B)

Need for Graduate Students' Research Space and Facilities in Five and Ten Years	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
In Five Years as Compared with Present:						
No current need, none anticipated	12%	(-)	(5)	(-)	(-)	(-)
Increase considerably	50	(6)	(3)	(4)	(7)	(1)
Increase somewhat	33	(2)	(4)	(2)	(3)	(3)
Not change	5	(-)	(1)	(-)	(1)	(-)
Decrease somewhat	-					
Decrease considerably	-					
Total per cent	100%					
Base for percentages	42	(8)	(13)	(6)	(11)	(4)
No program for degree[a]	1	(-)	(1)	(-)	(-)	(-)
No questionnaire[b]	3	(1)	(2)	(-)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)
In Ten Years as Compared with Present:						
No current need, none anticipated	12%	(-)	(5)	(-)	(-)	(-)
Increase considerably	60	(7)	(4)	(4)	(8)	(2)
Increase somewhat	26	(1)	(3)	(2)	(3)	(2)
Not change	2	(-)	(1)	(-)	(-)	(-)
Decrease somewhat	-					
Decrease considerably	-					
Total per cent	100%					
Base for percentages	42	(8)	(13)	(6)	(11)	(4)
No program for degree[a]	1	(-)	(1)	(-)	(-)	(-)
No questionnaire[b]	3	(1)	(2)	(-)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Oriental Institute.

[b]Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities.

TABLE A-37

ADMINISTRATORS' VIEWS OF NEED FOR GRADUATE STUDENTS' RESEARCH SPACE AND FACILITIES IN FIVE AND TEN YEARS AS COMPARED WITH THE PRESENT
(Q's. 19A and 19B)

Need for Graduate Students' Research Space and Facilities in Five and Ten Years	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
No current need, none anticipated in five and ten years	12%	(-)	(5)	(-)	(-)	(-)
Increase considerably in five years, in ten years	50	(6)	(3)	(4)	(7)	(1)
Increase somewhat in five years, increase considerably in ten years	10	(1)	(1)	(-)	(1)	(1)
Increase somewhat in five years, in ten years	24	(1)	(3)	(2)	(2)	(2)
Not change in five years, increase somewhat in ten years	2	(-)	(-)	(-)	(1)	(-)
Not change in five years, in ten years	2	(-)	(1)	(-)	(-)	(-)
Total per cent	100%					
Base for percentages .	42	(8)	(13)	(6)	(11)	(4)
No program for degree[a].	1	(-)	(1)	(-)	(-)	(-)
No questionnaire[b] . . .	3	(1)	(2)	(-)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Oriental Institute.

[b]Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities.

TABLE A-38

ADMINISTRATORS' REPORT OF CHANGES EXPECTED IN OVERALL UTILIZATION OF CLASSROOM-HOURS OF SPACE IN FIVE YEARS AND TEN YEARS AS COMPARED WITH THE PRESENT
(Q's. 3A and 3B)

Percentage Change in Overall Utilization of Classroom-hours of Space	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
In Five Years as Compared with Present:						
More than 25% more	33%	(2)	(3)	(2)	(5)	(1)
10% - 25% more	49	(3)	(7)	(1)	(5)	(3)
10% more - 10% less	18	(2)	(3)	(1)	(1)	(-)
10% - 25% less	-					
More than 25% less	-					
Total per cent	100%					
Base for percentages	39	(7)	(13)	(4)	(11)	(4)
No program for degree[a]	1	(-)	(1)	(-)	(-)	(-)
No questionnaire[b]	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)
In Ten Years as Compared with Present:						
More than 25% more	46%	(3)	(5)	(2)	(5)	(3)
10% - 25% more	44	(3)	(6)	(1)	(6)	(1)
10% more - 10% less	10	(1)	(2)	(1)	(-)	(-)
10% - 25% less	-					
More than 25% less	-					
Total per cent	100%					
Base for percentages	39	(7)	(13)	(4)	(11)	(4)
No program for degree[a]	1	(-)	(1)	(-)	(-)	(-)
No questionnaire[b]	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Oriental Institute.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-39

ADMINISTRATORS' REPORTS OF EXPECTED CHANGES IN OVERALL UTILIZATION OF CLASSROOM-HOURS OF SPACE IN FIVE AND TEN YEARS AS COMPARED WITH THE PRESENT
(Q's. 3A and 3B)

Percentage Change in Overall Utilization of Classroom-hours of Space	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
More than 25% more in 5 years and in 10 years	33%	(2)	(3)	(2)	(5)	(1)
10% - 25% in five years, more than 25% more in 10 years .	13	(1)	(2)	(-)	(-)	(2)
10% - 25% more in 5 years and in 10 years	36	(2)	(5)	(1)	(5)	(1)
10% more - 10% less in 5 years, 10% - 25% more in 10 years	8	(1)	(1)	(-)	(1)	(-)
10% more - 10% less in 5 years and in 10 years	10	(1)	(2)	(1)	(-)	(-)
Total per cent	100%					
Base for percentages .	39	(7)	(13)	(4)	(11)	(4)
No program for degree[a].	1	(-)	(1)	(-)	(-)	(-)
No questionnaire[b] . . .	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Oriental Institute.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-40

ADMINISTRATORS' REPORT OF TYPES OF CLASSROOM SPACE THEY WILL NEED MORE OF IN FIVE YEARS AS COMPARED WITH THE PRESENT (Q. 4A)

Types of Classroom Space Need More of in Five Years	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Will need more of some types	82%	(5)	(10)	(3)	(11)	(3)
Will not need more	13	(-)	(3)	(1)	(-)	(1)
Will need modernization and better equipping of present space	5	(2)	(-)	(-)	(-)	(-)
Total per cent	100%					
Base for percentages	39	(7)	(13)	(4)	(11)	(4)
No program for degree[a]	1	(-)	(1)	(-)	(-)	(-)
No questionnaire[b]	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)
Types of Space Will Need More of:						
Seminar room	72%	(2)	(8)	(2)	(9)	(2)
Lecture room	25	(-)	(2)	(3)	(2)	(1)
Lecture hall	12	(1)	(2)	(-)	(1)	(1)
Specially equipped classroom (audio and/or visual aids), practice room	6	(-)	(2)	(-)	(-)	(-)
Teaching laboratory, laboratory space	44	(4)	(2)	(2)	(5)	(1)
All kinds	3	(1)	(-)	(-)	(-)	(-)
Total per cent (Some mention more than one type)	162%					
Base for percentages	32	(5)	(10)	(3)	(11)	(3)

[a]Oriental Institute.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-41

ADMINISTRATORS' REPORT OF TYPES OF CLASSROOM SPACE THEY WILL NEED MORE OF IN TEN YEARS AS COMPARED WITH THE PRESENT
(Q. 4B)

Types of Classroom Space Need More of in Ten Years	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Will need more of some types	84%	(5)	(10)	(2)	(11)	(4)
Will not need more	10	(-)	(3)	(1)	(-)	(-)
Will depend on size of medical school	3	(1)	(-)	(-)	(-)	(-)
Will need modernization and better equipping of present space	3	(1)	(-)	(-)	(-)	(-)
Total per cent	100%					
Base for percentages	38	(7)	(13)	(3)	(11)	(4)
No answer	1	(-)	(1)	(1)	(-)	(-)
No program for degree[a]	1	(-)	(1)	(-)	(-)	(-)
No questionnaire[b]	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)
Types of Space Will Need More of						
Seminar room	78%	(2)	(8)	(1)	(10)	(4)
Lecture room	19	(-)	(2)	(2)	(2)	(-)
Lecture hall	19	(1)	(2)	(-)	(1)	(2)
Classroom	6	(-)	(-)	(-)	(1)	(1)
Specially equipped classroom (audio and/or visual aids), practice room	6	(-)	(2)	(-)	(-)	(-)
Teaching, laboratory, laboratory space.	41	(4)	(1)	(1)	(5)	(2)
All kinds	3	(1)	(-)	(-)	(-)	(-)
Total per cent (some mention more than one type)	172%					
Base for percentages	32	(5)	(10)	(2)	(11)	(4)

[a] Oriental Institute.

[b] Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-42

ADMINISTRATORS' REPORT OF DEVELOPMENTS WHICH MIGHT AFFECT THEIR FUTURE SPACE NEEDS, ASIDE FROM CHANGES IN STUDENT ENROLLMENT, CLASS SIZE, SIZE OF FACULTY, ETC.
(Q's. 26A and 26B)

Developments which May Affect Future Space Needs	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Yes	32%	(2)	(4)	(2)	(4)	(1)
No	68	(5)	(9)	(3)	(7)	(3)
Total per cent	100%					
Base for percentages	40	(7)	(13)	(5)	(11)	(4)
No answer	2	(1)	(1)	(-)	(-)	(-)
No questionnaire	4	(1)	(2)	(1)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)
Types of developments mentioned which might affect future space needs						
Institution of new programs of training and research or extension of old ones	(4)	(-)	(-)	(1)	(2)	(1)
Adoption of new instructional techniques requiring specialized facilities	(2)	(-)	(2)	(-)	(-)	(-)
Increased use of specialized research apparatus or new methods of research	(3)	(2)	(-)	(-)	(1)	(-)
Entry into new fields of research	(2)	(-)	(-)	(1)	(1)	(-)
Change in relations with College	(1)	(-)	(1)	(-)	(-)	(-)
Total number who mention a development which might affect future space needs	(12)	(2)	(3)	(2)	(4)	(1)
No indication of specific development	(1)	(-)	(1)	(-)	(-)	(-)

TABLE A-43

ADMINISTRATORS' VIEWS ON PRIORITY WHICH SHOULD BE GIVEN SPACE NEEDS OF INDEPENDENT OR SEMI-INDEPENDENT ORGANIZATIONS ACCOMMODATED IN UNIVERSITY SPACE
(Q. 25)

Level of Priority	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Very high priority	- %					
Fairly high priority	11	(1)	(1)	(1)	(1)	(-)
Fairly low priority	37	(2)	(5)	(1)	(3)	(2)
Very low priority	32	(2)	(4)	(-)	(4)	(1)
No priority at all	20	(-)	(3)	(1)	(2)	(1)
Total per cent	100%					
Base for percentages	35	(5)	(13)	(3)	(10)	(4)
No answer	5	(2)	(1)	(1)	(1)	(-)
No questionnaire[a]	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-44

ADMINISTRATORS' REPORT OF CRITERIA WHICH TEND TO BE GIVEN PRIORITY IN THE ALLOCATION OF OFFICE SPACE TO THEIR FACULTY (Q. 10A)

Criteria Given Priority in Allocation of Faculty Offices	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Academic rank	66%	(4)	(7)	(4)	(5)	(3)
Tenure	34	(4)	(2)	(2)	(3)	(1)
Seniority--years of service	66	(5)	(7)	(2)	(6)	(3)
Teaching load	11	(-)	(1)	(-)	(3)	(-)
Extent of research activities	57	(2)	(4)	(3)	(7)	(4)
Pure chance	37	(3)	(4)	(-)	(5)	(1)
Contiguity to research labs	6	(1)	(-)	(1)	(-)	(-)
Editorial, administrative activities	6	(-)	(1)	(-)	(1)	(-)
Miscellaneous	6	(-)	(1)	(-)	(-)	(1)
Total per cent (some mention more than one criterion)	289%					
Base for percentages	35	(7)	(10)	(4)	(10)	(4)
No separate faculty[a]	5	(-)	(4)	(-)	(1)	(-)
No questionnaire[b]	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Studies in Humanities; Geophysics; Physics.

TABLE A-45

ADMINISTRATORS' REPORT OF CRITERIA WHICH SHOULD BE GIVEN PRIORITY IN ALLOCATION OF OFFICE SPACE TO FACULTY
(Q. 10B)

Criteria Should Be Given Priority in Allocation of Faculty Offices	Total	Divisions, Schools				
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.
Academic rank	63%	(2)	(8)	(4)	(6)	(2)
Tenure	31	(1)	(4)	(2)	(3)	(1)
Seniority--years of service	49	(2)	(4)	(2)	(7)	(2)
Teaching load	31	(2)	(5)	(-)	(3)	(1)
Extent of research activities	74	(4)	(8)	(3)	(8)	(3)
Contiguity to research labs	6	(1)	(-)	(1)	(-)	(-)
Editing, administrative activities	14	(-)	(2)	(-)	(2)	(1)
Miscellaneous	8	(-)	(-)	(-)	(2)	(1)
Total per cent (some mention more than one criterion)	276%					
Base for percentages	35	(7)	(10)	(4)	(10)	(4)
No separate faculty[a]	5	(-)	(4)	(-)	(1)	(-)
No questionnaire[b]	6	(2)	(2)	(2)	(-)	(-)
Total number	46	(9)	(16)	(6)	(11)	(4)

[a]Comparative Studies in Literature; Far Eastern Civilizations; History of Culture; New Testament; International Relations.

[b]Biochemistry; Mathematical Biology; Analysis of Ideas and Study of Methods; General Study in Humanities; Geophysics; Physics.

ADMINISTRATOR'S QUESTIONNAIRE

NATIONAL OPINION RESEARCH CENTER
University of Chicago

Survey 435
April, 1961

CONFIDENTIAL

ADMINISTRATOR'S QUESTIONNAIRE

for

Chairmen of Departments
Deans of Professional Schools

Card 1

NAME _____ 1-3

(Dept.) (School) _____ 4-7

This questionnaire is concerned primarily with the space needs of your (Dept.) (School). Questions should be answered in terms of its operations, needs, etc., on the graduate level. We are aware that conditions vary from Department to Department and from School to School. If a question is not applicable to your Department, please use the marginal space to explain briefly the situation.

We suggest that you leaf through the questionnaire once before entering your responses. It may be that some questions or problems which occur to you may anticipate questions that appear later in the questionnaire.

The questions have been formulated, in most cases, so as to require a single response; specific instructions indicate where multiple responses are permitted. For questions with printed alternate responses, circle the number which appears immediately to the right of the response (or responses) which best reflects your situation or attitude. The small numbers in the margins to the right of the black vertical line are there simply for coding and processing purposes; disregard them as you fill out the questionnaire. We appreciate that the formulation of the questions and alternate responses may force you to select a response which does not embody entirely the complex or qualified character of your judgment. Whenever you desire to amplify your views, feel free to utilize the marginal space to do so.

We assure you that your questionnaire will not be seen or handled by anyone connected with the faculty or administration of the University.

In this questionnaire the word "faculty" is intended to denote staff members with faculty status whose salaries are paid, wholly or in part, out of your budget, and eligible emeritus faculty.

All questions are asked with reference to the Quadrangles. Do not take into account conditions which exist downtown at the University College.

1. Relative to the various problems you, as an administrator, are concerned with, such as recruiting faculty, setting standards of admission, getting salary adjustments or promotions for your faculty, how pressing do you feel the problem of space--classroom, office and research--is? 10

Very pressing problem 1
Somewhat pressing problem 2
Not much of a problem 3
No problem at all 4

---

2. A. At present, there is considerable discussion of expected changes in student enrollments during the next decade. What was the number of students enrolled as candidates for graduate degrees in your (Dept.) (School) in Fall, 1960? _____ 11-14

B. What do you think will be the actual expected number (best estimate) of students who will be enrolled as candidates for graduate degrees in your (Dept.)(School) five years from now?

C. Ten years from now?

	No. of Graduate Majors actually expected	
B. Fall, 1965	_____	15-18
C. Fall, 1970	_____	19-22

23

24

In answering Q's. 3-5, take into account the extent to which the use of classroom-hours of space depends upon changes in the following--student enrollments, curriculum, class size, the number of students from outside your (Dept.) (School) who register for courses in your (Dept.)(School), etc.

3. A. In five years from now, what do you think will be your overall utilization of classroom-hours of space--more or less than now?

B. In ten years--more or less than now?

	A. In five years	B. In ten years	
More than 25% more . . .	1	1	25-26
10% - 25% more	2	2	
10% more - 10% less . .	3	3	
10% - 25% less	4	4	
More than 25% less . . .	5	5	

Aside from changes in overall utilization of classroom-hours of space, your future classroom needs may involve changes in the types of rooms you need--more lecture rooms, more seminar rooms or more laboratories.

4. A. What sort of classroom space (seminar room, lecture hall, laboratory, etc.) do you think you will need more of in five years as compared with the present?

   B. In ten years as compared with the present?

   A. In five years:

   B. In ten years: 27

28

5. A. What sort of classroom space (seminar room, lecture hall, laboratory, do you think you will need less of in five years as compared with the present?

   B. In ten years as compared with the present?

   A. In five years:

   B. In ten years: 29

30

6. A. In Fall, 1960, what was the number of faculty members in your (Dept.) (School) who had joint appointments in the College, joint appointments in other Depts., Div., Schools? How many were non-joint appointments? 31-33

   (Include in total count only individuals whose salaries are paid, wholly or in part, out of your budget, and eligible emeritus faculty.)

   B. Assuming that there will be an enrollment of 3,000 in the College by Fall Quarter, 1965, what would be your estimate of the number of faculty members on your staff in Fall, 1965? 34-36

   C. Assuming a College enrollment of 3,500 by Fall Quarter, 1970, how many faculty members would you expect to have in Fall, 1970? 37-39

	(Dept.)(School) Faculty			
	Non-joint Appointments	Joint Appt. with College	Joint Appts. with other Depts., Div., Schools	
A. Fall Quarter, 1960 . . .				40-45
B. Fall Quarter, 1965 . . .				46-51
C. Fall Quarter, 1970 . . .				52-57

7. A. Thinking about your faculty members who have joint appointments in the College, do you think they should have only one office or more than one?

Not applicable, no joint appointments in College . . . . . 0 | 58

*All should have only one office 1

*Some should have one office and some should have two . . . 2

All should have two offices 3

Doesn't really matter 4

*IF YOU THINK ALL OR SOME SHOULD HAVE ONLY ONE OFFICE, ANSWER B:

B. Where do you think the office of those with only one office should be located?

All in buildings where (Dept.)(School) is located . . . . 5 | 59

Some in buildings where (Dept.)(School) is located and some in primarily College buildings 6

All in primarily College buildings 7

Doesn't really matter 8

---

8. A. How many of your faculty, in your opinion, now have unsatisfactory office space (too small, not enough privacy, inconveniently located, etc.)?

None . . . . . 0 | 60

*_____

*IF ANY FACULTY THOUGHT TO HAVE UNSATISFACTORY OFFICE SPACE, ANSWER B-C:

B. In what way is their office space unsatisfactory?

61-62

C. What, if any, would you say are the undesirable consequences of this?

63-64

9. A. How many of your faculty members do you think have overly generous office space (i.e., larger than needed, private office when not needed, more than one office, etc.)?

None . . . . . 0 | 65

*_____

*IF ANY FACULTY THOUGHT TO HAVE OVERLY GENEROUS OFFICE SPACE, ANSWER B:

B. What, if any, would you say are the undesirable consequences of this?

66-67

---

10. A. In general, what criteria usually tend to be given priority in the allocation of office space to your faculty? CIRCLE AS MANY AS APPLY.

B. What criteria should be given priority in the allocation of office space? CIRCLE AS MANY AS APPLY.

	A. Get priority	B. Should get priority	
Academic rank	1	1	68-69
Tenure	2	2	
Seniority--years of service . . .	3	3	
Teaching load	4	4	
Extent of research activities . .	5	5	
Pure chance	6	6	
Other (SPECIFY) _____			
_____			

---

11. Aside from items already covered, are there any ways in which you consider the office space of your faculty unsatisfactory? What are they?

70-71

Begin Card 2 1-3

We are concerned in Q's. 12-14 with space other than office space which is used by the faculty to carry out research activities. We are aware that many faculty members conduct virtually all of their research within the offices assigned to them. Some faculty members, however, do have additional rooms assigned to them which are not used as offices but are used by them (and/or members of their staffs) to conduct experiments, etc. (Biological or Physical Sciences) or to work on materials associated with a particular research activity (Social Sciences or Humanities). This is the type of space covered in Q's. 12-14. We do not have in mind here any general research facility which a faculty member may use periodically but which is not normally assigned specifically to an individual faculty member. This type of general research facility will be covered in Q's. 15-17.

12. Do you find that your faculty has an adequate amount of this type of research space for their current needs?

Have none, need none . . . . 0 — 10
Entirely adequate 1
Somewhat inadequate 2
Entirely inadequate 3

---

13. Suppose one of your faculty members has the funds to purchase research equipment or materials and to hire research assistance and needs 1,000 square feet of research space. How difficult or easy do you think it would be for you to get this space for him?

Very difficult . . . . . 5 — 11
Fairly difficult 6
Fairly easy 7
Very easy 8

---

14. A. Purely as an estimate, about how many square feet of research space of this type are now allocated to your faculty? (All we are asking for is your best approximation.)

_____ sq. ft. — 12-17

B. What will be the total amount needed by your faculty in five years?

_____ sq. ft. — 18-23

C. What will be the total amount needed by them in ten years?

_____ sq. ft. — 24-29

30

When we refer in Q's. 15-17 below to a general research facility, we have in mind a facility which is normally not assigned to an individual faculty member but rather to a Department, Division or an Institute. The individual faculty member, however, is usually free to use this research space and its equipment (usually specialized) when necessary. Some examples of this type of research facility would be the X-ray diffraction and analytical laboratories, and high-pressure or low-temperature laboratories available in the Institute for the Study of Metals and a statistics laboratory with a variety of calculators available for use by Social Scientists.

Facilities which provide primarily services, such as computer or IBM installations which do data processing are not to be considered here.

15. A. Are such research facilities available for your faculty to use?

*Yes	y	31
No	X	

*IF "YES," ANSWER B:

B. Do you feel that the available research facilities of this type are, on the whole, adequate?

Entirely adequate	1	32
Somewhat inadequate	2	
Entirely inadequate	3	

16. How important do you think it is that adequate facilities of this type be available to your faculty?

Very important	5	33
Somewhat important	6	
Not so important	7	
Not important at all	8	

17. A. What do you think will happen to the needs of your faculty for this type of research facility in the next five years as compared with the present?

B. In ten years as compared with the present?

	A. In five years	B. In ten years	
No current needs, none anticipated .	0	0	34-35
Increase considerably	1	1	
Increase somewhat	2	2	
Not change	3	3	
Decrease somewhat	4	4	
Decrease considerably	5	5	

18. A. How satisfactory are the research space and facilities available for your graduate students?

No special facilities needed . . 4 | 36

Very satisfactory 5

Fairly satisfactory 6

*Fairly unsatisfactory 7

*Very unsatisfactory 8

*IF "FAIRLY UNSATISFACTORY" OR "VERY UNSATISFACTORY," ANSWER B:

B. In what way(s) are they unsatisfactory?

37-38

19. A. What do you think will happen to your (Dept.'s)(School's) need for research space and facilities for graduate students in five years as compared with the present?

B. In ten years as compared with the present?

	A. In five years	B. In ten years
No current need, none anticipated .	0	0
Increase considerably	1	1
Increase somewhat	2	2
Not change	3	3
Decrease somewhat	4	4
Decrease considerably	5	5

39-40

20. A. With respect to general non-faculty offices (utilized by administrative assistants, secretaries, typists or clerical workers, and including rooms used to store files, etc.), how many square feet of space are you now using in this fashion?

_____ sq. ft. 41-44

B. Do you feel that this space is satisfactory for your present needs?

Yes . . . . . X 45

*No 0

*IF "NO," ANSWER 1)-2):

1) How many more square feet of space do you actually need now?

_____ sq. ft. 46-49

2) Aside from amount of space, are these offices unsatisfactory in any other way(s)? In what way(s)?

50

21. A. What do you estimate will be the total number of square feet of this type of space you will need <u>in five years as compared with the present</u>?

B. <u>In ten years as compared with the present</u>?

	Total no. sq. ft. needed	
A. In five years . .	_____	51-54
B. In ten years . . .	_____	55-59
		60
		61

Begin Card 3 1-3

22. A. Are any learned journals edited by members of your faculty?

*Yes, one . . . . . 0 | 10
*Yes, more than one 1
No X

IF "NO," SKIP TO Q. 25.

*IF "YES," ANSWER B-C:

B. Which learned journal(s)? Give name(s).

| 11

C. Is separate office space allocated for this purpose or does the faculty member edit the journal in his personal office?

All edited in separate office . . . . . (ANSWER Q. 23) . . . . . 6 | 12

Some edited in separate office and some in faculty's personal office . . . . . (ANSWER Q's. 23 AND 24) . 7

All edited in faculty's personal office (ANSWER Q. 24) 8

IF ALL EDITED IN FACULTY'S PERSONAL OFFICE, SKIP TO Q. 24.

---

23. IF ALL OR SOME JOURNALS EDITED IN SEPARATE JOURNAL OFFICE:

A. How satisfactory are the facilities available?

Very satisfactory . . 1 | 13
Fairly satisfactory . 2
Fairly unsatisfactory 3
Very unsatisfactory . 4

B. About how many square feet of space are allocated for this purpose?

_____ sq. ft. | 14-17

C. What do you think will be the amount of space, in square feet, needed for this purpose in five years from now?

D. In ten years from now?

C. In five years _____ sq. ft. | 18-21

D. In ten years _____ sq. ft. | 22-25

| 26

| 27

IF ALL EDITED IN SEPARATE OFFICE SPACE, SKIP TO Q. 25.

24. IF ALL OR SOME JOURNALS EDITED IN FACULTY'S PERSONAL OFFICE:

A. How satisfactory are the facilities available?

Very satisfactory . . . . 1 | 28
Fairly satisfactory . . . 2
Fairly unsatisfactory . . 3
Very unsatisfactory . . . 4

B. How important do you think it is to have separate office space allocated for this purpose?

Very important . . . . . 6 | 29
Somewhat important . . . 7
Not so important 8

C. If it were possible to provide separate editorial offices for all these journals, what would be the amount of space, in square feet, needed in five years?

D. In ten years?

C. In five years _____ sq. ft. | 30-33
D. In ten years _____ sq. ft. | 34-37
38
39
40

---

25. At the present time, certain organizations of an independent or semi-independent nature are accommodated in University space--North Central Association, National Society for the Study of Education, International Reading Association, Bulletin of the Atomic Scientists, etc. In some cases, faculty members serve as officers, consultants, etc. for such organizations.

In the light of your future space needs, what priority would you give to the space needs of such organizations?

Very high priority . . . . . 1 | 41
Fairly high priority 2
Fairly low priority 3
Very low priority 4
No priority at all 5

26. A. Aside from changes in student enrollment, class size, size of faculty or research needs of faculty, are there any other developments which might affect your space needs--classroom, office or research--in the future?

*Yes . . . . . y 42
No X

*IF "YES," ANSWER B:

B. What are these developments and how specifically would they affect your various space needs?

43

27. In general, when you are recruiting new faculty members for your staff, how important do you think office space and research space are in the negotiations?

	Very important	Somewhat important	Not so important	Not important at all	
Office space	y	X	0	1	44
Research space (other than office)	3	4	5	6	45

28. As far as your (Dept.)(School) is concerned, what type of space constitutes your single most important space problem today?

46

29. A. Assuming no more space of the various types were available to your (Dept.)(School) than it now has, what do you think will be your single most important space problem in five years?

B. In ten years from now?

A. In five years:

47

B. In ten years:

48

30. Are there any additional comments you care to make about your space needs and problems--what are they, what ought to be done about them? It may be that you have some problems peculiar to your (Dept.)(School) that have not been covered adequately in the questionnaire. Please add your comments here. Use the back of this page if more space is needed.

UNIVERSITY SPACE: THE PROBLEM AS SEEN BY ADMINISTRATORS AND FACULTY

Part II: The Faculty and Conclusions

by

Beatrice R. Treiman
Associate Study Director

A Study Conducted for
The Faculty Committee on Space
of
The University of Chicago

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FACULTY QUESTIONNAIRE

CHAPTER VI

THE FACULTY:
SOME CHARACTERISTICS OF THE FACULTY STUDIED:
IMPORTANCE OF SPACE TO FACULTY

To amplify and supplement the space picture as derived from the administrators, we turn now to the faculty. From them we anticipate the details which will enable us to present a more complete picture of current space utilization and to evaluate more accurately the degree of faculty satisfaction with the various types of space they now use. Moreover, the faculty will provide us with estimates of some future space needs, albeit less precisely formulated than those supplied by the administrators.

Prior to a discussion of faculty utilization of and attitudes toward space of various kinds, we will present a series of brief paragraphs describing some of the characteristics of the faculty studied.

Some Characteristics of the Faculty Respondents

The descriptive material presented below is based upon information provided by 560 faculty members. Among the items included are some of the variables pertinent to the analysis of faculty reports of their space utilization and their satisfaction therewith. The tables relevant to this section are Tables B-1 through B-3, B-6 through B-9, B-257 through B-267 in Appendix B of this volume.

Rank and Tenure. There are more faculty of senior rank (Professors, 36 per cent, and Associate Professors, 19 per cent) on the University staff than there are faculty of junior rank (Assistant Professors, 25 per cent and Instructors, 10 per cent). The remaining ten per cent consists of Research Associates with faculty status, Lecturers and Emeritus Professors. In general, having tenure is highly correlated with the senior faculty ranks. A slight

deviation is apparent among the Associate Professors, 16 per cent of whom report that they do not have tenure. Since the correlation is so high, we have not used tenure as a separate variable in the analysis of the data.

Affiliation. The grouping of faculty according to affiliation is based upon the individual faculty member's own designation of his primary affiliation, a procedure which was applied also to all cases of joint appointments. With one major exception, the faculty distributes fairly evenly among the affiliate groupings: Biological Sciences, 12 per cent; Humanities, 14 per cent; Physical Sciences, 17 per cent; Social Sciences, 25 per cent; Professional Schools, 17 per cent; and the College, 15 per cent. The Social Sciences include not only the Education Department but also the Graduate School of Education which is normally considered a Professional School by the University administration; the same procedure was followed in the handling of data derived from the administrators. In addition, the faculty members of any department which is affiliated with more than one division have all been allocated to the division to which the department has been assigned for purposes of this study. Thus, all members of the History and Psychology Departments are considered to be members of the Social Science Division. The proportion of Social Scientists on the faculty has been boosted somewhat as a result of these two procedures.

Among the affiliation groupings, the Physical Sciences has the largest proportion of faculty of senior rank (64 per cent), the College the smallest (39 per cent). On the other hand, the College has a larger proportion of junior faculty (53 per cent) than any one of the Divisions or the Professional Schools grouping.

Age. Almost one-half (47 per cent) of the faculty is 40 years of age or younger, predominantly in the 31-40 years age group (36 per cent).

An additional 27 per cent are between 41 and 50 years of age; the remaining 26 per cent are 51 years or older. Although age is normally highly correlated with rank, it is noteworthy that 11 per cent of the Professors and 40 per cent of the Associate Professors are between 31 and 40 years of age. Among the affiliation groupings, the Humanities faculty includes a smaller proportion of younger faculty (only 31 per cent who are 40 years or younger) and a larger proportion who are 51 years or older (45%). The College faculty includes a somewhat larger proportion of young faculty (58 per cent who are 40 years or younger) and a slightly smaller proportion in the older age groups (21 per cent who are 51 years or older).

Years on the University of Chicago Faculty. A singularly large proportion of the faculty, 42 per cent, have been members of the University faculty for less than five years. Another 19 per cent have been on the staff, as faculty, between five and nine years. The 10-19 year period accounts for another 25 per cent and the remaining 14 per cent have been members of the faculty for twenty years or more. In general, years on the faculty correlates with rank. In the case of Associate Professors, however, almost one-fourth (23 per cent) report that they have been faculty members for less than five years. The percentage distributions of the various affiliation groupings deviate but little from that which is characteristic of the faculty as a whole. Exceptions are found in the Humanities with its somewhat smaller proportion of faculty who have been on the faculty for less than five years and its somewhat larger proportion who have been on the staff for twenty years or more. In addition, the faculties of the Professional Schools and the College include somewhat smaller proportions of faculty who have been on the University faculty for twenty years or more.

Number of Colleges or Universities Associated with as Faculty Prior to University of Chicago. Forty-five per cent of the faculty have not been members of the faculty of any other college or university prior to joining the University faculty. This is more characteristic of the Biological Science faculty (56 per cent) than of any other affiliation grouping, and more characteristic of junior faculty (Assistant Professors, 49 per cent and Instructors, 61 per cent) than senior faculty (Professors, 38 per cent and Associate Professors, 36 per cent). Another 28 per cent of the faculty have been at one other college or university before coming to the University: an almost equal proportion (27 per cent) have been faculty members at two or more. Social Scientists appear to be slightly more peripatetic than their colleagues, 32 per cent having been on the faculty of two or more colleges or universities before joining the University faculty.

Academic Honors, Research Grants, Awards and Prizes. Only one out of seven faculty members (14 per cent) mentions that he has received any academic honors. Receipt of such honors is associated to a marked degree with Professors (37 per cent). No noteworthy differences are noted among the various affiliation groupings.

In contrast, fully three-fourths (76 per cent) of the faculty report having received research grants, awards or prizes, with 41 per cent indicating that they have received three or more. The frequency with which grants have been received (three or more) is related to rank; among Professors, 60 per cent so report as compared with only ten per cent of the Instructors. Associate Professors and Assistant Professors differ but little in this respect, with 37 per cent and 31 per cent respectively.

As compared with other affiliation groupings, smaller proportions of the faculty of the Professional Schools (66 per cent) and especially of the

College (48 per cent) state that they have received any such grants. The other groupings report as follows: Social Sciences, 85 per cent; Physical Sciences, 79 per cent; Biological Sciences, 79 per cent; and Humanities, 72 per cent. Among the Social Sciences, Physical Sciences and Biological Sciences, however, larger proportions indicate that they have received three or more grants--55 per cent, 50 per cent and 59 per cent respectively. Only 29 per cent of the Humanities faculty mention that they have received this many grants; 43 per cent say they have received one or two.

Offices Held in Professional or Academic Societies. Forty-five per cent of the faculty have held office in societies of this type, with one out of five (19 per cent) having occupied such offices more than three times. Senior faculty report more frequent office-holding than do the junior faculty: Professors, 73 per cent; Associate Professors, 49 per cent; Assistant Professors, 22 per cent; and Instructors, 8 per cent. Faculty in the Social Sciences (58 per cent), the Humanities (55 per cent) and the Professional Schools (53 per cent) more frequently mention such office-holding than do faculty in the Biological Sciences (39 per cent), the Physical Sciences (41 per cent) and the College (18 per cent).

Papers Delivered at Professional or Academic Meetings During the Last Five Years. Eighty-three per cent of the faculty have given papers at professional meetings during the last five years: 26 per cent have presented one or two papers; 24 per cent, three or four papers; and 33 per cent have delivered five or more papers. Presentation of five or more papers is clearly related to rank: Professors, 48 per cent; Associate Professors, 38 per cent; Assistant Professors, 23 per cent and Instructors, three per cent. One-half of the College faculty reports having given no papers; at the other extreme, only three per cent of the Biological Scientists state that they

have presented no papers. Among the other affiliation groups, percentages in this category range between 10 per cent and 17 per cent. Faculty in the Physical Sciences and Biological Sciences are prominent at the highest frequency level of this type of activity, the presentation of five or more papers--55 per cent and 51 per cent respectively, followed by the Social Science faculty with 39 per cent. At this higher frequency level, definitely smaller proportions are characteristic of the Professional Schools (23 per cent), the Humanities (17 per cent) and the College (six per cent).

The extent to which the faculty has received research grants, awards and prizes and the frequency with which they have presented papers at professional meetings during the last five years certainly are evidence of a faculty busily engaged in research activities in addition to their instructional duties. In what sort of a physical environment do they pursue their varied academic activities? Do the facilities available meet their needs? Do the faculty attach any particular importance to the physical setting in which they operate?

Importance of Space to the Faculty (Tables B-250 through B-256)

We have already seen that the administrators not only consider office and research space important problems but further that they assign to them an intinsic importance, which is reflected in their acknowledgment of the important role played by each in negotiations with prospective faculty members. To obtain an impression of the basic importance of office and research space to the faculty, we posed a hypothetical situation in which they were confronted with having to decide whether or not to accept an offer from an academic institution. They were then asked to rate the importance of a number of items which might be factors to be considered--"teaching load, quality of students, salary scale, housing available for faculty, quality of faculty in own field,

research facilities (space and equipment), opportunities for professional communication, type of office available, faculty-administration relations, general reputation of University." We are fully aware that for some faculty personal factors, not included in the list, might play a major role. What we wanted, however, were other purely academic elements with which we could compare office and research space.

Clearly and emphatically the "type of office available" is not of major importance. Although sizeable majorities of the faculty--ranging from 58 per cent to 92 per cent--assign a crucial or very important role to the other items on the list, only 28 per cent of the faculty would consider the "type of office available" to be crucial or very important. But when we add to this 28 per cent the 46 per cent who feel that offices are "fairly important," we find that three-fourths (74 per cent) of the faculty can be said to consider offices to be of some importance. Faculty with senior rank would accord offfices a greater importance than would the junior faculty. This holds true whether we make the distinction between "crucial or very important" and "fairly important" or lump the categories together as indicating "some importance."

When, however, we look at the distribution by affiliation groupings, we find that collapsing the categories of importance makes a difference. The Humanities and Social Sciences clearly have large proportions of faculty who would consider offices of major importance (crucial or very important)--39 per cent and 36 per cent, respectively. This is not unexpected since the office also constitutes the research arena for many faculty in these divisions. When we include faculty who would consider offices fairly important, we find that the differences are somewhat less sharp and that the Professional Schools have the largest proportion of faculty who would rate office as of some importance (82 per cent), followed by the faculty in the Humanities and the

Social Sciences (78 per cent and 75 per cent).

That the importance of the "type of office available" is indicated by a larger proportion of those who have received academic honors than by those who have not must be evaluated in light of the fact that only 14 per cent of the faculty report that they have received academic honors. The data does not extablish that faculty who have received more research grants, awards or prizes assign greater importance to offices than do those who have not. There is, however, some indication that faculty who have delivered three or more papers at professional meetings during the last five years are somewhat more inclined to accord a role of major or some importance to offices than are those who have given no papers or only one or two papers.

In contrast, research facilities would be crucial or very important in the eyes of three-fourths (76 per cent) of the faculty. Nine out of ten faculty (91 per cent) feel it would be of some importance when we include the fifteen per cent of the faculty who would rate them as "fairly important." Although faculty of senior rank tend more than do those of junior rank to consider research facilities to be of major importance, the difference is less than is apparent in connection with offices: Professors, 82 per cent; Associate Professors, 74 per cent; Assistant Professors, 68 per cent; and Instructors, 65 per cent. Differences by rank are obliterated when we use the collapsed grouping. Faculty in the Biological Sciences overwhelmingly (98 per cent) assign major importance to research facilities, followed by the Humanities faculty (80 per cent), Physical Scientists (77 per cent), Social Scientists (75 per cent), the College faculty (68 per cent), and the faculty of the Professional Schools (63 per cent). Except for the faculty of the Biological Sciences who would sustain their position, the ordering of the affiliations would change somewhat if we use the collapsed category of

"some importance." The generally high level of importance which would be assigned to research facilities, and in particular the large proportion of Humanities faculty who so rate it, lends credence to the belief that in all probability the faculty have interpreted "research facilities" in its broadest sense to include library facilities and general research facilities, and perhaps even office space itself in so far as offices are for many faculty members the major site of their research efforts.

Research facilities would be of equal importance to faculty who have received academic honors as to those who have not. A somewhat larger proportion of faculty who have received three or more research grants, etc., would rate such facilities as of importance than would faculty who have received no grants or only one or two research grants, etc. In addition, a larger proportion of faculty who have presented papers at professional meetings during the last five years would consider research facilities important than would those who have not given any papers; and major importance would be accorded more by those who have delivered five or more papers than by those who have presented fewer papers.

Even though the line of demarcation between office space and research facilities may not be as clear-cut as desired or anticipated, we can fairly well conclude from faculty reactions to this hypothetical situation that office space, although of some importance to a fairly large proportion of the faculty (74 per cent) is felt to be a matter of major importance to only a small proportion (28 per cent). And such expressions of major importance are more likely to be found among faculty in the Social Sciences and Humanities.

Research facilities, on the other hand, are extremely important to a substantial majority of the faculty, and particularly to faculty in the Biological Sciences. Among the other affiliation groups, sizeable majorities express a similar opinion.

Faculty with senior rank are more likely to consider both office space and research facilities to be crucial or very important than are faculty with junior rank.

Although the more widespread acknowledgment of the major importance of research facilities among the faculty might tend to dictate an order of presentation in keeping with the faculty's own ratings, we will proceed as in Part I of this report, taking up first office space and then considering research space of various kinds and classroom space.

CHAPTER VII

THE FACULTY: OFFICE SPACE

Since office space currently looms so large as a space problem for administrators, we are interested in seeing just what sort of offices the faculty say they have and how satisfied they are with their accommodations. The current situation is of import not only from the point of view of faculty morale but also in terms of what considerations are to be essential in planning for the future.

What the Faculty Have in the Way of Offices

Number of Offices. (Tables B-52-55) The vast majority of faculty members (84 per cent) report that they have only one office. Virtually all such offices are permanently assigned to the faculty member. The comparatively infrequent phenomenon of multiple offices is to be found more among faculty of senior rank than among junior faculty and more among College faculty than faculty with other affiliations. Most of these allocations of more than one office can probably be explained primarily in terms of the faculty members' joint appointments involving administrative or College functions.
In some cases, however, the faculty may have elected to designate as an office, space which is used primarily for research purposes but which may at times also be used for other academic purposes. We have no alternative but to accept the faculty designations.

The informal use of additional office space which is not officially assigned to a faculty member occurs rarely--indicated by only four per cent of the faculty.

Location of Office. (Tables B-58, 60, 62, 64) In general, faculty members have offices which are located in the same building as most other offices of their Department or School--88 per cent of the faculty so report. Rank, age and number of years on the University faculty appear to be of little

significance here. What seems to matter is faculty affiliation. Faculty in the four Divisions are more likely to report that their offices are not located in the same building as those of most other members in their Department; faculty in the Humanities and Social Sciences are only slightly more likely to indicate this than are faculty in the Biological and Physical Sciences.

Sharing of Offices. (Tables B-67-71, 83-87) Four out of five faculty members (80 per cent) do not share their office with any other faculty member or with any agency or group. Among the remainder are the seven per cent who have both shared and non-shared office space and the 13 per cent who have only shared office space. Shared office space is to be found with more frequency among Instructors (36 per cent), with 29 per cent of the faculty of this rank having only shared office space. At the other extreme, are 11 per cent of the Professors who have shared office space, but only four per cent have solely shared space.

If we distinguish between those faculty who have both shared and non-shared space and those who have only shared space, we find that among faculty who have both shared and non-shared office space there is no difference among the affiliation groups, except for the College. Sharing of this type is reported by 18 per cent of the College faculty. In the case of faculty with only shared office space, a larger proportion of faculty in the Humanities (23 per cent) indicate this type of multiple occupancy than do the faculty in the other affiliation groups. Only five per cent of the College faculty have only shared office space.

Sharing of office space is more prevalent among faculty who have more than one office than among those who have only one office, but this is primarily a matter of their sharing only a portion of their office space. It is more noteworthy that 46 per cent of the faculty who have more than one office do not share any of this office space.

Not only do the vast majority of faculty members not share their offices with other faculty members, but most of them do not accommodate any non-faculty personnel--secretaries, assistants, etc.--in their office space.

When sharing with other faculty does occur, it usually takes the form of two faculty members sharing an office. Seven out of ten faculty who share (69 per cent) report that only one other faculty member is involved. Virtually equal proportions report sharing with two faculty members and with three or more faculty (15 per cent and 16 per cent, respectively). Joint occupancy with three or more faculty members is found only among the ranks below Professors and more among Assistant Professors. It is, moreover, a phenomenon found only among Social Scientists and the College faculty.

Amount of Office Space. (Tables B-113, 114, 116, 118-119) Our discussion of how much office space faculty have will be restricted to faculty who have non-shared office space because of the complications in dealing with shared office space. On the basis of the amounts reported by 423 faculty who have only non-shared office space, we set up three categories: (1) Small offices--ranging from 40 to 99 square feet; (2) Medium-sized offices--100-199 square feet; and (3) Large offices--200-900 square feet. The percentage distribution of the 423 faculty members by size of office is:

Small office (40-99 sq. ft.)	18%
Medium-sized office (100-199 sq. ft.) . .	48%
Large office (200-900 sq. ft.)	34%
	100%

The offices of these 423 faculty members account for 74,140 square feet of office space, an average of 175.3 square feet per faculty member. This average approximates that arrived at in the Jamrich report.[1]

We realize that these figures do not take into account the 42 faculty members who have both shared and non-shared office space. If we were to include these faculty solely in terms of the non-shared office space they have, the percentage distribution of the new total of 464 faculty (one of the 42 did not indicate the number of square feet of non-shared office space) by size of office would be almost identical to that presented above: Small

[1]The average size of faculty office is estimated to be 174.0 square feet. Jamrich, op. cit. p. 87.

offices, 18 per cent; Medium-sized offices, 49 per cent; and large offices, 33 per cent. The 464 faculty report a total of 80,700 square feet of non-shared office space, an average of 173.9 square feet per faculty member. We find that cross-tabulating with both groups produces almost identical results; in no instance do distributions vary by more than one percentage point and usually few percentages are affected at all.

In general, size of office correlates with rank, age and number of years on the University faculty. Junior faculty, younger faculty and faculty who have joined the University staff more recently are more likely to have small offices. We will present the data in connection with just one of these variables, rank, as an illustration. Among Professors, only four per cent have small offices, 43 per cent have medium-sized offices and 53 per cent have large offices. In contrast, 34 per cent of the Instructors have small offices, 58 per cent have medium-sized offices and only eight per cent have large offices.

When we look at the distribution of size of office by affiliation groups, significant differences are apparent. Larger proportions of faculty in the Professional Schools and the College (31 per cent and 37 per cent) have small offices than do faculty in the four Divisions: Biological Sciences, 12 per cent; Humanities, six per cent; Physical Sciences, 12 per cent; and Social Sciences, 10 per cent. Conversely, large offices are more prevalent in the Divisions: Biological Sciences, 45 per cent; Physical Sciences, 45 per cent; Social Sciences, 41 per cent; Humanities, 36 per cent; Professional Schools, 18 per cent; the College, 15 per cent. Faculty in the Humanities are more likely to have medium-sized offices than are faculty in the other groups.

Size of office also correlates with the number of research grants, awards or prizes received and with the number of papers delivered at professional meetings during the last five years. Faculty who have received a

larger number of grants, etc. and those who have presented a larger number of papers at professional meetings are clearly more likely also to have larger offices. These relationships are presented here as descriptive of office-holding and are not to be construed as implying the existence of a necessary causal relationship between size of office and these two variables. Consideration must also be given to the relationships between these two variables and rank and age as well as the probably more significant relationship between size of office and rank and age.

Allocation of Office Space. (Tables B-44, 45) Who or what determines which faculty member gets what office? As far as most faculty (74 per cent) are concerned, academic rank is one basic criterion. Sizeable proportions of the faculty also feel that the following operate as criteria: seniority (years at the University), 57 per cent; extent of research activities, 50 per cent; and tenure, 45 per cent. In addition, one-third of the faculty (34 per cent) believe that the allocation of office space is in part a function of "pure chance."

From the description of offices presented thus far, it would not be unwarranted to conclude that the typical faculty member at the University has only one office, a medium-sized one, which is located in the same building as most other faculty offices of his particular Department or School. He does not share this office with any other faculty member. The pertinent question then is--is he satisfied with what he has?

Faculty Satisfaction with Offices

To what extent are the faculty satisfied with their offices? With the amount of space they have? With the location of the office? If they are dissatisfied, what are the main sources of dissatisfaction?

Satisfaction with Amount of Space. (Tables B-72 through B-80, B-95 through B-99, B-112, B-115, B-116, B-268) Since most faculty have either medium-sized or large offices, we do not anticipate extensive dissatisfaction with the amount of office space. Our discussion will be concerned primarily with faculty who have non-shared office space. As far as these faculty are concerned, the situation is unequivocal. An overwhelming 83 per cent are satisfied with the amount of office space they have. Moreover, 55 per cent are very satisfied. Only two per cent of the faculty express extreme dissatisfaction; fifteen per cent consider the amount of non-shared office space they have as fairly unsatisfactory.

We would expect that faculty who have small offices are more likely to be dissatisfied. And we do find that 27 per cent of the faculty who have small offices are dissatisfied with the amount of office space they have, as compared with 18 per cent of those who have medium-sized offices and 12 per cent of the faculty with large offices. Among the latter is the unique case of a faculty member, on the College staff, whose complaint is not that he has too little space but that he has too much space. He wants less. What is most unusual is the fact that 73 per cent of the faculty with small offices feel that the amount of office space they have is satisfactory, a reversal of what might normally be expected.

We speculated on the possibility that dissatisfaction with amount of office space is related to not having additional research space. But the evidence is clear that faculty who do not have research space other than their offices are no more likely to be dissatisfied with the amount of office space they have than are those who do have additional research space. We do find, however, that faculty who accommodate non-faculty personnel in their offices are slightly more likely to express dissatisfaction with the amount

of office space they have than are those who do not have non-faculty personnel in their offices--26 per cent as compared with 16 per cent. Admittedly this is not a startling difference.

Expressions of dissatisfaction are not more characteristic of one rank rather than another. They are more likely to be found among faculty in the Professional Schools (25 per cent) and less likely to be found among faculty in the Social Sciences (12 per cent) and the College (12 per cent). Table I below presents the amounts of additional office space needed, as reported by faculty who have non-shared office space.

TABLE I

AMOUNT OF ADDITIONAL OFFICE SPACE NEEDED, AS REPORTED BY FACULTY WHO ARE DISSATISFIED WITH THE AMOUNT OF NON-SHARED OFFICE SPACE THEY NOW HAVE

Affiliation	Not Including Needs of 41 Faculty Who Also Have Shared Office Space		Including Needs of 41 Faculty Who Also Have Shared Office Space	
	Number of Faculty	Additional Sq. Ft. Needed	Number of Faculty	Additional Sq. Ft. Needed
Biological Sciences . .	8	1,361	11	1,461
Humanities	10	1,443	10	1,443
Physical Sciences . . .	13	1,750	14	1,800
Social Sciences	15	2,426	15	2,426
Professional Schools .	19	1,663	20	1,693
College	6	341	7	530
Total	71	8,984	75	9,239

Most of the faculty who are dissatisfied with the amount of space they now have--76 per cent--admit that they have never asked for more office space. The reasons they give for not having done so reflect their feeling of the futility of such an endeavor. The main reason, mentioned by 54 per cent, is

their belief that little or no space is available. As one faculty member put it, "I am aware that office space is at a premium." Next most frequently cited is the lack of offices or of larger offices in a desirable location.

Anything but a brief commentary on faculty satisfaction with shared office space is rendered unfeasible by the small size of the group involved--107 faculty members. When we cross-tabulate by some variables we find ourselves with too few cases to warrant percentaging. We can, however, indicate that three-fourths of the faculty with shared office space report that they are satisfied with the amount of such space they have. Most of the small proportion of the faculty who are dissatisfied with the amount of shared office space they have state that they have never asked for more office space. Among all faculty with shared space only one out of five has ever asked for a private office. We can take as further evidence of satisfaction with shared space the fact that slightly less than one-half (48 per cent) feel that not having to share an office would make little or no difference to their academic activities.

Satisfaction with Other Aspects of Offices. (Tables B-104 through B-111) Sizeable majorities of the faculty, ranging from 71 per cent to 85 per cent, express satisfaction with certain other aspects of their offices--absence of external noises, lighting, proximity to library and other research facilities, and heating. When it comes to maintenance and janitorial services, however, the proportion indicating satisfaction drops to 56 per cent.

Only in connection with three items--absence of external noises, proximity to library and research facilities and maintenance--is there some variation by rank. Junior faculty are more likely to indicate dissatisfaction with the first two items mentioned. Professors more frequently are dissatisfied with maintenance and janitorial services than are Instructors.

More variation in expressions of dissatisfaction exists among the different affiliation groups with respect to all items. For each item we will cite only those affiliation groupings with larger proportions of dissatisfied faculty. Dissatisfaction with the presence of external noises is reported by 33 per cent of the Professional Schools faculty and 27 per cent of the Biological Scientists. Lighting is a source of dissatisfaction to a larger extent among faculty in the Professional Schools, the Social Sciences and the Humanities. Discontent with proximity to library and other research facilities is much more prevalent among the College faculty. Unsatisfactory heating is reported by larger proportions of the faculty in the Professional Schools and the Physical Sciences. Dissatisfaction with maintenance and janitorial services is fairly widespread but is more extensive among faculty in the Professional Schools.

Are faculty who are discontented with the amount of office space they have also more inclined to find fault with other aspects of their offices? Only in connection with heating and maintenance. In other respects, they are inclined, for the most part, to find their offices satisfactory.

When faculty were asked to comment on anything else they did not like about their offices, 35 per cent took advantage of the opportunity. Their responses cover a wide variety of items, no one of which is mentioned by a significantly large proportion of the faculty. Some reiterated their dissatisfaction with items already covered in earlier questions--maintenance, lighting, heating, noises and amount of space. Other items were not covered elsewhere in the questionnaire and merit some attention. Faculty in the Professional Schools indicate their dissatisfaction with the thin wood or glass partitions which separate offices and provide a privacy which is "visual only--not auditory." One faculty member comments that thin partitions "do not permit even minimal privacy for conferences and telephone

calls." College faculty bemoan in particular the lack of telephones, and of elevator service when their offices are located on the upper floors. Physical Scientists are especially vocal about ventilation particularly the lack of air-conditioning. They are joined by faculty in the other affiliations in denouncing the maintenance of offices; attention is called to the ever-present dirt, dust and soot, the dirty walls and windows, and the peeling paint. A number of faculty members emphasize the absence of bookshelves or complain that their office furnishings are "old, drab and uncomfortable." A few indicate that conditions are such that they work at home. According to one faculty member: "The small size, the lack of a telephone extension, the cold, white paint, make the office a relatively unpleasant place to be in, and therefore I do all my work ... at home."

Satisfaction with Location of Office. (Tables B-58 through B-66, B-104 through B-108) It is easy to understand the preference that offices of faculty members in any particular academic field be located in close proximity, at least in the same building if not on the same floor. Aside from the obvious ease of communication for administrative purposes, there is the belief, shared by most faculty members, that the location of research areas has an important influence on the degree to which there is an interchange of ideas and scholarly collaboration with not only their colleagues in their own field but those in related fields. And for many faculty members, the office is the research area. Nine out of ten faculty members (90 per cent) feel that a particular type of location--where most other faculty offices in their Department or School are--is important. Moreover, 68 per cent are of the opinion that it is very important. As a matter of fact, an almost equal proportion (88 per cent) report that their offices are so located, which is tantamount to an expression of high level of satisfaction. Virtually all faculty who feel it is important do have an

office in this particular type of location. Among those who rate such a location as fairly important, four out of five faculty (81 per cent) have the desired location.

We have, in addition, explicit faculty expressions of satisfaction with their offices' "proximity to offices of other department members." Although the wording differs slightly from that used to elicit reports on importance and actual location of offices, we assume that most faculty interpreted all three questions to embody the same basic inquiry. At any rate, an equally high proportion of the faculty, 90 per cent, indicate their satisfaction with the proximity of their offices to the offices of other department members.

Although junior members of the faculty are slightly less likely to assign importance to this specific location, they do not differ materially from senior faculty in the extent to which they report their offices as being so located or in the degree to which they are satisfied with the location of their offices. Although faculty in the College are likely to feel that this type of location is important, they are less inclined toward expressions of extreme importance. The belief that it is "very important" is also somewhat less likely to be held by faculty in the Biological Sciences and Social Sciences. On the other hand, only a negligible proportion of the College, and of faculty in the Professional Schools, report that their offices are not located in the same building with most offices of their colleagues. The group with the largest proportion of faculty reporting lack of office in specified location is the Social Sciences faculty (with 18 per cent); this faculty also has the largest proportion expressing dissatisfaction with the location of their offices in this respect (16 per cent).

Satisfaction with Method of Allocating Office Space. (Tables B-44 through B-51) Since there is evidently such general satisfaction with most aspects of offices, we would hardly anticipate any strong sentiment to be voiced against the method by which such offices are allocated to the faculty. Only a negligible proportion of the faculty--two per cent--express extreme discontent. Actually nine out of ten faculty are satisfied with the system; one out of four is extremely satisfied. Professors and Instructors are less likely to be dissatisfied than are faculty in the other two ranks. What dissatisfaction exists is more likely to be expressed by faculty in the Humanities and the College, and to a lesser extent by those in the Biological Sciences.

This impression of widespread satisfaction with the system of allocating offices must, however, be tempered somewhat by faculty beliefs regarding the criteria which do and should determine allocation of offices. Academic rank and seniority (years at the University), the two criteria which are most frequently cited as criteria which do operate, are also two of the major criteria which faculty believe should determine allocation of offices, but they are mentioned in this latter respect by somewhat fewer faculty. Particularly among the Humanities faculty is there a rejection of academic rank as a criterion; 77 per cent feel that it does so function but only 56 per cent believe that it should.

A most significant finding is that "extent of research activities," which ranked third among the items most frequently cited by faculty as criteria which actually operate in the allocation system, emerges as the factor which most faculty feel should be a criterion--mentioned by 77 per cent, as compared with the 50 per cent who believe it does function as a criterion. And this opinion is expressed by faculty in all affiliations

with only slight variation. Although "teaching load" is not cited by as large a proportion of the faculty as an item which operates a criterion, more than twice as many faculty feel it should be a criterion as believe that it does operate as a criterion. This occurs to a lesser extent among faculty in the Physical Sciences and Social Sciences than among other affiliation groupings. There is in addition an almost complete rejection of the notion that "pure chance" should function as a criterion in the allocation of offices--in contrast to the belief among 34 per cent of the faculty that it does so operate at the present time.

From what has been presented above, it is clear that the faculty do take issue to some extent with what they believe are the bases of the present system, despite their general satisfaction with the method of allocating faculty offices.

On the basis of the data at hand, it is patently clear that the University faculty, as a whole, are at least fairly satisfied with their offices--with the amount of office space they have, with the location of their offices in terms of proximity to other faculty offices in their field, and with most other features of their offices, except for the maintenance of offices. Despite some reservations about the criteria which they believe operate in the allocation of faculty offices, most faculty are of the opinion that the present system of assigning offices is satisfactory. While cognizant of this general feeling of well-being on the part of the faculty, we must not ignore the faculty who have expressed feelings of dissatisfaction, however small this group may be. If the kind of office in which the faculty member operates has any impact on his academic work, it is essential that consideration be given not only the dissatisfied but also to those who are fairly satisfied but not extremely so. To that end we have attempted to

ascertain whether or not faculty feel that having more satisfactory office space would make a difference.

Difference More Satisfactory Office Space Would Make to Quality of Work and Number of Hours Spent in Office

Difference More Satisfactory Office Would Make to Quality of Work.

(Tables B-226 through B-230) As might be anticipated, a substantial majority of the faculty (74 per cent) deny that having more satisfactory space would make much difference to the quality of their academic work. For 58 per cent, the reason is clear; they already have satisfactory space. Another 16 per cent feel it would not make much difference "even though have some complaints about current space." Nineteen per cent indicate that it "might make some difference but not a great deal." Only a small proportion of the faculty, seven per cent, feel that it probably would make a great difference.

Faculty of junior rank are slightly more likely to believe that more satisfactory office space would make some difference than are senior rank faculty. That it would make a great deal of difference is expressed more by Assistant Professors than by faculty in the other ranks, although in no rank is the proportion sizeable.

It is clear that faculty in the Humanities are more likely to feel that having satisfactory space would make at least some difference to the quality of their work. Thirty per cent say it would make some difference and another fifteen per cent feel it would make a great difference. This is, in all probability, a reflection of the extent to which sharing of offices and dissatisfaction with amount of non-shared space are prevalent among the Humanities faculty. In contrast, the Social Sciences have the smallest proportion of faculty who feel that more satisfactory space would make some or a great difference.

Although the words "more satisfactory space" are subject to individual interpretation by the faculty and therefore need not imply more space, we do find that the belief that having more satisfactory space would make some or a great deal of difference correlates with size of office and satisfaction with

amount of office space. Among faculty with small offices, 27 per cent indicate it would make some difference and 10 per cent say it would make a great deal of difference. For faculty with medium-sized offices, the comparable percentages are 16 per cent and five per cent; for faculty with large offices, 17 per cent and three per cent. Since faculty with smaller offices are less likely to be satisfied with the amount of office space they have, it is to be expected that faculty who are less satisfied with the amount of office space are more likely to indicate that having more satisfactory space would make some or a great difference. Noteworthy, however, is the reaction of faculty who have fairly satisfactory amount of space. Among these faculty, 29 per cent say that more satisfactory space might make some difference to the quality of their academic work and five per cent report that the difference would probably be great. Certainly this finding tends to underline the need for consideration of the fairly satisfied faculty as well as the clearly dissatisfied.

Difference More Satisfactory Office Space Would Make to Amount of Time Spent in Office. (Tables B-81, B-238 through B-248) Some administrators and some faculty have stated or implied that unsatisfactory office space has resulted in less use of office space. Just how much time do faculty spend in their offices during the average week? If they had more satisfactory space would they spend more time in their offices?

Fifty-seven per cent of the faculty report that they spend thirty or more hours in their office during the average week. Another 20 per cent say that they are in their offices between 20 and 29 hours a week. The remainder, 23 per cent, are there for less than 20 hours.

As far as a sizeable majority (71 per cent) of the faculty is concerned, the availability of more satisfactory office space would make no difference. They would spend no more time in their offices than they now do. Faculty who are already in their offices thirty hours or more during the

average week are more likely to express this opinion than are those who spend less time there. It is an opinion held more by faculty with senior rank than by those with junior rank, more by faculty in the Social Sciences, Biological Sciences and Physical Sciences, more by faculty who are satisfied with the amount of office space they now have.

What of the faculty who indicate that the availability of more satisfactory office space would make a difference, the 20 per cent who would spend somewhat more time in their offices and the nine per cent to whom it would mean spending a great deal more time there? Faculty who are now averaging less than 10 hours a week in their offices are especially more likely to indicate that they would spend a great deal more time in them if space were more satisfactory. The College and the Humanities have larger proportions of faculty who would spend a great deal more time than have the other affiliation groupings; the Professional Schools have a larger proportion who would spend somewhat more time in their offices than do other groupings. Furthermore, faculty with smaller offices and faculty whose amount of office space is felt to be unsatisfactory are more likely to indicate that they would spend more time in their offices if more satisfactory space were available. But there are also 24 per cent of the faculty with fairly satisfactory office space who say that they would spend somewhat more time in their offices if the space were more satisfactory.

It should be noted, however, that slightly more than one-half (53 per cent) of those who consider the amount of space they have to be fairly unsatisfactory would not spend more time in their offices even if they were more satisfactory. Certainly, not many of the 58 per cent of the faculty with unsatisfactory office space who are already spending thirty hours or more per week in their offices are likely to spend much more time there even if their office space is improved.

Apparently what must be taken into consideration is not solely the condition of office space but also the extent to which the faculty members are already spending considerable time in their offices, the extent to which their various activities--research, instructional, etc.--require their presence elsewhere, and the degree to which personal preferences and work habits dictate where they will work. For the faculty who have unsatisfactory office space and are working fewer hours in their offices because of this space condition, providing more satisfactory space will probably make a difference. The same holds true for a small proportion of the faculty who have fairly satisfactory office space. But for a sizeable majority (71 per cent), more satisfactory office space will make no difference and this can be because they have satisfactory space already or because the hours they spend in the office are not necessarily related to the condition of their office.

Some Considerations Pertinent to Future Space Policy

If planning for future space needs at the University is concerned with providing adequate office space in which the faculty can effectively and efficiently pursue their various academic endeavors, then faculty attitudes in certain areas merit especial attention. If remodelling of old structures or new construction is contemplated, is it of any significance that the faculty may have strong feelings about where their offices ought to be located? If there is any serious consideration of accommodating anticipated additional faculty by adopting a policy of multiple occupancy wherever possible, what could be expected in the way of faculty reaction? It is to issues such as these that we now direct our attention.

Sharing of Faculty Offices. (Tables B-88 through B-92, B-100 through B-103, B-117) Currently, eight out of ten faculty members do not share any of their office space with other faculty members or with other agencies or groups. What evidence we have would indicate that most of the faculty who

now have only non-shared office space would reject the notion of sharing office space. When these faculty members were asked if sharing would make a difference to their academic activities, most were in substantial agreement that it would. To 81 per cent, sharing would make a great difference; for another 16 per cent, it would make some difference. Only a negligible proportion--three per cent--feel that it would hardly matter. We can assume that the 81 per cent who feel sharing would make a great difference would receive the prospect of it with distaste, if not outright hostility.

In just what ways would sharing make a difference? The most frequently mentioned reasons all point to a basic theme--their academic work, of whatever kind, requires as a basic condition, privacy. Not only is privacy a desirable condition in holding conferences and discussions with students, colleagues and clients, but the faculty consider it essential to their effective and efficient functioning in doing research, writing, editing and preparing materials for presentation to their classes. The faculty member who said, "I do not work well in an atmosphere of togetherness," is voicing the sentiments of a good many of his colleagues who feel that sharing results in more interruptions and distractions; that concentration on the work at hand would be rendered more difficult, if not impossible, by the presence of another faculty member. The net result would be "... a reciprocal inhibition of work activities," and consequently a reduction or slowing down of productivity.

Particular segments of the faculty feel that sharing an office would have an impact on specific activities. Twenty-eight per cent mention that sharing would hamper conferences with students which, because many of them are of a confidential nature, require privacy; this is cited more by faculty in the College (37 per cent), the Professional Schools (36 per cent) and

Social Sciences (31 per cent). That sharing would eliminate the privacy needed for consultations and conferences with colleagues and clients is noted by Social Scientists (20 per cent) and to a lesser extent by faculty in the Professional Schools (14 per cent) and the Physical Sciences (14 per cent). This reason is mentioned more by faculty with senior rank than by those with junior rank. Faculty in the Humanities (16 per cent), as compared with faculty in other affiliation groupings, are more apt to point out that sharing would mean that they could no longer use their offices for classes--or at least it would mean a serious curtailment of the practice. More than faculty in other groupings, the Humanities faculty (20 per cent) are likely to associate sharing with an automatic reduction in space available for their own research materials or equipment.

A small proportion of the faculty (seven per cent) state that the office they now have is just not large enough to accommodate another occupant. Or at least the office space available is too small "for two persons to function comfortable and efficiently"; Biological Scientists (16 per cent), in particular, make this point.

To some, admittedly only a limited number, the mere idea of sharing their office is virtually an anathema--is categorically rejected as being out of the question. "Office-sharing is not only an imposition on a scholar but an impertinence." "It is as inconceivable as making love in public." For several, a shared office would be equivalent to having no office:

> "In order to have privacy to which I have been accustomed for more than thirty years I would arrange to be at the University <u>only</u> for lectures."
>
> "I would quit the office if share."
>
> "It would preclude my being able to use my office in which to work; i.e., it would mean I'd have no place in which to work."

And the unique statement of one faculty member: "If I had to share an office I would begin looking for another position."

From the above discussion it is clear that to most of the faculty who feel that sharing would make a difference, space is not the primary consideration. Is this confirmed by other data available? Faculty with large offices are slightly more likely to feel that sharing would make a great difference--84 per cent, as compared with the 81 per cent of faculty with medium-sized offices and 76 per cent of those with small offices. It is true, however, that faculty who feel that they have an unsatisfactory amount of office space are more likely to feel that sharing would make a great difference--92 per cent as compared with the 79 per cent of faculty who rate the amount of space they have as satisfactory. One must remember that the overwhelming majority of the faculty feel that they do have a satisfactory amount of office space, so that the difference based upon degree of satisfaction is deceptive as applied here. There is, however, a clear-cut difference by rank. Faculty with senior rank are more likely to feel that sharing would make a great difference than are those with junior rank: Professors, 89 per cent; Associate Professors, 90 per cent; Assistant Professors, 72 per cent; and Instructors, 58 per cent.

Although only a small proportion of the faculty are now sharing office space, their attitudes toward sharing might be of interest. Their small number precludes any intensive analysis. These faculty members who are already sharing office space divide almost evenly on the question whether not having to share an office would make a difference to their academic activities. Almost one-half (48 per cent) feel that it would make little or no difference. One-third (34 per cent) think it would make some difference and 18 per cent are of the opinion that it would make a great difference. The major reasons given for feeling that it would make a difference cover the same major areas as those given for not sharing, but in reverse. Not having

to share office space would facilitate their work and provide more favorable conditions for consulting and conferring with students, colleagues, etc. Mention is also made of the more ample space which would be available to house necessary books, research materials and equipment. A number remark that they would do more work at the office rather than at home if they did not have to share an office.

One other aspect of the sharing problem should be noted. A number of the faculty in the sciences do not have offices per se but rather office-laboratories. How extensive this phenomenon is we do not know from our data. The problem is that this type of office can be shared only under rather limited conditions. Plans to accommodate additional faculty in fields in which the office-laboratory is the more common form of office must take into consideration the likelihood that shared space is not an available solution.

Location of Office. If estimated additions to the faculty make the provision of more office space imperative, as they must, to what extent will the plans for new construction or the remodelling of old structures take into account the tendency of departments to localize in one or two buildings? We have already been informed of the vehement objections of some administrators to the scattered location of offices of members of their Department. And earlier in this chapter we noted that nine out of ten faculty feel that it is important that their office be located in the same building, or buildings, as those of most other members of their Department or School. It is well to reemphasize that 68 per cent are strongly of this opinion.

Extent of Research Activities and Size of Office. It is possible, in view of the apparently large amounts of office space some faculty members have, that a partial solution to the faculty office space may be thought to exist in the remodelling of offices so as to decrease the size of some and

thereby create more offices. As we have already seen, administrators report their feeling that few faculty members have more office space than they need. Moreover, the general increase in research activity that can be expected will probably involve more extensive use of faculty offices than at present. This will be particularly true of faculty in those fields in which the office is also the main site of research activity. Findings presented in the next chapter will bear this out. Available space will probably be utilized to accommodate additional research materials and equipment, and in some cases, research personnel.

Summary

The vast majority of faculty members (84 per cent) report that they have only one office. Most faculty members--four out of five--have only non-shared office space. Thirteen per cent of the faculty have only shared office space.

Only 18 per cent of the faculty who have only non-shared office space have small offices (40-99 square feet); 48 per cent have medium-sized offices (100-199 square feet) and 34 per cent have large offices (200-900 square feet). The average number of square feet of office per faculty member of this type is 175.3 square feet. Size of office correlates with rank, age and number of years on the University faculty.

Most faculty members (88 per cent) report that their office is located in the same building as most other faculty offices in their Department or School.

In general, most faculty with non-shared office space--83 per cent--are satisfied with the amount of office space they have. Fifty-five per cent express extreme satisfaction. Faculty who have small offices are more likely to indicate dissatisfaction with the amount of office space than are those

with larger offices, but even among these faculty with small offices 73 per cent are satisfied.

Three-fourths of the faculty with shared office space are satisfied with the amount of shared space they have.

As far as other specific aspects of their offices are concerned--absence of external noises, lighting, proximity to library and other research facilities, and heating--the faculty are, in general, satisfied. Only with reference to maintenance and janitorial services is there a sizeable manifestation of faculty displeasure--by 44 per cent of the faculty.

In general, most faculty members feel it is important that their office be located in the same building as most other faculty offices in their Department or School and report that they are so located. Nine out of ten faculty members specifically indicated that they are satisfied with the proximity of their office to those of other Department members.

With such a high level of satisfaction with offices, it is not surprising to find that the vast majority of faculty express satisfaction with the present method of allocating offices. But many more of them feel that the extent of a faculty member's research activities should be a criterion in determining allocation of offices than believe it actually functions in this capacity.

Three-fourths (74 per cent) of the faculty members indicate that having more satisfactory office space would not make much difference to the quality of their academic work, mainly because most of them already have satisfactory space. Only seven per cent feel that more satisfactory space would probably make a great difference.

The availability of more satisfactory office space would make no difference to the amount of time they spend in their office, report 71 per cent

of the faculty. One out of five faculty members indicates that he would spend somewhat more time in his office. Only nine per cent say they would spend a great deal more time in their office were the space more satisfactory. Although whether a faculty member now has an unsatisfactory amount of office space makes some difference, important considerations are: the amount of time he is already spending in his office; the degree to which he wants to spend more time in his office; and the extent to which his various functions require that he be elsewhere.

To a substantial majority (81 per cent) of the faculty who have only non-shared office space, having to share their office space would make a great difference to their academic activities. For another 16 per cent, it would make some difference. Only three per cent feel that it would hardly matter.

Lack of privacy and its undesirable effect on their various academic functions is the cardinal disadvantage of sharing an office, according to faculty who feel that it would make a difference. The absence of sufficient space to permit sharing and the reduction in the amount of space to accommodate files, research materials and equipment that would accompany sharing are mentioned by comparatively few faculty members. A limited few restrict their remarks to a strong denunciation of the mere notion of sharing an office.

Among the comparatively few faculty who are already sharing office space, 52 per cent feel that not having to share an office would make a difference to their academic activities.

Faculty attitudes toward the sharing of offices and the location of offices, as well as the highly likely expansion of their research activities are important items to be considered in the planning to accommodate future office needs.

CHAPTER VIII

THE FACULTY:

FACULTY RESEARCH SPACE; GENERAL RESEARCH FACILITIES; RESEARCH SERVICES; STUDENT RESEARCH SPACE

To the administrators, research space is not only important but it is also an urgent space problem. The faculty, interpreting research facilities in its broadest sense, have overwhelmingly accorded it a position of extreme salience. But to what extent do they consider what they have adequate to meet their needs? What do they anticipate will be the direction of their future needs--will they increase or decrease?

Faculty Research Space

As in our discussion of the administrators, we mean by this type of research space the rooms assigned to faculty members other than their offices which are used by them and members of their staff for their research activities.

In the past the University funds were the main source of subsidy for research activities, making available to the faculty the additional space and equipment needed. The possession of additional space (other than office) for research purposes was far more typical of the Physical and Biological Sciences. With few exceptions, research activities by the faculty in the Social Sciences and Humanities and Professional Schools were carried on mainly in the faculty office and in library facilities. Today the situation is changed. Foundation, governmental and private grants are needed to make possible larger research areas and to underwrite the high costs of more equipment and more specialized equipment. Increased demands for research space and particular equipment have been brought about by changes in the orientation and methods of research. In many fields of the Social Sciences today, and in some fields in the Humanities, research cannot be carried on solely within the confines

of the faculty office. Moreover, the tremendous increase in the number and size of research grants has resulted in greater pressures on University administrations for additional research space--the latter has become a critical problem. To what extent does this characterize the situation at the University? To what extent will it be true of the coming decade?

Research Space Currently Utilized by the Faculty. (Tables B-120 through B-129, B-143 through B-147) Only one-third (32 per cent) of the faculty report that they currently have research space other than their offices, accounting for a total of 124,916 square feet of research space (see Table II below). The discrepancy between amounts reported by faculty and administrators is probably the result of the operation of a number of factors. For one, we would anticipate a lower figure from the faculty since only 77 per cent of the eligible faculty returned questionnaires, whereas the administrators' figures presumably apply to their total faculty.

TABLE II

FACULTY ESTIMATES OF UTILIZATION OF RESEARCH SPACE (OTHER THAN OFFICES), REPORTED AND ADJUSTED[1]

Administrative Division	Estimates Reported by Administrators (in square feet)	Faculty Estimates	
		Reported (in square feet)	Adjusted (in square feet)
Biological Sciences .	58,150	37,537	44,816
Humanities.	600	2,340	3,434
Physical Sciences . .	51,511	63,525	82,712
Social Sciences . . .	22,034	19,224	23,989
Professional Schools.	3,500	2,140	2,832
College	3,000	150	191
Total	138,795	124,916	157,974

[1]The adjusted totals were obtained by assuming that the mean number of square feet of research space for non-respondents would be the same as that for respondents.

We say "presumably" because, except in the case of the Chairman of the Chemistry Department, we do not know to what extent the individual administrator has confined his report solely to faculty with non-joint appointments or included joint appointments. To the extent that the research space of a faculty member with joint appointment is contained in the estimate of more than one Chairman or Dean, the administrators' total is subject to over-reporting. This certainly would appear to be the case in the amount submitted by the Dean of the College. Moreover, there is the possibility that some administrators may have included office-laboratory space as research, even though the same definition of faculty research space appears on both questionnaires. To which we must submit further that there may also be instances of under-reporting--some administrators being unaware of the full extent of research space utilization by their faculty and some faculty members deliberately or inadvertently neglecting to indicate that they have such space. We have made adjustments to the faculty totals so as to obtain amounts which would also reflect an assumed usage by non-respondents. The above reflects only in part the tangled web which was the faculty report on research space and indicates the degree to which the results must be handled with restraint. With this preliminary precaution, we will proceed with our presentation of various characteristics of the utilization of research space by the faculty.

The allocations of research space show, as did the administrators' report, that this type of space is concentrated largely in the Physical Sciences, Biological Sciences, and Social Sciences, in that order, as relates to the total number of square feet. But more faculty in the Biological Sciences say they have research space than do those in the Physical Sciences or Social Sciences--80 per cent as compared with 58 and 34 per cent, respectively. Possession of this type of space is associated more with Professors

than with faculty of any other rank.

Research can be independently pursued by one faculty member or be the collaborative effort of several. At the University, independent research prevails, with 68 per cent of the faculty who have research space indicating that all of their research space is allocated to them on this basis. Eighteen per cent have the use of research space, all of which is assigned to a project or to projects in which they are a collaborating co-head. The research space of the remainder is allocated in part for independent projects and in part for collaborative efforts. Research space assigned to cooperative research is found more characteristically among Social Scientists than among Biological Scientists or Physical Scientists. A larger proportion of Assistant Professors (23 per cent) occupy research space only as collaborating researchers than do Professors (13 per cent) or Associate Professors (12 per cent).

Not only are the majority of faculty members who have research space engaged independently in research, but a good majority (68 per cent) do not share their research space with the research efforts of other faculty members--projects in which they themselves do not participate. Biological Scientists, in particular, report the absence of sharing (79 per cent). It is, moreover, a phenomenon less prevalent among the older faculty members and those with twenty years or more service on the University staff. Sharing occurs more frequently among Physical Scientists (39 per cent) but only slightly more so than among Social Scientists (32 per cent). Bearing in mind that the multiple assignment of separate and distinct research projects to the same research areas is most uncommon and that we are, therefore, dealing with a limited number of cases, we note that two-thirds (67 per cent) of the faculty who are in this situation report undesirable consequences of such sharing. The chief objection raised is that it leads to conflicts over space allocation.

Next most frequently mentioned are references to the noises and distractions which prevail. "It is very disturbing and noisy when 5 or 6 persons engaged in entirely different research projects, work in the same room...." But humans aren't the sole source of annoyance: "Bell rings all day on mouse experiment, drives me mad!" Reference is made to overcrowded conditions produced by an inadequate amount of space, to the impossibility of keeping the space clean, organized or orderly, and to the reduction in productivity that frequently ensues. Moreover, the difference in requisite research conditions often leads to the research of one faculty member suffering at the expense of the other: "Mice in cages in the same room with sterile work"; and "Lack of control of research animals in room shared."

The extent to which research space is assigned to independent rather than collaborative research efforts and the degree to which sharing of research space with the completely alien projects of other faculty members is felt to be objectionable are both items which merit serious consideration in any planning for future research space needs.

Adequacy of Faculty Research Space Currently Utilized. (Tables B-130 through B-138, B-148 through B-158) The faculty appear to be less pessimistic about the amount of research space they have as compared to the administrators. Less than one-half (46 per cent) would classify their space inadequate. As a matter of fact, only eleven per cent consider it to be "entirely inadequate." This degree of dissatisfaction reflects the attitudes solely of the faculty who have research space assigned to them as sole heads of research projects. The data provided with respect to research space held as co-head is at times so contradictory and inadequate as to render it unmanageable. It represents, moreover, the space held by so small a proportion of the faculty who have research space, we felt justified in presenting solely the attitudes of the

sizeable majority who have research space assigned to them as sole heads. Although dissatisfaction is more prevalent among Physical Scientists (55 per cent) than among Social Scientists (43 per cent) or Biological Scientists (33 per cent), they need, at the present time, proportionately less additional space than do Social Scientists or Biological Scientists as can be seen in Table III below. The amounts presented in Table III which are actually reported by the faculty would represent the minimal amount needed to eradicate current deficiencies. The actual amount would probably run substantially higher--granted that faculty estimates approximate actuality.

TABLE III

FACULTY ESTIMATES OF ADDITIONAL RESEARCH SPACE NEEDED CURRENTLY, REPORTED AND ADJUSTED[1]

Administrative Division	Faculty Estimates of Additional Research Space Needed Currently		Per cent Needed Over What Now Have
	Reported (in square feet)	Adjusted (in square feet)	
Biological Sciences .	8,595	10,264	23
Humanities.	1,600	2,350	68
Physical Sciences . .	6,120	7,962	10
Social Sciences . . .	9,909	12,373	52
Professional Schools.	650	864	30
College	--	--	--
Total. . . .	26,874	33,813	21

[1]The adjusted totals were obtained by assuming that the mean number of square feet of additional research space needed would be the same for non-respondents as for respondents.

Dissatisfaction is closely associated with rank, being more widespread among professors (50 per cent). But is there anything more closely related to the actual amount of space a faculty member has and to its use which helps to explain the dissatisfaction? Any apparent relationships which we may mention are only suggestive inasmuch as the small number of cases involved precludes more intensive analysis. One possibility is the number of persons accommodated in the research space. We find that faculty members whose research space accommodates more personnel (7-19 persons) are more likely to express dissatisfaction. But Physical Scientists, who are more likely to indicate that their research space is inadequate, are essentially no more likely than Biological Scientists or Social Scientists to report accommodation of large numbers of persons. Another feasible factor might be existence of multiple assignment of different research projects to a research area. Differences show up very clearly with respect to sharing research space. Faculty who share research space express discontent to a much greater extent than do faculty who do not share--65 per cent as compared with 38 per cent. And Physical Scientists are more likely, as we have seen, to report sharing than any other group. It is highly suggestive that these two factors, number of persons accommodated and sharing, may play a part in accounting for dissatisfaction with amount of research space. We include the following finding with the full realization that its value is restricted, since the overwhelming majority of faculty with only non-shared office space report that they have a satisfactory amount of office space. Is it stretching reason too much to conjecture that perhaps, given the total picture of academic functions and research program a faculty may have, the feeling of inadequacy of one type of space will be related to the evaluation of the other type of space? For what help it may be we can point out that among faculty with adequate research space (as sole head), nine per cent also

report having an unsatisfactory amount of non-shared office space; among faculty with inadequate research space there is a larger proportion (28 per cent) with unsatisfactory non-shared office space. In any event, this could apply only in a very limited number of cases--17 among faculty with inadequate research space. This is not to discount the highly subjective element that is ever present.

Satisfaction with Aspects of Faculty Research Space Other than Amount of Space. (Tables B-148 through B-152) Since research, especially in the science fields, often demands specific conditions and equipment, research space can only be considered satisfactory if certain requirements besides amount of space are met. In this respect the faculty who have research space are evenly divided. There is no appreciable variation in degree of satisfaction present among the various ranks, but approval is slightly more characteristic of Social Scientists (56 per cent) than it is of Biological Scientists (47 per cent) and Physical Scientists (47 per cent). The greater reliance of the latter two groups upon specialized equipment and specific research conditions probably provides a more fertile field in which dissatisfaction may develop.

A familiar theme emerges when we look at the main source of dissatisfaction (cited by 31 per cent). "Janitorial service is a disgrace," "Miserable maintenance by B & G personnel in nearly all respects," and "Plaster and paint in bad condition." Not far behind (28 per cent) are complaints dealing with the age and dilapidated condition of the research rooms or buildings--"....needs minor remodelling to be made usable again," "Complete renovation necessary," "Building is old ...need more adequate structure than a temporary building built in 1917," and "Need new laboratories of special design...." Less frequently mentioned are several other familiar complaints--poor or inadequate lighting, inadequate heat control. Of particular concern to the scientists is the absence of air-conditioning which is considered by some as an essential

condition, and connected with it is the report of windows not sealed or proofed against dirt or soot. The subject of research equipment also comes in for its share of comment; it is inadequate as to amount, is obsolete, is in poor condition or just isn't. Equally apparent is a dissatisfaction with the location of research space which is too far removed from offices, especially if it isn't on same floor as office. "I would, of course, prefer to have it on the same floor as my office, instead of three full floors away--just to save on leg-work."

Difference More Satisfactory Research Space Would Make to Quality of Academic Work; Importance of Research Facilities (Tables B-136, B-153, B-226, B-227, B-231 through B-236, B-250 through B-256) One indication of the importance of research space to the faculty would be revealed by the extent to which they feel that having more satisfactory research space would make a difference to the quality of their academic work. Do a significant proportion of the faculty who report inadequate research space also indicate that they feel more satisfactory research space would have this effect?

In general, a comparatively small proportion of faculty members (37 per cent) feel that it would make some or a great difference. Actually, only 19 per cent think it would make a great difference. The affiliation groups in which we find the larger proportions indicating that it would make a greater difference are the Physical Sciences (29 per cent), Humanities (20 per cent) and the College (22 per cent). Twenty-nine per cent of the faculty in the Biological Sciences report that it would make some difference but not a great deal, an opinion concurred in by 21 per cent in the Social Sciences and 20 per cent in the Humanities. It should be noted that the fairly large proportion of the Humanities faculty probably reflect their interpretation of research space as applying to their offices or the library facilities.

What of the faculty who report that they have inadequate research space

(as sole heads), that they share their research space, that their research space is unsatisfactory in respects other than amount of space? To significant proportions of them, more satisfactory research space would make a great difference: 53 per cent of those with inadequate research space compared with 11 per cent who have adequate space; 47 per cent of those with shared research space compared with 22 per cent among those with unshared space; and 37 per cent of the faculty whose research space is unsatisfactory in respects other than amount of space as compared with 20 per cent of those whose space is considered to be satisfactory.

Another index to the importance of research space to the faculty is the extent to which it would influence their decision to accept an academic position. As we have already indicated, faculty generally think it would be crucial or very important--76 per cent so indicate. And this opinion is expressed preeminently by faculty in the Biological Sciences, Humanities, Physical Sciences and Social Sciences. Actually, a majority (60 per cent) of those who consider research space to be so important do not at the present time have such space, a fact probably explained by the interpretation they give to research space as applying to their offices and library or other specialized facilities. But what of those who do have research space? Among those who consider it "crucial," 49 per cent report that their research space (as sole head) is inadequate; one-third (33 per cent) of those who rate it as "very important" have inadequate research space. Research space which is unsatisfactory in aspects other than the amount of space is reported by one-half of the faculty who feel that research space is of major importance and do have research space. Moreover, faculty who have received more research grants, awards or prizes and those who have delivered more papers at professional meetings during the last five years are more likely than those faculty who haven't to feel that research space is crucial or very important; they are also more likely to report inadequacies in the amount of

research space they have. It is of significance to the administrators and to the University as a whole that there are faculty to whom research space is most important and whose deficiencies in this respect might very well be the decisive factor, or one of the decisive factors, which sway their decision to accept another position.

One aspect of research space which relates to the problem of planning for future space needs is the importance the faculty attribute to the location of their research space. The faculty were asked to rate the importance of location to the degree of collaboration and exchange of ideas with faculty in their own field and with faculty in related fields. Three out of five (59 per cent)consider it to be very important in relation to faculty in their own field; to one-fourth it is of equal importance as concerns faculty in related fields. This extreme importance with respect to faculty in the same field is accorded more by faculty in the Humanities (69 per cent) and the Physical Sciences (67 per cent); it is less frequently indicated by College faculty (46 per cent). Expressions of high level of importance in connection with faculty in related fields are only slightly more frequent among Biological Scientists (31 per cent). Unfortunately, we have no data which enables us to ascertain the degree of satisfaction which prevails among the faculty with respect to this item. We do know, however, that the inconvenient or undesirable location of research space is fairly salient among the reasons given voluntarily by the faculty for dissatisfaction with their research space. The inconvenience, however, does not derive from its distance from the research space of other faculty members, but rather in its being too far removed from the faculty member's own office or in its being scattered in several places. The two items, proximity to research space of faculty in own field and proximity to own office, however desirable, might well present vexing complications if the

attempt were made to apply them assiduously in planning future research space allocations.

Length of time Faculty Expect to Use Current Research Allocations. (Tables B-139 through B-142) To what extent will the normal turnover of research space make available sufficient space to meet the space needs of the future? Not to any marked degree, according to faculty reports of how long they expect to use the research space already allocated to them (as sole head). Thirty-one per cent say they plan to use the space in question indefinitely. One-fourth (24 per cent) indicate that they expect to use their space ten years or more; this is more likely to be expressed by faculty of senior rank, and particularly by Professors (33 per cent). Professors are also as likely to say that they will use the space indefinitely (32 per cent). Nine per cent of the faculty can be expected to yield their space in less than ten years but more than five years. A large group, 32 per cent, anticipate that their use will have terminated in less than five years. A larger proportion of Assistant Professors expect this early relinquishment of research space than is true among other ranks, but an equally large proportion (44 per cent) of Assistant Professors report that they expect to keep their space indefinitely.

The particular areas in which one can expect the earlier or later release of research space should also be of assistance in the planning of future space needs. If faculty estimates are any indication, Social Scientists (47 per cent) are more likely to give up research space within five years than are Biological Scientists (24 per cent) and Physical Scientists (21 per cent). In the five years beyond that, slightly more Biological Scientists (14 per cent) will no longer need their research space. Somewhat larger proportions of the faculty in the Biological Sciences (19 per cent)

and Physical Sciences (17 per cent) expect to use their space for fifteen years or more--compared with the very small proportion of Social Scientists (three per cent). Indefinite utilization is somewhat more characteristic of Physical Scientists (41 per cent) than of Biological Scientists (31 per cent) and Social Scientists (26 per cent).

What of the actual amount of research space in the faculty estimates? Table IV on the next page clearly indicates that only a small proportion of the total amount of research space now in use will be available for reassignment within the next five years. A higher proportion of space used by Social Scientists is likely to be made available during this period. A fairly large amount will be out of circulation indefinitely, particularly that used by the Humanities faculty and the Physical Scientists, and to a lesser extent that allocated to the Biological Scientists and Social Scientists. When we add to this the amount expected to be used for ten years or more, we have a sizeable proportion which probably cannot be included in any plans to meet anticipated demands during the next decade.

Moreover, the space relinquished by the different affiliation groups varies in character and size according to their respective research needs. Granted that any research space allocated to the Social Sciences, Humanities and Professional Schools might be reassigned freely among their faculty members without any serious drawback save perhaps inconvenience of location and that some Biological Scientists might find the research space formerly used by Physical Scientists suitable to their needs, how likely is it that a Biological or Physical Scientist could satisfy his research needs with space relinquished by a Social Scientist? Assuming, of course, that another Social Scientist had not already staked his claim to the space--a most unlikely prospect. The basic divergence of research requirements among certain fields

TABLE IV

LENGTH OF TIME RESEARCH SPACE CURRENTLY ALLOCATED IS EXPECTED TO BE USED[1]

Expected Use	Total		Biol.Sci.		Hum.		Phys.Sci.		Soc.Sci.		Prof.Schools		College	
	Square Feet	Per Cent	Square Feet	Per Cent	Square Feet	Per Cent	Square Feet	Per Cent	Square Feet	Per Cent	Square Feet	Per Cent	Square Feet	Per Cent
Less than 5 years	23,779	19	6,350	17	90	4	10,460	16	6,609	34	120	5	150	100
5 years-up to 10 years .	11,739	9	4,140	11	-	-	5,100	8	1,599	8	900	42	-	-
10 years-up to 15 years .	13,115	11	3,800	10	450	19	5,800	9	3,065	16	-	-	-	-
15 years or more	22,907	18	10,172	27	600	26	11,015	17	700	4	420	20	-	-
Indefinitely	44,281	36	10,215	27	1,200	51	26,300	42	6,566	34	-	-	-	-
No answer, don't know . .	9,095	7	2,860	8	-	-	4,850	8	685	4	700	33	-	-
Total	124,916	100	37,537	100	2,340	100	63,525	100	19,224	100	2,140	100	150	100

[1]Data presented are actual amounts reported by faculty. To obtain the adjusted amount for an affiliation group for a particular time period, multiply the percentage given in this table by the adjusted total for the affiliation in question as presented in Table II.

presents an important limitation on the assignment of research space; it poses a serious problem in the formulation of ways and means to cope with future research space needs.

Future Faculty Research Space Needs. (Tables B-154 through B-178) Assuming that all faculty members are engaged in some research at all times, are there any specific plans for new research which will necessitate additional research space in the very near future? Less than one-fourth of the faculty (23 per cent) indicate a need for research space--those who do not have any research space at present but will need some for new research contemplated, and those who now have some research space but will need more to accommodate planned research activities. The larger proportion of the faculty (48 per cent) anticipate new research projects but report that they will not need additional space, that they need only their offices and/or the research space they already have. The remainder anticipate no new research in the very near future. Table V below indicates the totals for the affiliation groupings reported by faculty who will need additional research space in the very near future.

TABLE V

FACULTY ESTIMATES OF ADDITIONAL SPACE REQUIREMENTS FOR ANTICIPATED NEW RESEARCH ACTIVITIES IN VERY NEAR FUTURE, REPORTED AND ADJUSTED[1]

Administrative Division	Faculty Estimates of Additional Research Space Needed in Very Near Future		Per cent More Needed Over What Now Have
	Reported (in square feet)	Adjusted (in square feet)	
Biological Sciences .	12,134	14,488	32
Humanities.	3,390	4,972	145
Physical Sciences . .	18,610	24,225	29
Social Sciences . . .	16,768	20,926	87
Professional Schools.	160	216	7
College	750	954	500
Total	51,812	65,781	41

[1]The adjusted totals were obtained by assuming that the mean number of square feet of additional research space needed would be the same for non-respondents as for respondents.

The three key Divisions again are in the forefront with large amounts of space needed, the anticipated requirements of one-third of the faculty in each of the three groups. The Faculty in the Humanities, the Professional Schools and the College indicate, in large proportions--64 per cent, 63 per cent and 63 per cent, respectively--that they will engage in new research but not need additional space. For the most part, their work will be done in their offices.

It is of interest that what appears to be the case is that those faculty who now have research space other than their offices are the ones who indicate that they need more space--44 per cent of them as compared with 13 per cent of those who have no research space other than their offices. Moreover, faculty who have received a larger number of research grants, awards or prizes are more likely to be seeking research space, as are faculty who have delivered more papers at professional meetings during the last five years.

A sizeable proportion (43 per cent) of the faculty expects to use this space for less than five years; this is particularly true of the Social Scientists (67 per cent) and much less the case as regards Biological Scientists or Physical Scientists. The latter are more prone not to specify any time period and indicate that they expect to use it indefinitely.

As can be seen in Table VI on the next page, one-fourth (24 per cent) of the total amount of research space needed for new research in the very near future is expected to be used for a comparatively short time--less than five years. If we assume that by "indefinitely" faculty probably have in mind longer periods of time rather than shorter, then more than one-half of the research space needed will be retained for a fairly long time. And in the Biological Sciences, Physical Sciences and Social Sciences, this will involve larger amounts of research space.

TABLE VI

LENGTH OF TIME EXPECT TO USE RESEARCH SPACE NEEDED IN VERY NEAR FUTURE[1]

Expected Use	Total		Biol.Sci.		Hum.		Phys.Sci.		Soc.Sci.		Prof.Schools		College	
	Square Feet	Per Cent	Square Feet	Per Cent	Square Feet	Per Cent	Square Feet	Per Cent	Square Feet	Per Cent	Square Feet	Per Cent	Square Feet	Per Cent
Less than 5 years	12,257	24	1,244	10	1,200	35	3,160	17	6,343	38	60	38	250	33
5 years-up to 10 years .	7,730	15	5,340	44	240	7	250	1	1,800	11	100	62	-	-
10 years-up to 15 years .	5,275	10	850	7	-	-	1,500	8	2,925	17	-	-	-	-
15 years or more	6,500	12	4,000	33	-	-	2,500	13	-	-	-	-	-	-
Indefinitely	16,650	32	300	3	1,950	58	8,300	45	5,700	34	-	-	400	54
No answer, don't know . .	3,400	7	400	3	-	-	2,900	16	-	-	-	-	100	13
Total	51,812	100	12,134	100	3,390	100	18,610	100	16,768	100	160	100	750	100

[1]Data presented are actual amounts reported by faculty. To obtain the adjusted amount for an affiliation group for a particular time period, multiply the percentage given in this table by the adjusted total for the affiliation in question as presented in Table V.

In a much less precise fashion we have some indication of what the faculty think will happen to their needs for additional research space in five years as compared with the present and in ten years as compared with the present. Slightly more than one-half (52 per cent) expect their needs to increase in five years; this includes the 40 per cent who expect some increase and the 12 per cent who anticipate a considerable increase. Except for the 38 per cent who have no needs for such space at the present time and do not anticipate that the need will arise in the future, the general picture is one of anticipated increase in research space needs but these needs are expected for the most part to increase "somewhat," not "considerably."

Although "needing" is not equivalent to"getting," if we assume that these needs will be gratified the most significant thing that emerges is that the proportion of faculty with research space rises from its present level of 32 per cent to 52 per cent. And what is important is that sizeable increases are characteristic of the faculty in the Humanities, the College and the Professional Schools. The Professional Schools join the "Big 3." Their faculty--one-half of them--join the 67 per cent of the faculty in the Biological Sciences, the 58 per cent in the Social Sciences and the 54 per cent in the Physical Sciences in providing the base for the overall increase in needs for research space in five years as compared with the present.

The pattern of faculty expressed needs for additional research space in ten years as compared with the present changes but little from that previously indicated with respect to five years as compared with the present. The general impression is still one of increased needs--indicated by 55 per cent--but in ten years a slightly higher proportion of faculty feel that their needs for research space will increase considerably (16 per cent as compared with the 12 per cent previously). There is still the predominant feeling that needs

will increase somewhat. And the "Big 4"--Biological Sciences (76 per cent), Physical Sciences (61 per cent), Social Sciences (57 per cent) and Professional Schools (57 per cent)--still dominate the scene.

Whether in five years or ten years as compared with the present, faculty who already have research space are more likely to indicate an increased need for additional research space than are those who have no research space. The explanation is probably very simple: faculty who have research space are already engaged in the areas and kind of research which require the use of research space and the likelihood is that they will continue to engage in this type of research and therefore continue to require research space.

Similarly, faculty who have received more research grants, awards or prizes and faculty who have presented more papers at professional meetings are more likely to indicate increased needs for research space in five and ten years as compared with the present. Especially do they differ from those who have received fewer or no grants and those who have presented fewer or no papers in the degree to which they think that their needs will increase considerably.

From what has been pointed out in the preceding pages, there can be little wonder that the administrators rate research space as their second most important problem, at present and for the future. Although faculty research space, at the present time, involves a smaller proportion of the faculty than do faculty offices, the total amount of space involved far exceeds that allocated for offices. Moreover, the rate of dissatisfaction with research space is higher than that associated with faculty offices. The inadequacies in amount of research space, as reported and adjusted for non-respondents, also involve a large amount of space. To rectify these deficiencies and provide additional space for the expressed future needs in

all administrative divisions of the University will present quite a problem. It is true that there is somewhat of a turnover in research space over the years, but the amount of space periodically made available will hardly suffice to take care of the University-wide "needs" in the coming decade.

General Research Facility (Tables B-179 through B-204)

In the administrators' section of this report we have already referred to the development of this particular type of research facility and made reference to the fact that although it is more prevalent in the sciences, examples of it can be found among the Humanities and Social Sciences.

Faculty Use or Anticipated Use of General Research Facility. Slightly less than one-half (48 per cent) of the faculty report that they have ever used or might ever use a general research facility. Its use is particularly acknowledged by faculty in the Biological Sciences (76 per cent), but majorities in the Physical Sciences (59 per cent), the Social Sciences (56 per cent) and the Professional Schools (58 per cent) also refer to its use or potential use. Only among faculty in the Humanities and the College do we find small proportions (16 per cent in both instances). Instructors are less likely to be users of this particular type of facility, a not unusual finding since faculty at this level usually have a heavier teaching load and are less likely to be engaged extensively in research. Faculty who have received more research grants, awards or prizes and those who have presented more papers at professional meetings are more likely to report that they use or expect to use the general research facility.

Adequacy of Available General Research Facility. Among faculty who use or expect to use the general research facility, a substantial majority (64 per cent) feel that the research space of this type available is inadequate. This is not predominantly a feeling of extreme inadequacy; 52 per cent rate it as "somewhat inadequate." Expressions of extreme inadequacy are more likely

to be found among Professors, with a large proportion of the Assistant Professors rating this type of research space as somewhat inadequate. Among the four administrative divisions whose faculty have indicated use of a general research facility, it is primarily in the Physical Sciences that there is more widespread feeling of inadequacy (by 82 per cent). Faculty who have received more research grants, awards or prizes and those who have presented more papers at professional meetings during the last five years are more likely to think that the general research facilities available are inadequate.

Sufficiency of Access to General Research Facility. Although a sizeable majority of the faculty who might use or do use a general research facility are of the opinion that the available research space of this type is inadequate, slightly less than three-fourths (73 per cent) of the users or potential users report that they have sufficient access to this type of facility. It is among the faculty in the Biological Sciences that we find more expression of "extreme deprivation." Among faculty who are older (51-60 years) and faculty who have longer years of service on the University staff there is somewhat more feeling that they definitely have insufficient access to the facility. Those who have received more research grants and those who have given more papers during the last five years are also less likely to report that they have sufficient access to this type of research space.

Importance of Availability of General Research Facility. There is almost complete unanimity among users or would-be users of general research facilities on the importance of having research space of this type available; as many as 87 per cent feel that it is very important. Do the faculty who rate the availability of this type of research space as very important also feel that the facility is adequate and that they have sufficient access to it? Because of the magnitude of the proportion who think it is very important, it is interesting to note that although 73% have sufficient access to such a facility,

64% feel that the facility available is inadequate. In light of the widespread feeling among the 48 per cent of the faculty who are users that the general research facility is very important and the extent to which there is a feeling that the existent facilities are inadequate, there is likely to be pressure exerted to improve these facilities, particularly as they are apt to be subjected to increased use during the coming years. With the general research facility becoming more a part of the "way of life" not only in the sciences but also in the Social Sciences and perhaps in the Humanities, the expressions of the faculty on this particular subject merit close consideration.

Specialized Research Services

Some faculty members, or members of their research staffs, are engaged in research which requires that their data be processed by specialized equipment--IBM installations or various computer installations. Such installations are not many on campus. Their costs are fairly high and in the case of some, their housing so specialized, that the demand for services would probably have to increase considerably to warrant the expansion of existing installations or the addition of new ones.

Currently, one-half of the faculty report that they have no need for such services. Instructors and faculty in the Humanities and the College are clearly more likely not to require such services.

Thirty-six per cent of the faculty report that they have adequate access to such service, 14 per cent indicate that they do not. Inadequacy of access is indicated with more frequency among faculty in the Physical Sciences than among faculty members in the other affiliation groups. Faculty who have received more research grants and faculty who have presented more papers at professional meetings during the last five years include a higher proportion of faculty who have access to such services and, in addition, a higher proportion

of faculty who feel that they have inadequate access. Faculty in the Social Sciences and the Professional Schools, more than faculty in the other affiliation groups, report adequate access to the services of these specialized pieces of research equipment--57 per cent and 56 per cent, respectively.

Thirty per cent of the faculty expect their needs for these services to increase somewhat in five years as compared with the present; 19 per cent report that their needs will increase considerably. An equal proportion of faculty--62 per cent--in the Physical Sciences and Social Sciences think that their needs will increase, as do 56 per cent of the Biological Sciences and 59 per cent of the faculty in the Professional Schools. Physical Scientists, in particular, are of the opinion that their needs will increase considerably--30 per cent. Forty per cent of the faculty have no need for these services at the present time and anticipate no such needs in five years.

In ten years as compared with the present, sixty per cent of the faculty expect their needs to increase, somewhat more considerably in ten years as compared with five years. The proportions anticipating increased requirements in the four groups mentioned above will increase slightly. A much larger proportion of faculty who consider their current access to these services inadequate expect their needs to increase considerably in five years, as compared with those who feel that they now have adequate access; the latter include a larger proportion who expect their needs to increase somewhat.

Graduate Student Research Space (Tables B-218 through B-224)

Since research is normally an integral part of the training of graduate students, they, in some fields more than in others, also require space in which to engage in research activities. We have already seen that many administrators feel that there is not enough space of this type available. We turn now to the faculty to obtain their opinion as to how their students fare, the students whose research projects they are directing.

Sufficiency of Research Space for Faculty Members' Graduate Students. Three out of five faculty members say that there is sufficient research space for their graduate students. A larger proportion of faculty in the Biological Sciences are of this opinion (76 per cent). In contrast, there is much more dissatisfaction with the amount of such space available among faculty in the Social Sciences--55 per cent say there is not enough. The Humanities faculty are also inclined to be somewhat dissatisfied but much less so than the Social Scientists--39 per cent.

To what extent are faculty who feel that their graduate students have sufficient research space also satisfied with other aspects of student research space--privacy, location, etc.? Emphatically so. Eighty-four per cent think that graduate student research space is satisfactory in ways other than amount of space. Faculty in the Biological Sciences and the Professional Schools, in particular, express this opinion--94 per cent and 92 per cent, respectively. Dissatisfaction with student space, excluding consideration of space, occurs with more frequency among Humanities faculty, and to only a slightly less extent among Physical Scientists and Social Scientists. Only among Humanities faculty do we find expressions of extreme dissatisfaction.

Future Needs for Student Research Space. A substantial majority (69 per cent) of the faculty expect their needs for graduate student research space to increase in five years as compared with the present. Considerable increases are expected more by faculty in the Humanities and the Biological Sciences. Three out of five faculty in the Physical Sciences expect their needs to increase somewhat. Almost the same proportion of faculty (70 per cent) indicate an expected increase in needs for graduate student research space in ten years as compared with the present, but the proportion expecting the increase to be considerable is greater--33 per cent in ten years as compared with the 22 per cent in five years. A comparable drop takes place in

the proportion reporting that they anticipate student space needs will increase somewhat.

On the basis of information provided by the faculty, it is clear that there is no widespread shortage of major proportions as far as student research space is concerned. But there is a shortage and the evidence would point to its being a more serious problem in the Social Sciences. It is only somewhat less of a problem in the Humanities and the Professional Schools. Moreover, the faculty expect their needs for student research space to increase in the next decade, an expectation which reflects no doubt an anticipated increase in enrollments. A current deficiency and an increased future need spell out the problem.

Summary

Research facilities are of great importance to three-fourths of the faculty, a conclusion based upon faculty rating of factors influencing the decision to accept an academic position. They are a matter of extreme importance to faculty in the Divisions, particularly the Biological Sciences faculty.

Only one-third (32 per cent) of the faculty report that they have research space other than their offices. The major portion of the total number of square feet of research space is allocated to faculty in the Physical Sciences, Biological Sciences and Social Sciences. However, a higher proportion of faculty in the Biological Sciences report having this type of space than do so in the Physical Sciences or Social Sciences.

Faculty research space is allocated, to a great extent, to individual faculty members as sole heads of independent research projects. Only 18 per cent of the faculty report that all their research space is assigned to them as co-heads of collaborative research ventures; another 14 per cent mention using research space for both types of projects.

A substantial majority of the faculty who have research space--68 per cent--do not share this space with other research projects in which they do not participate. Multiple assignment of research space occurs more frequently among Physical Scientists and hardly at all among Biological Scientists.

Two-thirds (67 per cent) of the faculty who share research space report undesirable consequences as a result of sharing: conflicts over space allocations; disturbances and distractions; lack of control over required research conditions; overcrowding caused by an inadequate amount of space; and reduction in productivity.

A slight majority of faculty members who have research space (as sole heads) feel that the amount of space they have is adequate. Dissatisfaction is expressed by 46 per cent of the faculty, with extreme inadequacy being reported by only 11 per cent. Only in the Physical Sciences do a majority of the faculty--55 per cent--indicate inadequate research space.

Faculty with research space are evenly divided in their expression of satisfaction with aspects of research space other than the amount of space. Disapproval is found to a slightly less degree among Social Scientists. The major sources of dissatisfaction are: maintenance; age or delapidated condition of rooms or buildings; absence of air-conditioning; inadequate, obsolete or poor research equipment; and distance of research space from office.

Having more satisfactory research space would make a difference to the quality of their academic work to slightly more than one-third (37 per cent) of the faculty who now have research space, with 19 per cent thinking that it would make a great difference. Physical Scientists are more inclined to think that it would make a great difference than are Biological Scientists or Social Scientists. Faculty who have an inadequate amount of research space, who share their research space, and those who consider their research space unsatisfactory for reasons other than the amount of space are more inclined

to feel that having more satisfactory space would make a great difference to their academic work.

Among faculty who have research space, one-half (49 per cent) of those who believe it is of crucial importance are functioning with what they consider to be an inadequate amount of space; one-third of those who rate research space as very important but not crucial feel that they do not have enough space.

One-third (32 per cent) of the faculty who have research space estimate that they will be using the space for less than five years, an estimate made more among Social Scientists than Biological Scientists or Physical Scientists. An additional nine per cent expect to keep their space for between five and nine years. One-fourth indicate that the research space allocated to them will be used for ten years or longer. A fairly large group, 31 per cent, plan to use their research space indefinitely, a response which is more characteristically made by Physical Scientists.

Less than one-fourth of the entire faculty (23 per cent) manifest a need for space to accommodate new research endeavors in the very near future; this group includes those who do not have any research space at the present time but will need some for anticipated new research and those who now have some research space but will need additional space for new research. Slightly more than twice as many--48 per cent--anticipate originating new research in the very near future but will not need space beyond their offices or the research space they now have. The remainder do not think they will be undertaking any new research in the very near future.

Needs for research space in the near future are expressed primarily among faculty in the three Divisions in which are found at the present time the main allocations of research space--Physical Sciences, Biological Sciences and Social Sciences. And faculty who currently have research space are more

inclined to indicate a need for research space in the near future than are those who have no research space.

A slight majority of the faculty expect their needs for research space to increase in the next decade. More anticipate that these needs will increase somewhat rather than considerably, although the proportion feeling that the increase will be considerable is greater in ten years than in five years. Increases are anticipated primarily in the three major areas of use at the present time, but the faculty of the Professional Schools--one-half of them--also indicate that they expect their needs for research space to increase.

Slightly less than one-half (48 per cent) of the faculty report that they have used or might use a general research facility. A substantial majority (73 per cent) of these users or potential users report that they have sufficient access to a facility of this type; 64 per cent feel that the research space of this type which is available is inadequate. There is almost complete unanimity (99 per cent) on the importance of the availability of this type of research facility, with 87 per cent rating it as very important.

The services of specialized research equipment--IBM or computer installations--are required by one-half of the faculty, the great majority of whom report adequate access to such services. Inadequate access tends to be reported more by faculty in the Physical Sciences. The next decade will involve not only more faculty requiring services of this type but, in addition, the faculty will more frequently seek out such services.

A sufficient amount of research space for graduate students whose research projects they are directing is reported by three out of five faculty members. Only among the Social Scientists is there a majority, a slight one, indicating dissatisfaction with the amount of such space available. Faculty

who are satisfied with the amount of student research space available are also, for the most part, satisfied with other aspects of this space. Needs for student research space are expected, by a substantial majority of the faculty, to increase in the next ten years; one-third expect this increase to be considerable in ten years as compared with the present.

Since research space in general involves larger areas of space, the current deficiencies and the anticipated future needs pose a serious problem for the University. The adequate academic functioning, in the vital area of research, of sizeable portions of the faculty in the Biological Sciences, Social Sciences, Physical Sciences and the Professional Schools will depend upon the solution to this problem. The faculty of the Humanities and the Colleges are affected too, but to a much smaller extent.

CHAPTER IX

THE FACULTY:

CLASSROOM SPACE; SOME ADDITIONAL FACULTY COMMENTS; CONCLUSIONS

Classroom Space

Classroom space, as noted in connection with the administrators, poses no major space problem as concerns sheer number of classrooms and total square feet of space. What gives cause for concern is the kind of classroom space available and the specific types which the administrators feel will be needed in the coming decade. What of the current situation? Is there no shortage of desirable types of classrooms at the present time? How satisfactory are classrooms? For the answers to these questions we look to those in the best position to know, the faculty who use them. Are they, moreover, content with the way in which classes are scheduled? Would the faculty be amenable to changes in scheduling?

Some Preliminary Data Regarding the Teaching Activities of the Faculty. (Tables B-6 through B-17, B-22 through B-25) It would appear superfluous to state that the faculty of a University teach, but in light of the great expansion in and emphasis on research activities, it is of some import to know precisely to what extent the faculty is involved in the problem of classroom space. In general, 93 per cent of the faculty do some teaching; only seven per cent indicate that they are primarily concerned with research or administration. The latter situation is reported by a larger proportion of faculty in the Biological Sciences which has a somewhat larger proportion of Research Associates with faculty status whose primary functions are in research. A large proportion of the faculty (61 per cent) teach only or primarily graduate courses, especially faculty in the Social Sciences (81 per cent) and the Professional Schools (96 per cent). Nineteen per cent teach

only or primarily undergraduate courses; as expected, an overwhelming proportion (92 per cent) of the College faculty fall in this category. The remaining 13 per cent consists of faculty who tend to divide their teaching between the two levels, a situation more likely to be found among faculty in the Humanities and the Physical Sciences. In general, the level of teaching is related to rank; faculty with senior rank tend primarily to teach graduate courses, faculty with junior rank mainly undergraduate courses.

For purposes of this study, we have taken the situation as it prevails during one quarter--Winter Quarter, 1961--as typical of the classroom situation. Two-thirds of the faculty provide information for the quarter in question. An additional 17 per cent, because they were out of residence during that quarter or were in residence but did not teach or because of personal preferences or perversity, report on another quarter. This former group, 83 per cent of the faculty, constitutes the basis for our study of satisfaction with classroom space.

Slightly less than one-half (48 per cent) of the faculty is basing its evaluation on one course taught during the quarter, 37 per cent on two courses and the remaining 17 per cent on three or more courses. There is no significant and consistent relationship between rank and number of courses taught--most faculty teach either one or two courses--with the exception of the teaching of three or more courses which is reported to a less extent by Professors than by any other rank. There are, however, differences by affiliation groups. Faculty in the College, in particular, and those in the Humanities are more likely to report teaching three or more courses. In the Biological Sciences and the Physical Sciences, faculty members are far more likely to teach only one course. It must be remembered that there is in all probability a certain amount of underreporting by faculty who teach the higher level courses which students take as research courses in which reading and

research is done in connection with dissertation subject matter.

A slight majority (53 per cent) report solely on graduate courses, 28 per cent solely on undergraduate courses and the remaining 19 per cent on courses at both levels. Level of course(s) taught is related to rank; Professors tend to report primarily graduate courses, Instructors mainly undergraduate courses. The College faculty mentions primarily undergraduate courses, the faculty of the Professional Schools almost exclusively graduate ones. Larger proportions of faculty in the Social Sciences and Biological Sciences designate mainly graduate courses but include to some extent undergraduate courses. In the Humanities, one-third of the faculty report only graduate courses, but one-half (49 per cent) include both graduate and undergraduate courses.

A substantial majority (76 per cent) of the faculty reporting on classrooms--regardless of rank--teach their courses in one building. Three-fourths teach in classrooms which are all located in the same building(s) in which most other courses of their Departments or Schools meet. This is reported by an exceptionally high proportion of faculty in the Biological Sciences and Professional Schools. Faculty in the Humanities and the College are less likely to indicate that all their classes are held in one building, those in the Social Sciences and the College that they are located in the same building as most classes given by their Departments or the College.

Importance of Certain Aspects of Classrooms to Faculty. (Tables B-32 through B-38) Except for the rare gifted and stimulating teacher who can function effectively no matter what the physical setting, most teachers find the physical environment, the classroom, an aid or a hindrance to the performance of their primary function. In the extent to which various elements in the physical environment are felt to exert an influence on the teaching

process lays the degree of importance of classroom space to the faculty.

The faculty were asked to indicate the extent to which ten aspects of a classroom detract from the effectiveness of teaching--"poor lighting; uncomfortable chairs; drab, dirty condition of room; poor ventilation; too large a room for size of class; inadequate equipment for instructor; wrong type of room for course given; poor acoustics; inadequate heat control; and presence of external noises." Reference to too small a classroom for size of class was omitted on the assumption that virtually all faculty would agree than an overcrowded classroom would be a major hindrance.

All of these items are thought to make at least some difference, to detract somewhat from the effectiveness of teaching. A few, more than the others, are rated by larger proportions of the faculty as detracting "hardly at all"--too large a room for size of class (44 per cent), uncomfortable chairs (29 per cent) and wrong type of room for course given (28 per cent). Some are thought to detract a great deal: poor lighting (49 per cent); poor ventilation (55 per cent); poor acoustics (48 per cent); presence of external noises (48 per cent); inadequate heat control (45 per cent) and inadequate equipment (39 per cent).

We have, in addition, some indication of the importance of the location of classrooms to the faculty. Eighty-two per cent feel that the location of classrooms makes a difference, with one-third (34 per cent) reporting that it makes a great difference. Faculty with junior rank are slightly less inclined to think it makes a difference, as are faculty in the Professional Schools and the Physical Sciences. Faculty in the Humanities, Biological Sciences and Social Sciences are more likely to say it matters a great deal.

Faculty who say it makes a great difference have in mind the following: classrooms should be located near the faculty office (mentioned by

38 per cent); they should be near research facilities (22 per cent); they should be adequately equipped (16 per cent); and they should be located in same buildings as Department, School or College (15 per cent). And they should be so located because of the distance the faculty member would have to transport books and equipment needed for classes--from his office or research facility--particularly when equipment is lacking in the classroom.

As far as the classroom itself is concerned, there is no single aspect which is of overwhelming crucial importance to the faculty. Several, such as poor lighting, poor ventilation, inadequate heat control, external noises and lack of maintenance, are felt to distract more than do others from the effectiveness of teaching. To what extent do these items constitute a major source of dissatisfaction among the faculty? Or, are the faculty satisfied with the classroom space at their disposal?

Satisfaction with Classroom Space. (Tables B-18 through B-31, B-269 through B-273) To obtain a rating of a faculty member's satisfaction with all classrooms he used, we resorted to a rough measure of satisfaction, using the following point system: two points for each teaching facility rated as "entirely satisfactory"; one point for each designated as "somewhat unsatisfactory"; and no points if "highly unsatisfactory." The number of points for each faculty member was totalled and an average obtained. Six categories were set up initially and subsequently collapsed into three: Entirely satisfactory--an average of 2; Moderately satisfactory--averages between 1.0 and 1.99; and Unsatisfactory--average ranging from 0.0 through 0.99.

On the basis of this admittedly rough index of satisfaction, we find that slightly less than one-half (48 per cent) of the faculty report that their teaching facilities are entirely satisfactory. To 44 per cent, classrooms are moderately satisfactory. Only a small proportion--eight per cent--

can be said to have clearly unsatisfactory classrooms. That the degree of satisfaction varies with the number of classes taught is expected to some extent in that the more classes taught the greater the opportunity of teaching in an unsatisfactory classroom. Only among faculty teaching one course is there a majority--a slight one of 55 per cent--who feel that their classrooms are entirely satisfactory. In contrast, only 29 per cent of those teaching three to five courses think their classrooms are entirely satisfactory.

In general, degree of satisfaction varies with rank; faculty with senior rank are more inclined to be satisfied with classrooms than are faculty with junior rank. A notable exception are the Associate Professors who, among all ranks, are least likely to rate classrooms as entirely satisfactory and more inclined to consider them moderately satisfactory. Younger faculty and faculty who have been on the University staff less than five years are more likely to designate their teaching facilities as clearly unsatisfactory.

Differences also appear among the affiliation groups. Faculty in the Physical Sciences and Social Sciences are clearly more inclined to feel that their classrooms are entirely satisfactory--63 per cent and 60 per cent, respectively. Only 23 per cent of the College would so classify the rooms in which they teach. Faculty in the College, Biological Sciences and Humanities are more likely to report their classrooms as being moderately satisfactory. In contrast with the other groups, a larger proportion of the College faculty rates their rooms as unsatisfactory.

In what ways are the teaching facilities at the University unsatisfactory? Among the 52 per cent of the faculty who express any dissatisfaction, the major sources of irritation are: inadequate or poor equipment, 45 per cent (including the 16 per cent who specify the poor condition or

absence of blackboards); inadequate or poor lighting, 28 per cent; inadequate or poor maintenance, 26 per cent--all items designated by larger proportions of the faculty as those which detract from the effectiveness of teaching.

Complaints about the state of equipment, particularly of blackboards, are fairly frequent. In connection with teaching laboratories, there are references to the inadequate, old, or "mal-functioning" equipment: "laboratory facility in need of modernization..."; "laboratory needs renovating with improved lighting, lab tables, etc."; and "Inadequate demonstration facilities." There are deficiencies in audio-visual equipment and the facilities such equipment requires: "What seems to me to be really inadequate here is the audio-visual equipment in lecture halls...." Blackboards are considered to be in insufficient supply or in poor condition: "...essential to have adequate blackboard space, B & G should do better job on replacement of worn-out blackboards." Dissatisfaction with equipment is mentioned especially by faculty in the Sciences and the Humanities. Blackboards in particular are the targets of comments by Physical Scientists, notably Mathematicians.

Maintenance, as a source of dissatisfaction, is by now a familiar theme, running through discussions of all kinds of space. In connection with classrooms, the comments range from the more restrained--"Janitorial service and general repair are both poor," "Maintenance and cleanliness barely passable"--to the more intense and vivid--"filthy dirty," "a slum."

Less frequent mention is made of items such as ventilation, heating, acoustics, and external and internal noises, with variations in frequency apparent among the different affiliation groups.

The inadequate size of the classroom is reported by 19 per cent of the faculty who are in any way dissatisfied. Faculty in the Humanities and the Professional Schools are less likely to comment on this. Its effect on

laboratory courses in the sciences is particularly noted by one faculty member: "It is chaotic." Teaching laboratories, it is clear, are less able to accommodate students beyond the set maximum. On the other hand, the reverse situation of a classroom being too large for the class is mentioned by a somewhat smaller proportion (11 per cent) of the dissatisfied faculty. It is felt that this type of classroom tends to discourage discussion, to disperse the class and thereby handicap the teacher. One faculty member finds that "the empty echoing walls are somewhat disturbing."

Some faculty--16 per cent--are discontented with the arrangements, the lay-out, the dimensions of the rooms in which they teach. They complain about the room that is "too long and narrow for effective contact with many of the students," "the long and narrow room in which some students are too far away to participate in discussion or to see the blackboards." Then there are the rooms which are too wide, yielding similar undesirable consequences.

Faculty discontent is also provoked to some extent by their having to teach in rooms which they feel are inappropriate for the courses they are giving--voiced by 12 per cent. This particular situation is more likely to be reported by Social Scientists (23 per cent) and faculty in the College (18 per cent). There are those faculty who complain because they are teaching in a "lecture room instead of a discussion room." "The room was far too large for the class and suitable, if at all, for a lecture course, not a discussion course. The students were seated in slanting rows at some distance from instructor and from blackboard. They could neither see nor hear each other easily." More frequently, the complaint is that the room is "not designed or furnished for seminars." The need for seminar-type rooms rather than the traditional classroom is apparent. Witness this comment: "For a discussion class of eight students, the conventional classrooms...are stiff

and intimidating. A seminar-style room would be much better." A few faculty members comment on the makeshift arrangements for laboratory classes--"just a working corner in lecture room." Or: "Same space used for laboratory and discussion compromises both functions, students too dispersed for discussion, too crowded for laboratory..."

One out of ten of the faculty who are in any way dissatisfied with the teaching facilities available comments on their generally unpleasant atmosphere. Some classrooms are described as: "...dirty, dark and uninviting," "filthy and depressing," and "...dark, stiff room of the classical sort." One faculty member feels that the seminar room in which he held his class is "designed to carefully stifle spontaneous discussion. It is positively spooky."

Although most of the faculty who state reasons for their dissatisfaction with classrooms restrict themselves to a listing of inadequacies, it is clear from some of the comments quoted that a number feel strongly about the conditions which exist with respect to classroom space.

It has been suggested that some members of the faculty, because of dissatisfaction with classroom space available, have had recourse to teaching in their offices, especially in instances where they have needed small seminar rooms to accommodate a limited number of students. According to our data, one-fourth of the faculty report having held classes in their offices during the academic year (or at least that portion of the year for which they were reporting, Autumn and Winter Quarters, 1960-1961). It is a practice engaged in more by Professors than any other rank; this is understandable since they are more likely to be offering the higher level graduate courses for which there are fewer registrants. Comparatively few Instructors hold classes in their offices--11 per cent. It is a practice more likely to be found among

faculty in the Humanities (45 per cent) and to lesser extent among faculty in the Social Sciences (39 per cent) and Professional Schools (24 per cent).

Holding classes in faculty offices is not, however, motivated primarily by faculty dissatisfaction with classroom space. Most faculty who have held classes in their offices during the current academic year (1960-1961)--85 per cent--have done so because they preferred to hold them there. Only 11 per cent report that their inability to get other satisfactory space prompted this measure. Although the practice does not relate significantly to satisfaction with classrooms, it does elaborate on our picture of office utilization. It adds to our understanding of the importance the office may have for some members of the faculty.

A more general idea, and yet in one sense a more limited one, of the satisfaction with classroom space and to a degree of its importance to the faculty may be obtained by looking at the frequency with which members of the faculty are moved to register complaints about the rooms to which their courses are assigned. The findings presented here apply to the academic year, 1960-1961, and primarily to the Autumn and Winter Quarters. Only one-fourth of the faculty (26 per cent) report having made complaints, most of them making one or two complaints. The faculty of the Professional Schools, in particular, are more likely to have made known their dissatisfaction; it is a less characteristic practice of Biological Scientists and Physical Scientists. In addition, one-third (32 per cent) of the faculty indicate that they made no complaints even though they were dissatisfied with some of the classrooms assigned to them, especially College faculty (52 per cent) and to a lesser extent, Biological Scientists (39 per cent). The larger proportion of the faculty (42 per cent), however, report no dissatisfaction and therefore no formal expression of discontent. Physical Scientists, in particular, are more likely to place themselves in this category--65 per cent; faculty in

the College and the Professional Schools are much less likely to do so--25 per cent and 32 per cent, respectively.

What happens with regard to the complaints of the one-fourth of the faculty who evidently felt strongly enough about the situation to make known their dissatisfaction to their Chairman, Dean or other responsible person? Are they dealt with to the satisfaction of the faculty involved? A slight majority (55 per cent) report they are satisfied, with 20 per cent completely satisfied. The remainder still feel dissatisfied, dividing almost evenly as to the degree of dissatisfaction. The small number of cases involved makes it difficult to report with any certainty variations among the affiliation groups. All that we can say is that it would appear that Social Scientists are slightly more likely to be satisfied with the efforts made to meet their complaints than are faculty in the Professional Schools.

What of the one-third (32 per cent) who do not complain even though dissatisfied? Why don't they? Do the reasons they give for not doing so shed any light on the classroom situation? One out of five (21 per cent) feels that there was no need to complain since the administrator already knew about the situation or was already trying to do something about it. Another group (14 per cent) are of the opinion that what they are dissatisfied with is not serious enough to warrant a complaint. In the main, however, no complaint is made because the faculty members are of the opinion that there is no point in doing so, either because they feel nothing could be done about the point in question or because nothing would be done about it.

Those who feel that nothing would be done (13 per cent) manifest a resignation to the situation based primarily upon prior failures. "It does no good" or "It's useless." "No likelihood of anything being done about it from experience of the preceding years." "Have been through this years ago."

"I have given up. Janitorial service has been and continues to be hopelessly bad."

The faculty who are of the opinion that there is no point in complaining because nothing could be done (39 per cent) fall into two basic groups: those who believe there is a shortage of classroom space or of "good" classroom space; and those who indicate that remedial measures would be costly and therefore out of the question since funds were unavailable.

> "There just aren't enough rooms of the proper sort to go around."
>
> "I knew that there were no other rooms available."
>
> "There seemed to be no point in doing so--I knew good rooms are scarce."
>
> "...I know too much about the scarcity of satisfactory classrooms and the pressures on classrooms."
>
> "This is an old building--to correct its faults would be unduly expensive and time consuming."
>
> "Funds unavailable to change situation."
>
> "I knew no funds were available for renovation of teaching laboratories."

Another group of faculty (11 per cent) refer not to a shortage of classroom space as such but rather to a shortage of desirable rooms. What they are complaining about is as good or better than what is otherwise available. College faculty in particular refer to the generally unsatisfactory condition of rooms in Cobb: "Hopeless case--no better facilities available"; "Very few of the rooms in Cobb are really suitable in respect to lighting and acoustics"; and "The main problem--radiator noise--he could not solve as it exists, to my knowledge, in all the rooms in Cobb Hall." Other faculty comment along the same general lines: "None available that were any better"; "Most of the other rooms not any better"; and "I knew the alternative was a room so large that it was worse than the one I had."

If we look at both the findings on degree of satisfaction with classroom space during one quarter and those on frequency of complaints about classrooms, taking into account the extent to which faculty report satisfaction with meeting of complaints, we come to the conclusion that slightly more than one-half (55 per cent) of the faculty can be said to be satisfied with the classroom space at their disposal. This can hardly be considered widespread approval. Although there is some reference to a shortage of classroom space, this is exceptional. What is more common is the shortage of "good" classroom space, rooms not deficient with respect to equipment, lighting, ventilation, acoustics, heat control and maintenance. There is also some dissatisfaction with the space available, with classrooms that are too small or too large. Complaints about the type of classroom, and particularly the expressed desire for seminar -type rooms, are indicated by some, but not many, faculty members. And although it makes a difference to a substantial portion of the faculty where their classrooms are located, it makes a great difference to only one-third of them. Those who feel location matters have in mind primarily the proximity of their classes to their offices or to research facilities.

Scheduling of Classes--Days and Hours (Tables B-38 through B-43)

The University has a large amount of space allocated for classroom purposes. The utilization of this space, however, is not evenly distributed over the available days and hours. There is an apparent higher level of utilization on certain days and at certain hours. It is possible that estimates of future increased need for utilization of classroom space might be met by changes in the scheduling practices, by a more evenly distributed utilization pattern over the days of the week and over the hours within the day and by more extensive use of classroom space during the evening hours and on Saturdays.

Let us state at the outset that the faculty express overwhelming satisfaction with the scheduling of classes, both as to days and to hours. They display extreme satisfaction, more with respect to days than to hours--78 per cent as compared with 68 per cent--but the net result is clear: faculty members approve of the current operation. What would their reaction be to possible scheduling of classes at various hours or on specific days? Would there be an over-all acceptance?

In general, there would be less faculty objection to extending the academic day, to teaching in the early morning hours and the late afternoon. Early morning instruction would be definitely unacceptable to only 19 per cent of the faculty; classes scheduled for late afternoon would be definitely acceptable to only 12 per cent. Evening hours, however, provoke more faculty reaction, particularly when they are designated on certain days. A sizeable proportion of the faculty--74 per cent--find the prospect of teaching on Friday evening definitely unacceptable. Faculty members do not differ by rank on this score; those in the Physical Sciences and Professional Schools, however, are somewhat less inclined to reject this possibility (63 per cent in both groups). Monday evening is clearly unacceptable to 47 per cent, and more so to Professors than to any other rank. The unacceptability of this particular time is less likely to be expressed by faculty in the Professional Schools (27 per cent). Forty-three per cent of the faculty also reject completely the notion of teaching courses on other weekday evenings, a position again expressed slightly more among Professors. Only the Professional Schools faculty indicate much less hostility to this scheduling. Evening hours, then, do not meet with widespread acceptability; the idea of teaching on Friday night appears to be particularly abhorrent.

Although we have no data on the subject, our impression is that many faculty prefer, if possible, to restrict their instructional duties to either the morning or afternoon hours on any given day, thereby allowing them to engage in research and other activities for an uninterrupted period of time. To teach in the morning and afternoon on any given day would be definitely unacceptable to one-fifth (21 per cent) of the faculty. It would be especially rejected by the Biological Scientists (35 per cent) and Physical Scientists (34 per cent), an understandable reaction in light of the fact that they are more likely to be teaching laboratory courses which tend to be of longer duration per session. Even in these affiliation groups, however, sizeable majorities would be willing to go along with such scheduling.

It would also appear possible to extend the teaching day by assigning classes to the earlier morning hours and the later afternoon hours. Only one-fifth (19 per cent) of the faculty would find class at 8:30 in the morning completely unacceptable; this opposition is expressed more among faculty in the Humanities (23 per cent), Social Sciences (23 per cent), and the Professional Schools (21 per cent). Less objectional would be a late afternoon class which would be definitely unacceptable to only 12 per cent of the faculty. Faculty in the Biological Sciences and the College are more inclined to indicate rejection of this time, although not by sizeable proportions--21 per cent and 22 per cent, respectively.

Any effort to spread class scheduling over more days of the week would meet with opposition from some of the faculty, more so in some affiliation groups than in others. Although only one-third (35 per cent) of the faculty would reject the notion of teaching on every day of the week, Monday through Friday, it would be particularly unacceptable to larger proportions among faculty members in the Professional Schools (50 per cent), the Social

Sciences (42 per cent) and the Humanities (38 per cent). Forty-six per cent of the faculty would reject completely the prospect of teaching on Saturday, including slight majorities of the faculty in the three groups mentioned above. In addition, a large proportion (46 per cent) of the faculty of the College would consider this day definitely unacceptable.

With the exception of the scheduling of classes on Friday evening which would be utterly unacceptable to a sizeable majority of the faculty, the suggested schedulings are not rejected by a majority of the faculty as a whole. It is true, however, that strong opposition may be expected by majorities within different affiliation groups in connection with any one of the proposals. The findings do indicate, however, that there is the possibility of coping in part at least, with increased needs for classroom utilization through the scheduling process. This does not eliminate the more serious problem of providing more satisfactory classroom space--more rooms of a particular type and more rooms in better physical condition and better equipped.

Some Additional Comments by the Faculty

Given the opportunity to comment further on any space problem, many faculty members did so, the majority of them reiterating attitudes toward items already expressed elsewhere in their questionnaires--regarding office space, classrooms, research space, and maintenance. Some, however, made general statements about their Departments or Schools or about topics not covered in the questionnaire. It is to the latter that we now direct our attention.

A number of faculty members took the opportunity to comment upon the conditions in and needs of the Department, School or College with which they are affiliated. Some examples follow:

Chemistry: "The space and facilities at present available in Chemistry are wholly inadequate for a major University and I feel that an immediate improvement is essential if the Department is not to go downhill. I know of no other university or college in the country with such inadequate and ancient laboratories--and I've been around all the major institutions."

"... should devote more thought to the allocation of space for new faculty members ....One factor which makes it difficult to attract and keep faculty members is the overall poor quality and inadequacy of space. The administration should do more in this area."

The College: "...nothing short of a decent undergraduate teaching center would begin to reach the problem."

"I feel that it is extremely important that research facilities be more available for college staff members in the scientific fields--if they need them."

"There is great need for a Faculty Common Room that is ample and comfortable...."

"... many unfortunate college teachers who teach a laboratory course ...at the mercy of the divisions as far as space is concerned.... Not only are the college teachers 'poor cousins' as far as research facilities are concerned but the department as a whole refuses to acknowledge even this relationship. It must be an individual departmental member who gives up some of his space. One very poor solution has been to appoint primarily theoretical scientists to our staff since they need only office space for research -- but the course is beginning to reflect the lack of wisdom of this choice. The college desperately needs laboratory research facilities for its faculty.... must have research space it can call its own. How can one set up a research program never knowing when the current arrangement will end, leaving one with no space?"

"The College needs better office space and facilities as a matter of: (a) work needs (b) Morale."

"The general physical plant ... is impossibly dreary, badly arranged, improperly designed for the functions performed in it, disgracefully maintained and serviced and without essential equipment."

Divinity: "There would be no space problems in Swift Hall: (a) if it were occupied only by the department for which it was originally built; (b) if the Library had adequate space; and (c) if we did not have two or three times the administrative services necessary."

"The Divinity School needs, in my judgment, in this order: (1) seminar rooms; (2) more and better offices; (3) student workrooms beyond library; and (4) a student center."

Mathematics: "The problem the Mathematics Department faces in the near future is space for visitors and postdoctoral Research fellows."

Microbiology: "The buildings housing this department are very poor and are not repairable. They were built as 'temporary construction' in 1912. This department should be housed in one building."

"My quarters in the Research Institutes are quite good ... and am not too far from Microbiology in Ricketts. I would consider my quarters very poor indeed if I had by chance laboratories with the rest of the department in Ricketts."

Music: "The Music Department urgently needs a new building. Until it gets one it can not serve the University properly...."

"The Music Department desperately needs practice rooms and listening rooms for its students."

Physiology: "In my view, the obsolescence of our physical plant severely hampers recruitment of good faculty. In the sciences at least, this is more important consideration than neighborhood."

Psychology: "Psychology needs classroom space, laboratory space and a unified office setup."

"I share one of the two decent laboratories available in this department. The rest of our space is terrible. We have been 'making do' and developing a strong program despite this, but all of us are running out of hope. Unless our housing is improved and quickly, we will lose our best and most important men."

"While I usually am not preoccupied about the ancient and drab quarters of our department, visitors and students comment not infrequently. Undergraduate students react more than graduate students to the lab and classroom buildings. It may sometimes be a factor in recruiting students, and certainly is to prospective faculty."

A number of these comments make reference to faculty common rooms, student centers and particular types of space, all of which are referred to by other faculty, although the numbers are comparatively small. "There is a

genuine need for departmental space where students can gather to talk shop and carry on informal seminars." "Urgently need a common staff office where staff meetings can be held and staff papers and materials are accessible to all staff members."

In one particular area, the faculty are quite vocal and contribute additional comments, particularly faculty in the Humanities Division--the Library. A few sample comments reveal its importance as a research facility and the intensity of faculty feeling concerning its shortcomings:

> "Space means not merely class and office space but space for the tools of research, i.e., a library building. Ours is totally inadequate."
>
> "In general, laboratories are not required by scholars in the Humanities. The library is our laboratory and it is vastly important that offices have easy access to the relevant library...."
>
> "The importance of the library for study and research in the Humanities is very great....Ours is one of the great libraries in this country and in the World in the fields best known to me...but the facilities for using it are woefully inadequate in space, equipment and maintenance."
>
> "U. of C.'s library needs are very critical."
>
> "Library Resources and Facilities are the 'research space' of Humanities and others similarly engaged. I regard the proper housing and improved acquisitions of our library as a matter of greater urgency than any question of office or classroom space."
>
> "For me, 'research facilities' means the Library which is not adequate, either in holdings or in facilities for their use."
>
> "But in my field, as in many fields of both Humanities and Social Sciences, the one and only tool of research is <u>books</u>.... Yet the library is, in my field, as important a factor in attracting or repelling faculty as anything else. And it should be stressed, over and over again, that the state of our library is scandalous. It is grossly inadequate as a physical plant, and the budget for acquisition of books is that of a third-rate college. We are coasting (downhill) with a collection acquired mostly 50 years ago."
>
> "The scientific library facilities at UC are wretched. There is a clear need for a <u>unified</u> library of the Natural Sciences

> with plenty of space for future expansion....The present Departmental Libraries should be maintained as 'branches' of the Main Science Library...."

It is appropriate to conclude this section with some faculty expressions on a subject which is mentioned repeatedly in connection with all kinds of space--maintenance. No comments are necessary; they sum up better than we could the feelings of the faculty.

> "I am not nearly as concerned regarding my personal space needs as that of my particular department which I consider most inadequate. I am most concerned about the University as a whole. I think the poor maintenance of classrooms and offices one of its most serious defects. Each year our students and visitors are shocked by the lack of proper upkeep of rooms, describing their condition as shameless and disgraceful. I believe more money and attention to maintenance is crucial for public relations and recruitment."

> "The poor ventilation and dirty walls are part of the generally depressing conditions on the campus. They don't actually interfere with teaching--they just degrade the atmosphere."

> "I wish to emphasize the complete lack of maintenance and janitorial service. The situation is an absolute disgrace. And would be hard to duplicate in other Universities and Colleges."

> "I regret the fact that SSA ...is located in a building that is so poorly kept up. Its 'unkempt' looks are embarrassing both as far as our students and the many visitors we have from all over the country and abroad are concerned."

> "It is very important, in my opinion, to have good janitorial and maintenance services on University buildings, externally and internally....Pleasant, clean surroundings bespeak an active, progressive institution while physically neglected facilities imply neglect, carelessness and decadence."

Conclusions

Although office space appears to be important to three-fourths (74 per cent) of the faculty, it is of major importance to only a small proportion (28 per cent). In contrast, research facilities are of extreme importance to a substantial majority of the faculty, although admittedly a number of the faculty are interpreting them broadly to include their offices, library facilities or other general research facilities.

Typically, the faculty member at the University has one office of medium size which he does not share with any other faculty member or any other agency or group. Rarely does it accommodate non-faculty personnel. It is located conveniently with respect to the offices of most other members of his Department or School, usually in the same building. He is satisfied with the amount of office space he has and with most other aspects of his office, with the exception of the maintenance of his office. It is hardly surprising then that he expresses satisfaction with the present method of allocating offices. He would find that having to share his office would make a great difference to his academic activities, since he places great emphasis upon the need for privacy in carrying out his various functions. Having more satisfactory office space, he feels, would make little or no difference to the quality of his work or the amount of time he spends in his office.

That a sizeable majority of the faculty are satisfied with the amount of office space they have and with other aspects of their offices should, however, not obscure the fact that a proportion of the faculty, however small in comparison, are dissatisfied. And, moreover, it is clear that even a portion of those who consider their offices fairly satisfactory believe that having more satisfactory office space would make a difference.

There is clearly less satisfaction with the amount of research space allocated to them, even though only one-third (32 per cent) of the faculty have research space other than their offices. Research space is held primarily by faculty in the Physical Sciences, Biological Sciences and Social Sciences; dissatisfaction is more characteristic of faculty in the Physical Sciences. As in the case of offices, most research space is not shared with rhe research projects of other faculty members. And the future will mean not only further needs of those who now have research space but in

addition the needs of faculty who currently do not have any. In light of the great importance assigned to research facilities, it is cause for concern that only a slight majority of those who have such space are satisfied with the amount they have.

At the present time slightly less than one-half of the faculty use or might use a general research facility; virtually all think it is important to have; most have a sufficient access to this type of facility even though there is some feeling that the general research facilities are inadequate. The services of specialized research equipment are needed by one-half of the faculty, most of whom report having adequate access to such services. With respect to the general research facility and the services of the specialized research equipment, the coming decade will bring an increased need on the part of the faculty.

A slightly higher level of satisfaction is expressed by the faculty with respect to the research space available for graduate students whose projects they are directing. In addition to the deficiencies reflected by those who are dissatisfied, there is the prospect of a substantial increase in the needs for this type of research space in the coming decade.

In the area of classroom space, a slight majority of the faculty express dissatisfaction. In this instance, it is not so much a matter of their thinking that more classroom space is needed as it is of better classrooms as to type of room and the conditions of the classrooms.

On the whole, the faculty are fairly well satisfied with their offices. To a much lesser extent is there satisfaction expressed with research space and classroom space. In connection with research space, a major source of dissatisfaction is the amount of space allocated; in connection with classrooms it is more a matter of certain aspects of the classroom--lighting, ventilation, heating, maintenance--which are considered to be of importance in the effective performance of the teaching function.

CHAPTER X

A RECAPITULATION

The administrators and the faculty provide two approaches to the same problem which differ and yet are related. The findings themselves reflect this difference and at the same time are complementary. When we look at the space problem from both points of view, what do we find?

The administrators, viewing the problem in terms of an administrative unit and in relation to other problems they are dealing with, indicate overwhelmingly that an urgent space problem exists in connection with their own unit--51 per cent say that it is a "very pressing" problem, an additional 31 per cent that it is "somewhat pressing." No administrator admits to being without a space problem. Office space is the major problem area, followed closely by research space; classroom space is to a much less extent a space problem. If we judge the relative importance of the different types of space problems to the faculty in terms of the degree of satisfaction which prevails with respect to each, we find that office space can be said to be much less of a problem to the faculty than are research space and classroom space. Here, and throughout the report, we emphasize the fact that research space other than the office is a phenomenon which appears most frequently in the Biological Sciences and Physical Sciences and to a lesser extent in the Social Sciences. In fields in which research is more characteristically pursued in the faculty office, the administrators are less likely to consider research space an important problem, except insofar as they interpret it as applying also to library or other specialized facilities. To a degree, then, that office space is the administrators' most important problem also signifies an important research space problem.

Both administrators and faculty assign a basic importance to office and research space, the administrators to their role in negotiating with prospective faculty and the faculty in the role they would play in their decision to accept an academic position.

Office Space

Four out of five administrators report that some members of their faculty have what they, the administrators, consider to be unsatisfactory office space. Their estimates produce a total of approximately one-fourth of the faculty with such space, with higher proportion of the faculty in the Biological Sciences and Humanities having their offices so classified. The major source of dissatisfaction is the size of the office; 63 per cent of the administrators who report unsatisfactory offices feel that some of these offices are too small. Forty-one per cent mention the inconvenient location of the office as a reason and 30 per cent designate sharing of offices as a source of dissatisfaction.

Turning to the faculty we find that 80 per cent of the faculty do not share their office with any other faculty member or with any agency or group. In discussing satisfaction primarily in terms of the faculty with non-shared office space, we find that 83 per cent are satisfied with the amount of office space they have, with a slight majority (55 per cent) being extremely satisfied. This could be anticipated since 82 per cent of the faculty have medium-sized or large offices; only 18 per cent have what can be called small offices, 44-99 square feet. Even when we include in our consideration the faculty who share office space, three-fourths of whom are satisfied with the amount of space they have, the proportion of the total faculty who are not satisfied with the amount of space they have is small--only 18 per cent.

Although it is true that faculty who have smaller offices are more likely to be dissatisfied with the amount of space they have, the general feeling of satisfaction is well illustrated by the fact that 73 per cent of those with small offices are not dissatisfied with the amount they have.

Sizeable proportions of the faculty are well satisfied with the other aspects of their offices, including location. Maintenance and janitorial services, however, receive the approval of only 56 per cent of the faculty.

A substantial majority of the faculty--74 per cent--do not feel that having more satisfactory office space would make a difference to the quality of their work. Nineteen per cent believe it might make some difference and seven per cent think it would probably make a great difference. Faculty in the Humanities are clearly more likely to feel that having more satisfactory space would make a difference, a reflection of the somewhat greater prevalence among them of sharing of offices and dissatisfaction with the amount of office space. Having more satisfactory office space, in general, is more likely to make a difference to those who have an unsatisfactory amount of space at the present time. It is noteworthy, however, that one-third (34 per cent) of those with fairly satisfactory amount of office space indicate that having more satisfactory office space would make a difference.

For the faculty who have an unsatisfactory amount of space and are therefore using their offices less, providing more satisfactory office space will probably enable them to spend more time in their offices. For a substantial majority of the faculty, however, providing more satisfactory office space will make no difference in the amount of time they spend in their offices.

At the present time there is, then, a small percentage of faculty whose office space is unsatisfactory, a minimum of 17 per cent, but there may be as many as 20 per cent. There is, however, a proportion of the faculty who report that they have a satisfactory amount of office space who also indicate that if they had more satisfactory space it would make some difference to their academic work.

The problem of office space, however, is not a static one. Retirements and resignations are not necessarily equal in number to new additions to the faculty. It is from the administrators that we gain some notion of what will be needed in the future. By 1965, administrators' estimates indicate that there will be 132-145 more faculty members at the University; by 1970, there will be 214-236 more faculty members as compared with the present. There is a major problem of providing adequate office space for these additional faculty as well as correcting the deficiencies that currently exist. Any plans should take into account that the faculty overwhelmingly would reject the notion of sharing an office and that they prefer their offices to be located in the same building as most other offices in their Department or School. Administrators also tend to emphasize sharing and location, basing their evaluations of satisfaction with faculty offices in their own unit on these very two factors to a large extent. Consideration must also be given to the administrators who are much concerned over the fact that their Departments are dispersed in several localities, and whose important problem is the unification of the offices in one location.

To the extent that the faculty, in substantial proportions, feel that the amount of research activities should be a major criterion in allocating offices and report that their research activities in the office will increase in the future, any plans for the future must take into consideration

the provision of ample office space and the likelihood that some offices which are currently satisfactory will no longer rate as such in the near future.

In addition to the faculty office space discussed, there is the problem of administrative office space. One-half the administrators (51 per cent) indicate that their current space is not satisfactory for their needs. Only four administrators feel that they will need no additional space in the coming decade. Besides the space required to alleviate current inadequacies, a total of 31,229 square feet of office space is estimated as necessary in the coming decade to meet future needs.

Research Space

Administrators, over one-third of them, rate research space as their second most important space problem. It is a matter of concern particularly in the Biological Sciences, Physical Sciences and Social Sciences. Those administrators whose faculty both need and have research space overwhelmingly express dissatisfaction with the amount available. And administrators as a whole, whether their faculty has or needs research space, agree that it would be most difficult to get additional research space.

Actually, research space is allocated to one-third (32 per cent) of the faculty, according to their reports which may be slightly underreported. The findings from the faculty corroborate the concentration of faculty research space in the three Divisions mentioned above and indicate further that a larger proportion of faculty in the Biological Sciences report having research space than do those in the Physical Sciences or Social Sciences. Sixty-eight per cent of the faculty with research space have this space allocated to them as sole heads of a research activity. A sizeable majority--68 per cent--do not share their research space with the project

of any other faculty member. Sharing is more likely to be reported by Physical Scientists.

The general impression of inadequacy which is derived from the administrators is tempered somewhat by the fact that less than one-half (46 per cent) of the faculty (those assigned space as sole heads) classify their research space as inadequate. On the other hand, it is clear that there is a lower level of satisfaction with research space among the faculty, as compared with satisfaction with office space. Although dissatisfaction is more prevalent among Physical Scientists, they require proportionately less additional space to correct current deficiencies than do Social Scientists or Biological Scientists. Faculty divide fairly evenly in their satisfaction with aspects of research space other than the amount of space.

Having more satisfactory research space would make a difference to slightly more than one-third (37 per cent) of the faculty who now have research space. This opinion is more likely to be expressed by faculty who have an inadequate amount of such space, faculty who share their research space and those who find their space unsatisfactory for reasons other than the amount of space. Physical Scientists are more likely to think it would make a great difference than are Biological Scientists or Social Scientists.

It appears evident that a majority of the faculty with research space do not intend to relinquish the space within the next five years. Among the one-third (32 per cent) of the faculty who have research space and expect to use it for less than five years, Social Scientists are more likely to make this estimate than are Biological Scientists or Physical Scientists. This finding points up the problem of not being able to count on a turnover in research space to accommodate a large portion of future needs. And the

variations in research methods and equipment needed which exist among the fields further intensify the problem by limiting the free flow of research space.

Both administrators and faculty indicate a sizeable increase in needs for research space in the future. These increases are expected in the three major areas already referred to and, in addition, among the faculty in the Professional Schools.

Slightly less than one-half (48 per cent) of the faculty report that they use or might use a general research facility, most of whom report adequate access to such research space. The importance of this type of facility is indicated to a larger extent by the faculty than by the administrators, but the majority of both groups agree that the general research facilities available are inadequate. According to the administrators, there will be a great increase in faculty needs for this type of research facility in the next decade.

The research space and facilities available for students is considered by two-thirds of the administrators to be unsatisfactory. The faculty, looking at this question only from the point of view of the graduate students whose research projects they are directing, are more inclined to feel that there is sufficient space for these students--sixty per cent report a sufficiency. Only among the Social Scientists is there a slight majority which indicates dissatisfaction with the amount of space available. But administrators and faculty agree that the coming decade will bring a substantial increase in the needs for this type of research space.

The larger areas involved in research space and the costly equipment which is at times an integral part of this type of space mean that current

deficiencies and future needs in connection with research space pose a serious problem.

Classroom Space

Despite an anticipated increase in enrollment, classroom space is not expected to be the major space problem in the coming decade. It is evident, however, that the administrators expect the utilization of classroom space to increase. What they are concerned with is not so much more space as such, but more of certain types of space--seminars, lecture rooms and teaching laboratories.

Information regarding current deficiencies in classroom space is derived in the main from the faculty. Slightly less than one-half (48 per cent) are completely satisfied with the teaching facilities they use, a degree of satisfaction more likely to be expressed by Physical Scientists and Social Scientists. The major sources of dissatisfaction are also items which the faculty feel are related to the effectiveness of teaching--inadequate or poor equipment, inadequate or poor lighting, inadequate or poor maintenance. A small proportion give attention to the current deficiency in seminar-type rooms.

Any plans to cope with the potential pressure on classroom space by changes in the scheduling of classes must take into account the general satisfaction prevalent among the faculty with the current system. Even though the level of classroom utilization is supposed to be quite low at the University and there is apparently concentration of utilization on particular days and at particular hours, scheduling of classes on certain days and at certain hours would clearly be unacceptable to some of the faculty.

Changes in schedulings, however, do not cope with the basic problem of providing more satisfactory classroom space--more rooms of a particular type and more rooms which are in better condition and better equipped.

Although we have presented here merely some of the highlights from the study, they are sufficient to indicate the magnitude and complexity of the space problem at the University, particularly if consideration is to be given to faculty attitudes in several areas. What is obvious is that the correcting of current deficiencies and the meeting of future needs in connection with office space and research space will involve a large amount of space and that much of what is needed must be available within the next five years. A few departments are vehement now about their space problems; they are likely to be joined by others in the near future. The indications we have of a belief that inadequacies with respect to space are endangering the ability of departments to hold and recruit able faculty may be few but they certainly cannot be ignored completely.

APPENDIX B

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TABLE B-1

PERMANENT FACULTY APPOINTMENT (TENURE), BY RANK

Tenure Status	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Have tenure	53	98	84	5	2	7
Do not have tenure.	47	2	16	95	98	93
Total per cent	100	100	100	100	100	100
Base for percentages	(558)	(203)	(104)	(137)	(58)	(56)
No answer.	(2)	(-)	(1)	(-)	(-)	(1)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

(Q. 5A)

TABLE B-2

OFFICIAL ADMINISTRATIVE POSITION(S) HELD, BY RANK

Official Administrative Positions Held	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
No official administrative position	80	66	79	91	100	91
Official administrative position:						
Dean	3	5	3	-	-	2
Assistant or Associate Dean	2	3	1	1	-	5
Chairman of Dept., Comm	6	13	4	1	-	-
Secretary of Dept., Comm.	4	4	8	4	-	2
Chairman of College Section or Group[a]	2	2	6	1	-	-
Acting Chairman, Secretary of Dept., Comm., College Group[a]	1	2	1	1	-	-
Director of Institute, Center or Laboratory[a]	3	7	-	1	-	-
Total per cent (some report more than one position.	101	102	102	100	100	100
Base for percentages	(558)	(203)	(105)	(135)	(58)	(57)
No answer	(2)	(-)	(-)	(2)	(-)	(-)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a]Answer volunteered by respondent.

(Q. 5A)

TABLE B-3

OFFICIAL ADMINISTRATIVE POSITIONS(S) HELD, BY AFFILIATION

Official Adminstrative Positions Held	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
No official administrative position.	80	81	70	81	80	87	83
Official administrative position:							
Dean.	3	2	3	2	3	5	1
Assistant or Associate Dean.	2	3	1	2	2	1	4
Chairman of Dept., Comm. . .	6	7	13	6	7	1	-
Secretary of Dept., Comm.. .	4	4	6	6	4	2	2
Chairman of College Section or Group[a]	2	2	3	1	-	-	9
Acting Chairman, Secretary of Dept., Comm. College Group[a].	1	-	3	-	2	-	1
Director of Institute, Center or Laboratory[a] . .	3	3	3	3	4	4	-
Total per cent (some report more than one position).	101	102	102	101	102	100	100
Base for percentages . . .	(558)	(67)	(77)	(95)	(140)	(96)	(83)
No answer.	(2)	(-)	(-)	(1)	(1)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a]Answer volunteered by respondent.

(Q's. 7A-7I)

TABLE B-4

RATING OF CERTAIN FEATURES OF THE UNIVERSITY, BY RANK

Rating of Certain Features of the University	Total Faculty	Rank: Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
7A. Quality of Students						
Excellent	24	22	23	28	21	22
Good	66	68	66	63	65	72
Fair	9	9	11	8	12	6
Poor	1	1	-	1	2	-
Very bad	-	-	-	-	-	-
Total per cent	100	100	100	100	100	100
Base for percentages	(542)	(194)	(105)	(135)	(57)	(51)
No answer	(18)	(9)	(-)	(2)	(1)	(6)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
7B. Salaries						
Excellent	5	8	3	4	4	4
Good	49	54	48	44	50	49
Fair	38	31	39	48	39	36
Poor	7	6	10	4	7	9
Very bad	1	1	-	-	-	2
Total per cent	100	100	100	100	100	100
Base for percentages	(542)	(192)	(104)	(135)	(56)	(55)
No answer	(18)	(11)	(1)	(2)	(2)	(2)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
7C. Housing for Faculty						
Excellent	2	1	1	4	4	2
Good	17	21	13	9	18	27
Fair	41	47	36	34	42	49
Poor	29	23	39	36	26	20
Very bad	11	8	11	17	10	2
Total per cent	100	100	100	100	100	100
Base for percentages	(507)	(187)	(98)	(127)	(50)	(45)
No answer	(53)	(16)	(7)	(10)	(8)	(12)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-4 (continued)

Rating of Certain Features of the University	Total Faculty	Rank: Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
7D. Opportunities for Communication with Other Faculty Members						
Excellent	29	40	27	23	19	17
Good	41	41	41	46	28	46
Fair	19	15	16	18	35	28
Poor	10	3	16	11	18	7
Very bad	1	1	-	2	-	2
Total per cent	100	100	100	100	100	100
Base for percentages	(547)	(197)	(103)	(136)	(57)	(54)
No answer	(13)	(6)	(2)	(1)	(1)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
7E. Faculty-administration Relations						
Excellent	22	29	18	21	12	18
Good	51	53	52	46	51	52
Fair	20	13	23	25	25	26
Poor	6	5	7	6	10	4
Very bad	1	*	-	2	2	-
Total per cent	100	100	100	100	100	100
Base for percentages	(529)	(194)	(104)	(130)	(51)	(50)
No answer	(31)	(9)	(1)	(7)	(7)	(7)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
7F. Quality of Faculty in Own Field						
Excellent	43	45	43	40	42	42
Good	46	43	46	49	46	46
Fair	10	11	9	10	12	10
Poor	1	1	2	-	-	2
Very bad	*	-	-	1	-	-
Total per cent	100	100	100	100	100	100
Base for percentages	(542)	(194)	(103)	(136)	(57)	(52)
No answer	(18)	(9)	(2)	(1)	(1)	(5)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

* Less than 0.5 per cent

TABLE B-4 (continued)

Rating of Certain Features of the University	Total Faculty	Rank: Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
7G. Faculty-student Relations						
Excellent	13	13	11	13	14	10
Good	54	56	50	50	60	60
Fair	26	25	30	30	19	24
Poor	6	4	9	6	5	6
Very bad	1	2	-	1	2	-
Total per cent	100	100	100	100	100	100
Base for percentages	(540)	(193)	(105)	(135)	(57)	(50)
No answer	(20)	(10)	(-)	(2)	(1)	(7)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
7H. General Reputation of University						
Excellent	36	27	32	41	42	54
Good	57	61	63	55	51	42
Fair	7	12	5	3	5	4
Poor	*	*	-	1	2	-
Very bad	-	-	-	-	-	-
Total per cent	100	100	100	100	100	100
Base for percentages	(547)	(196)	(105)	(135)	(57)	(54)
No answer	(13)	(7)	(-)	(2)	(1)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
7I. Retirement Policy						
Excellent	9	8	6	13	11	8
Good	48	43	49	50	64	52
Fair	30	34	31	27	25	23
Poor	10	13	11	6	-	17
Very bad	3	2	3	4	-	-
Total per cent	100	100	100	100	100	100
Base for percentages	(506)	(194)	(101)	(127)	(36)	(48)
No answer	(54)	(9)	(4)	(10)	(22)	(9)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

*Less than 0.5 per cent

TABLE B-5

RATING OF CERTAIN FEATURES OF THE UNIVERSITY, BY AFFILIATION

Rating of Certain Features of the University	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
7A. Quality of Students							
Excellent	24	12	17	15	28	19	45
Good	66	83	70	68	65	66	49
Fair	9	5	13	13	6	14	6
Poor	1	-	-	4	1	1	-
Very bad	-	-	-	-	-	-	-
Total per cent	100	100	100	100	100	100	100
Base for percentages	(542)	(64)	(71)	(93)	(136)	(95)	(83)
No answer	(18)	(3)	(6)	(3)	(5)	(1)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
7B. Salaries							
Excellent	5	-	-	9	4	11	4
Good	49	41	31	74	52	55	35
Fair	38	50	50	15	38	31	53
Poor	7	8	16	2	6	3	8
Very bad	1	1	3	-	-	-	-
Total per cent	100	100	100	100	100	100	100
Base for percentages	(542)	(66)	(72)	(92)	(135)	(94)	(83)
No answer	(18)	(1)	(5)	(4)	(6)	(2)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
7C. Housing for Faculty							
Excellent	2	-	2	4	2	4	1
Good	17	11	12	16	21	18	17
Fair	41	36	49	43	41	34	44
Poor	29	42	28	25	25	32	29
Very bad	11	11	9	12	11	12	9
Total per cent	100	100	100	100	100	100	100
Base for percentages	(507)	(64)	(67)	(92)	(123)	(82)	(79)
No answer	(53)	(3)	(10)	(4)	(18)	(14)	(4)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-5 (continued)

Rating of Certain Features of the University	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	Col-lege
7D. Opportunities for Communication with Other Faculty Members							
Excellent	29	30	17	32	46	24	13
Good	41	46	51	43	35	44	34
Fair	19	18	18	15	13	24	31
Poor	10	6	13	9	5	8	18
Very bad	1	-	1	1	1	-	4
Total per cent	100	100	100	100	100	100	100
Base for percentages	(547)	(66)	(72)	(94)	(136)	(96)	(83)
No answer	(13)	(1)	(5)	(2)	(5)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
7E. Faculty-administration Relations							
Excellent	22	12	13	15	42	27	9
Good	51	55	61	52	45	58	37
Fair	20	28	13	26	11	13	38
Poor	6	3	12	6	2	2	14
Very bad	1	2	1	1	-	-	2
Total per cent	100	100	100	100	100	100	100
Base for percentages	(529)	(64)	(68)	(91)	(132)	(93)	(81)
No answer	(31)	(3)	(9)	(5)	(9)	(3)	(2)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
7F. Quality of Faculty in Own Field							
Excellent	43	27	35	44	58	55	23
Good	46	52	52	49	34	43	53
Fair	10	18	13	6	8	2	22
Poor	1	3	-	-	-	-	2
Very bad	*	-	-	1	-	-	-
Total per cent	100	100	100	100	100	100	100
Base for percentages	(542)	(67)	(71)	(93)	(134)	(94)	(83)
No answer	(18)	(-)	(6)	(3)	(7)	(2)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

* Less than 0.5 per cent.

TABLE B-5 (continued)

Rating of Certain Features of the University	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	Col-lege
7G. Faculty-student Relations							
Excellent	13	9	9	19	19	11	3
Good	54	61	56	40	53	64	54
Fair	26	24	30	29	21	24	35
Poor	6	6	4	10	6	1	6
Very bad	1	-	1	2	1	-	2
Total per cent	100	100	100	100	100	100	100
Base for percentages	(540)	(64)	(70)	(94)	(136)	(93)	(83)
No answer	(20)	(3)	(7)	(2)	(5)	(3)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
7H. General Reputation of University							
Excellent	36	29	27	26	43	48	33
Good	57	67	62	61	52	49	59
Fair	7	4	11	11	5	3	7
Poor	*	-	-	2	-	-	1
Very bad	-	-	-	-	-	-	-
Total per cent	100	100	100	100	100	100	100
Base for percentages	(547)	(67)	(73)	(94)	(137)	(94)	(82)
No answer	(13)	(-)	(4)	(2)	(4)	(2)	(1)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
7I. Retirement Policy							
Excellent	9	8	6	6	11	14	7
Good	48	43	48	43	48	51	57
Fair	30	35	23	39	30	26	24
Poor	10	13	16	11	9	6	11
Very bad	3	1	7	1	2	3	1
Total per cent	100	100	100	100	100	100	100
Base for percentages	(506)	(63)	(69)	(85)	(128)	(87)	(74)
No answer	(54)	(4)	(8)	(11)	(13)	(9)	(9)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

* Less than 0.5 per cent.

TABLE B-6

LEVEL OF TEACHING DURING LAST FEW YEARS, BY RANK

Level of Teaching	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
No teaching (research or administrative only)	7	2	4	2	2	47
Only graduate courses	38	45	38	35	29	25
Mainly graduate courses, but some undergraduate	23	30	24	24	12	7
About half graduate courses and half undergraduate	13	15	11	14	12	5
Mainly undergraduate courses but some graduate	8	4	10	13	10	5
Only undergraduate courses	11	4	12	12	35	11
Only sporadic teaching[a]	*	-	1	-	-	-
Total per cent	100	100	100	100	100	100
Base for percentages	(556)	(201)	(105)	(136)	(58)	(56)
No answer	(4)	(2)	(-)	(1)	(-)	(1)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

*Less than 0.5 per cent.

[a]Answer volunteered by respondent.

TABLE B-7

LEVEL OF TEACHING DURING LAST FEW YEARS, BY AFFILIATION

Level of Teaching	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
No teaching (research or administrative only)	7	21	8	7	7	2	-
Only graduate courses	38	34	17	18	47	95	-
Mainly graduate courses, but some undergraduate	23	28	43	28	34	1	1
About half graduate courses and half undergraduate	13	9	21	31	8	2	7
Mainly undergraduate courses but some graduate	8	6	7	10	3	-	27
Only undergraduate courses	11	2	4	5	1	-	65
Only sporadic teaching[a]	*	-	-	1	-	-	-
Total per cent	100	100	100	100	100	100	100
Base for percentages	(556)	(67)	(76)	(96)	(139)	(96)	(82)
No answer	(4)	(-)	(1)	(-)	(2)	(-)	(1)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

* Less than 0.5 per cent.

[a] Answer volunteered by respondent.

TABLE B-8

WHETHER INFORMATION PROVIDED ABOUT CLASSES TAUGHT, BY RANK

Information provided about Classes Taught	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
No teaching (primarily research or administration)	7	2	4	2	2	47
Teaches only off-campus or on sub-collegiate level	3	1	-	7	3	3
Teaches and information provided for Winter Quarter, 1961	66	65	71	71	76	35
for other quarter, out of residence Winter Quarter, 1961	8	9	11	8	5	2
for other quarter, although in residence and teaching Winter Quarter, 1961	9	11	7	7	10	8
Teaches but no information provided	7	12	7	5	4	5
Total per cent	100	100	100	100	100	100
Total number	(560)	(203)	(105)	(134)	(58)	(57)

(Q. 9)

TABLE B-9

WHETHER INFORMATION PROVIDED ABOUT CLASSES TAUGHT, BY AFFILIATION

Information Provided about Classes Taught	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
No teaching (primarily research or administration).	7	21	8	7	7	2	-
Teaches only off-campus or on sub-collegiate level.	3	-	-	-	2	13	-
Teaches and information provided for Winter Quarter, 1961.	66	48	81	54	62	68	83
for other quarter, out of residence Winter Quarter, 1961. . .	8	3	5	7	12	8	9
for other quarter, although in residence and teaching Winter Quarter, 1961	9	12	4	18	11	2	7
Teaches but no information provided.	7	16	2	14	6	7	1
Total per cent	100	100	100	100	100	100	100
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-10

NUMBER OF COURSES GIVEN DURING REPORTED QUARTER, BY RANK

Number of Courses Given	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
One course	46	47	36	41	51	77
Two courses	37	39	45	41	28	8
Three courses	13	9	16	12	19	11
Four or more courses	4	5	3	6	2	4
Total per cent	100	100	100	100	100	100
Base for percentages	(463)	(172)	(94)	(118)	(53)	(26)
No answer	(43)	(24)	(7)	(7)	(2)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-11

NUMBER OF COURSES GIVEN DURING REPORTED QUARTER, BY AFFILIATION

Number of Courses Given	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
One course	46	74	22	64	43	55	28
Two courses	37	24	52	32	41	32	37
Three courses	13	-	13	3	13	12	29
Four or more courses	4	2	13	1	3	1	6
Total per cent	100	100	100	100	100	100	100
Base for percentages	(463)	(42)	(69)	(76)	(119)	(75)	(82)
No answer	(43)	(11)	(2)	(13)	(9)	(7)	(1)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-12

LEVEL OF COURSES GIVEN DURING REPORTED QUARTER, BY RANK

Level of Courses Given	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Only undergraduate courses . . .	28	17	23	30	56	42
Only graduate courses	53	63	52	45	38	50
Both undergraduate and graduate courses	19	20	25	25	6	8
Total per cent	100	100	100	100	100	100
Base for percentages . .	(463)	(172)	(94)	(118)	(53)	(26)
No answer	(43)	(24)	(7)	(7)	(2)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-13

LEVEL OF COURSES GIVEN DURING REPORTED QUARTER, BY AFFILIATION

Level of Courses Given	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Only undergraduate courses . .	28	26	18	33	7	3	85
Only graduate courses. . . .	53	60	33	46	73	97	1
Both undergraduate and graduate courses.	19	14	49	21	20	-	14
Total per cent . . .	100	100	100	100	100	100	100
Base for percentages	(463)	(42)	(69)	(76)	(119)	(75)	(82)
No answer.	(43)	(11)	(2)	(13)	(9)	(7)	(1)
Do not teach; teach off-campus or on sub-collegiate level.	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-14

NUMBER OF DIFFERENT BUILDINGS IN WHICH CLASSES TAUGHT DURING REPORTED QUARTER, BY RANK

Number of Different Buildings in which Classes Located	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
One building.	76	79	73	74	70	96
Two buildings	23	20	27	26	26	4
Three or more buildings	1	1	-	-	4	-
Total per cent	100	100	100	100	100	100
Base for percentages . .	(462)	(171)	(94)	(118)	(53)	(26)
No answer	(44)	(25)	(7)	(7)	(2)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-15

NUMBER OF DIFFERENT BUILDINGS IN WHICH CLASSES TAUGHT DURING REPORTED QUARTER, BY AFFILIATION

Number of Different Buildings in which Classes Located	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
One building	76	93	63	80	77	93	60
Two buildings	23	7	35	19	23	7	39
Three or more buildings. . . .	1	-	2	1	-	-	1
Total per cent.	100	100	100	100	100	100	100
Base for percentages. .	(462)	(42)	(68)	(76)	(119)	(75)	(82)
No answer	(44)	(11)	(3)	(13)	(9)	(7)	(1)
Do not teach; teach off-campus or on sub-collegiate level.	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-16

PROPORTION OF CLASSROOMS REPORTED AS LOCATED IN SAME BUILDING AS MOST OTHER COURSES OF (DEPT.)(SCHOOL)(COLLEGE), BY RANK

Proportion of Classrooms Located in Same Building(s) as Most Other Courses of (Dept.)(School)(College)	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
0.0% (None)	13	10	12	19	13	12
20%	-	-	-	-	-	-
25%	-	-	-	-	-	-
33%	*	-	1	1	-	-
40%	-	-	-	-	-	-
50%	8	6	11	9	10	-
60%	-	-	-	-	-	-
66%	3	3	3	3	6	-
75%	1	2	-	2	-	-
80%	-	-	-	-	-	-
100% (All)	75	79	73	66	71	88
Total per cent	100	100	100	100	100	100
Base for percentages	(461)	(171)	(94)	(118)	(52)	(26)
No answer	(45)	(25)	(7)	(7)	(3)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

* Less than 0.5 per cent.

TABLE B-17

PROPORTION OF CLASSROOMS REPORTED AS LOCATED IN SAME BUILDING AS MOST OTHER COURSES OF (DEPT.)(SCHOOL)(COLLEGE), BY AFFILIATION

Proportion of Classrooms Located in Same Buildings as Most Other Courses of (Dept.)(School)(College)	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
0.0% (none)	13	10	6	19	22	3	14
20%	-	-	-	-	-	-	-
25%	-	-	-	-	-	-	-
33%	*	-	-	-	-	1	1
40%	-	-	-	-	-	-	-
50%	8	2	12	5	12	1	10
60%	-	-	-	-	-	-	-
66%	3	-	1	-	3	1	11
75%	1	-	6	-	1	-	-
80%	-	-	-	-	-	-	-
100% (All)	75	88	75	76	62	94	64
Total per cent	100	100	100	100	100	100	100
Base for percentages	(461)	(42)	(68)	(76)	(119)	(75)	(81)
No answer	(45)	(11)	(3)	(13)	(9)	(7)	(2)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

* Less than 0.5 per cent.

TABLE B-18

REASONS GIVEN FOR CONSIDERING TEACHING FACILITIES UNSATISFACTORY, BY RANK

Reasons Given for Considering Teaching Facilities Unsatisfactory	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
General statement of inadequacy, poor condition of facilities. . .	1	1	-	1	-	-
Too small, inadequate size, overcrowded	19	19	24	13	23	a
Too large	11	5	17	12	13	-
Wrong type of room for course given	12	9	14	15	10	a
Not normally used as classroom . .	3	6	2	1	-	-
Arrangement, dimensions, layout poor, bad or undesirable	16	16	12	17	20	a
Equipment (other than blackboards) inadequate or lacking, in bad condition	29	36	24	29	27	-
Blackboards inadequate or lacking, in poor condition	16	21	17	15	10	-
Location inconvenient, undesirable	9	10	10	9	3	-
General atmosphere or appearance unpleasant, undesirable	10	6	7	15	10	a
Maintenance inadequate or lacking, poor	26	26	27	31	20	a
Lighting inadequate, bad, poor .	28	27	22	31	37	a
Ventilation inadequate, bad, poor	16	14	24	12	17	a
Heating system inadequate, bad, poor	13	9	17	15	10	a

[a] Too few cases to report percentages

TABLE B-18 (continued)

Reasons Given for Considering Teaching Facilities Unsatisfactory	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Accustics inadequate, bad, poor	10	5	7	12	27	-
Noisy, external or internal noises	13	9	17	15	13	a
Miscellaneous reasons	6	6	7	7	3	-
Vague answers, don't know	*	-	2	-	-	-
Total per cent (some give more than one reason) . .	238	225	250	250	243	
Base for percentages . . .	(242)	(77)	(59)	(68)	(30)	(8)
No answer	(1)	(1)	(-)	(-)	(-)	(-)
Report teaching facilities satisfactory	(219)	(94)	(35)	(50)	(22)	(18)
No report on satisfaction with teaching facilities	(44)	(24)	(7)	(7)	(3)	(3)
Do not teach; teach off-campus or sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

* Less than 0.5 per cent.

[a] Too few cases to report percentages.

TABLE B-19

REASONS GIVEN FOR CONSIDERING TEACHING FACILITIES UNSATISFACTORY, BY AFFILIATION

Reasons Given for Considering Teaching Facilities Unsatisfactory	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
General statement of inadequacy, poor condition of facilities. . .	1	8	-	-	-	-	-
Too small, inadequate size, overcrowded	19	20	8	21	26	18	23
Too large	11	-	5	-	15	18	16
Wrong type of room for course given	12	8	5	-	23	8	18
Not normally used as classroom. .	3	4	-	11	4	-	2
Arrangements, dimensions, layout poor, bad or undesirable.	16	8	18	11	11	22	21
Equipment (other than blackboards) inadequate or lacking, in bad condition	29	36	38	43	28	22	19
Blackboards inadequate or lacking, in poor condition	16	4	20	43	15	12	10
Location inconvenient, undesirable	9	8	5	11	17	5	6
General atmosphere or appearance unpleasant, undesirable	10	4	15	7	6	5	16
Maintenance inadequate or lacking, poor	26	28	22	25	28	40	19
Lighting inadequate, bad, poor. .	28	32	30	36	8	30	35
Ventilation inadequate, bad, poor	16	8	12	11	17	30	16
Heatingsystem inadequate, bad, poor	13	12	12	14	6	20	14

TABLE B-19 (continued)

Reasons Given for Considering Teaching Facilities Unsatisfactory	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Acoustics inadequate, bad, poor .	10	8	18	-	4	8	16
Noisy, external or internal noises	13	-	25	7	6	20	14
Miscellaneous reasons	6	8	12	7	8	2	2
Vague answers, don't know	*	-	-	-	2	-	-
Total per cent (some give more than one reason) . .	238	196	245	247	224	260	247
Base for percentages . . .	(242)	(25)	(40)	(28)	(47)	(40)	(62)
No answer	(1)	(-)	(-)	(-)	(-)	(-)	(1)
Report teaching facilities satisfactory.	(219)	(17)	(29)	(47)	(72)	(35)	(19)
No report on satisfaction with teaching facilities.	(44)	(11)	(2)	(14)	(9)	(7)	(1)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

* Less than 0.5 per cent.

(Q. 9G-2)

TABLE B-20

WHETHER COURSES GIVEN IN UNSATISFACTORY CLASSROOMS IN FALL QUARTER, 1960 BY RANK

Courses Given in Unsatisfactory Classrooms in Fall Quarter, 1960	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Courses given in unsatisfactory room(s)	16	20	17	15	a	a
Courses given in satisfactory room(s)	84	80	83	85	a	a
Total per cent	100	100	100	100		
Base for percentages	(175)	(75)	(30)	(40)	(17)	(13)
No answer	(34)	(14)	(3)	(9)	(5)	(3)
Out of residence, not teaching Fall Quarter, 1960	(10)	(5)	(2)	(1)	(-)	(2)
Report on unsatisfactory classrooms in previous question	(243)	(78)	(59)	(68)	(30)	(8)
No report on satisfaction with teaching facilities	(44)	(24)	(7)	(7)	(3)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a] Too few cases to report percentages.

TABLE B-21

WHETHER COURSES GIVEN IN UNSATISFACTORY CLASSROOMS IN FALL QUARTER, 1960, BY AFFILIATION

Courses Given in Unsatisfactory Classrooms in Fall Quarter, 1960	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Courses given in unsatisfactory room(s)	16	a	18	12	20	23	a
Courses given in satisfactory room(s)	84	a	82	88	80	77	a
Total per cent	100		100	100	100	100	
Base for percentages	(175)	(13)	(22)	(33)	(59)	(30)	(18)
No answer	(34)	(3)	(5)	(11)	(10)	(4)	(1)
Out of residence, not teaching Fall Quarter, 1960	(10)	(1)	(2)	(3)	(3)	(1)	(-)
Report on unsatisfactory classrooms in previous question	(243)	(25)	(40)	(28)	(47)	(40)	(63)
No report on satisfaction with teaching facilities	(44)	(11)	(2)	(14)	(9)	(7)	(1)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

a Too few cases to report percentages.

TABLE B-22

CLASSES HELD IN OWN OFFICE DURING CURRENT ACADEMIC YEAR, BY RANK

Classes Held in Own Office During Current Academic Year	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Classes held in own office . . .	25	35	20	20	11	22
Classes not held in own office .	75	65	80	80	89	78
Total per cent	100	100	100	100	100	100
Base for percentages . .	(468)	(176)	(93)	(118)	(54)	(27)
No answer	(31)	(18)	(4)	(6)	(1)	(2)
Out of residence, not teaching during current academic year	(7)	(2)	(4)	(1)	(-)	(-)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-23

CLASSES HELD IN OWN OFFICE DURING CURRENT ACADEMIC YEAR, BY AFFILIATION

Classes Held in Own Office During Current Academic Year	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Classes held in own office. . . .	25	9	45	10	39	24	9
Classes not held in own office. .	75	91	55	90	61	76	91
Total per cent	100	100	100	100	100	100	100
Base for percentages . . .	(468)	(45)	(69)	(77)	(117)	(80)	(80)
No answer	(31)	(8)	(2)	(11)	(7)	(2[illegible])	(1)
Out of residence, no teaching during current academic year.	(7)	(-)	(-)	(1)	(4)	(-)	(2)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-24

REASONS WHY CLASSES HELD IN OWN OFFICE DURING CURRENT ACADEMIC YEAR, BY RANK

Reasons Why Classes Held in Own Office	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Preferred it.	85	84	a	92	a	a
Unable to get other satisfactory space	11	13	a	4	-	-
Other miscellaneous reasons . .	4	3	a	4	-	-
Total per cent	100	100		100		
Base for percentages . .	(114)	(61)	(18)	(23)	(6)	(6)
No answer	(1)	(-)	(1)	(-)	(-)	(-)
No classes held in office; no report on holding classes in office . . .	(384)	(133)	(78)	(101)	(49)	(23)
Out of residence, not teaching during current academic year	(7)	(2)	(4)	(1)	(-)	(-)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a] Too few cases to report percentages.

TABLE B-25

REASONS WHY CLASSES HELD IN OWN OFFICE DURING CURRENT ACADEMIC YEAR, BY AFFILIATION

Reasons Why Classes Held in Own Office	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Preferred it	85	a	81	a	82	a	a
Unable to get other satisfactory space	11	-	13	-	16	a	a
Other miscellaneous reasons	4	-	6	-	2	-	a
Total per cent	100		100		100		
Base for percentages	(114)	(4)	(31)	(8)	(45)	(19)	(7)
No answer	(1)	(-)	(-)	(-)	(1)	(-)	(-)
No classes held in office no report on holding classes in office	(384)	(49)	(40)	(80)	(78)	(63)	(74)
Out of residence, not teaching during current academic year	(7)	(-)	(-)	(1)	(4)	(-)	(2)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a] Too few cases to report percentages.

TABLE B-26

FREQUENCY OF COMPLAINTS ABOUT CLASSROOMS ASSIGNED DURING CURRENT ACADEMIC YEAR, BY RANK

Frequency of Complaints about Classrooms	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
One or two times	17	12	16	27	17	11
Three or more times	8	6	10	8	9	4
Complaints made, but no frequency indicated	1	1	2	-	2	-
No complaints made but was dissatisfied with room(s) at times	32	32	43	26	34	26
No complaints made and not dissatisfied with any room	42	49	29	39	38	59
Total per cent	100	100	100	100	100	100
Base for percentages	(463)	(176)	(91)	(116)	(53)	(27)
No answer	(36)	(18)	(6)	(8)	(2)	(2)
Out of residence, no teaching during current academic year	(7)	(2)	(4)	(1)	(-)	(-)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-27

FREQUENCY OF COMPLAINTS ABOUT CLASSROOMS ASSIGNED DURING CURRENT ACADEMIC YEAR, BY AFFILIATION

Frequency of Complaints about Classrooms	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
One or two times	17	9	13	10	16	34	17
Three or more times	8	7	10	3	10	9	6
Complaints made, but no frequency indicated	1	2	3	-	1	-	-
No complaints made but was dissatisfied with rooms(s) at times	32	39	32	22	30	25	52
No complaints made and not dissatisfied with any room	42	43	42	65	43	32	25
Total per cent	100	100	100	100	100	100	100
Base for percentages	(463)	(44)	(69)	(78)	(116)	(77)	(79)
No answer	(36)	(9)	(2)	(10)	(8)	(5)	(2)
Out of residence, no teaching during current academic year	(7)	(-)	(-)	(1)	(4)	(-)	(2)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-28

DEGREE OF SATISFACTION WITH EFFORTS TO MEET COMPLAINTS, BY RANK

Degree of Satisfaction with Efforts to Meet Complaints	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Completely satisfied	20	21	13	24	a	a
Somewhat satisfied	35	30	33	30	a	a
Somewhat dissatisfied	24	36	25	19	a	-
Completely dissatisfied	21	12	29	27	a	a
Total per cent	100	100	100	100		
Base for percentages . .	(112)	(33)	(24)	(37)	(14)	(4)
No answer	(6)	(-)	(2)	(3)	(1)	(-)
No complaints; no answer on frequency of complaints	(381)	(161)	(71)	(84)	(40)	(25)
Out of residence, no teaching during current academic year	(7)	(2)	(4)	(1)	(-)	(-)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a] Too few cases to report percentages.

TABLE B-29

DEGREE OF SATISFACTION WITH EFFORTS TO MEET COMPLAINTS, BY AFFILIATION

Degree of Satisfaction with Efforts to Meet Complaints	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Completely satisfied	20	-	a	a	30	22	a
Somewhat satisfied	35	a	a	a	33	34	a
Somewhat dissatisfied	24	a	a	a	20	22	a
Completely dissatisfied	21	a	a	*	17	22	a
Total per cent	100				100	100	
Base for percentages	(112)	(7)	(18)	(8)	(30)	(32)	(17)
No answer	(6)	(1)	(-)	(2)	(1)	(1)	(1)
No complaints; no answer on frequency of complaints	(381)	(45)	(53)	(78)	(93)	(49)	(63)
Out of residence, no teaching during current academic year	(7)	(-)	(-)	(1)	(4)	(-)	(2)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a] Too few cases to report percentages.

REASONS FOR NOT COMPLAINING ALTHOUGH DISSATISFIED WITH ROOM(S) ASSIGNED DURING CURRENT ACADEMIC QUARTER, BY RANK

Reasons for not Complaining Although Dissatisfied with Room(s) Assigned	Total Faculty	Rank: Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Unnecessary to complain, administrator already working on it. .	11	15	9	10	a	-
Unnecessary to complain, administrator aware of situation . . .	10	11	3	14	a	-
No point in complaining, alternative room same or worse	11	4	15	10	a	a
No point in complaining, nothing would be done	13	15	12	17	-	a
No point in complaining, nothing could be done (no other space, etc.)	39	37	54	34	a	a
No point in complaining, leaving University	1	2	-	-	-	-
Not serious enough to warrant complaint	14	11	3	21	a	a
Not want to complain for personal reasons	2	-	9	-	-	-
Miscellaneous reasons	11	13	3	10	a	a
Vague answers	2	-	3	7	-	-
Total per cent (some give more than one reason) .	114	108	111	123		
Base for percentages . .	(141)	(54)	(33)	(29)	(18)	(7)
No answer	(10)	(3)	(6)	(1)	(-)	(-)
Report complaints made, no complaints and not dissatisfied, no answer on complaints	(348)	(117)	(58)	(94)	(37)	(22)
Out of residence, no teaching during current academic year	(7)	(2)	(4)	(1)	(-)	(-)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a] Too few cases to report percentages.

TABLE B-31

REASONS FOR NOT COMPLAINING ALTHOUGH DISSATISFIED WITH ROOM(S) ASSIGNED DURING CURRENT QUARTER, BY AFFILIATION

Reasons for not Complaining Although Dissatisfied with Room(s) Assigned	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Unnecessary to complain, administrator already working on it. .	11	a	a	a	9	a	2
Unnecessary to complain, administrator aware of condition . . .	10	a	a	a	3	a	10
No point in complaining, alternative room same or worse	11	-	a	-	9	a	18
No point in complaining, nothing would be done	13	a	a	a	12	a	18
No point in complaining, nothing could be done (no other space, etc.)	39	a	a	a	42	a	50
No point in complaining, leaving University	1	-	-	-	-	a	-
Not serious enough to warrant complaint	14	a	a	a	18	a	8
Not want to complain for personal reasons	2	-	a	a	-	-	2
Miscellaneous reasons	11	a	a	a	9	a	10
Vague answers	2	-	a	-	3	-	2
Total per cent (some give more than one reason)	114				105		120
Base for percentages . .	(141)	(16)	(18)	(15)	(33)	(19)	(40)
No answer	(10)	(1)	(4)	(2)	(2)	(-)	(1)
Report complaints made, no complaints and not dissatisfied, no answer on complaints	(348)	(36)	(49)	(71)	(89)	(63)	(40)
Out of residence, no teaching during current academic year.	(7)	(-)	(-)	(1)	(4)	(-)	(2)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

a Too few cases to report percentages.

TABLE B-32

EXTENT TO WHICH CERTAIN ASPECTS OF A CLASSROOM DETRACT FROM EFFECTIVENESS OF TEACHING, BY RANK

Extent to which Aspects of Classroom Detract from Effectiveness of Teaching	Total Faculty	Rank: Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
A. Poor lighting						
Great deal	49	49	54	49	47	40
Somewhat	37	39	36	35	37	32
Hardly at all	14	12	10	16	16	28
Total per cent	100	100	100	100	100	100
Base for percentages	(454)	(170)	(94)	(114)	(51)	(25)
No answer	(52)	(26)	(7)	(11)	(4)	(4)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
B. Uncomfortable chairs						
Great deal	21	27	17	19	18	20
Somewhat	50	53	51	50	42	36
Hardly at all	29	20	32	31	40	44
Total per cent	100	100	100	100	100	100
Base for percentages	(439)	(160)	(92)	(112)	(50)	(25)
No answer	(67)	(36)	(9)	(13)	(5)	(4)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
C. Drab, dirty condition of room						
Great deal	30	36	33	32	8	20
Somewhat	53	50	55	51	65	48
Hardly at all	17	14	12	17	27	32
Total per cent	100	100	100	100	100	100
Base for percentages	(452)	(166)	(97)	(113)	(51)	(25)
No answer	(54)	(30)	(4)	(12)	(4)	(4)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-32 (continued)

Extent to which Aspects of Classroom Detract from Effectiveness of Teaching	Total Faculty	Rank: Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
D. Poor Ventilation						
Great deal	55	60	52	58	42	46
Somewhat	33	30	38	31	40	27
Hardly at all	12	10	10	11	18	27
Total per cent	100	100	100	100	100	100
Base for percentages	(454)	(172)	(96)	(110)	(50)	(26)
No answer	(52)	(24)	(5)	(15)	(5)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
E. Too large a room for size of class						
Great deal	15	16	17	17	10	4
Somewhat	41	41	44	41	37	36
Hardly at all	44	43	39	42	53	60
Total per cent	100	100	100	100	100	100
Base for percentages	(436)	(155)	(93)	(112)	(51)	(25)
No answer	(70)	(41)	(8)	(13)	(4)	(4)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
F. Inadequate equipment for Instructor						
Great deal	39	39	49	36	31	29
Somewhat	39	38	33	44	45	29
Hardly at all	22	23	18	20	24	42
Total per cent	100	100	100	100	100	100
Base for percentages	(441)	(160)	(93)	(113)	(51)	(24)
No answer	(65)	(36)	(8)	(12)	(4)	(5)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total percentages	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-32 (continued)

Extent to which Aspects of Classroom Detract from Effectiveness of Teaching	Total Faculty	Rank: Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc. Lecturer, Prof. Em.
G. Wrong type room for course given						
Great deal	34	31	38	36	35	20
Somewhat	38	37	44	36	45	24
Hardly at all	28	32	18	28	20	56
Total per cent	100	100	100	100	100	100
Base for percentages	(435)	(157)	(94)	(110)	(49)	(25)
No answer	(71)	(39)	(7)	(15)	(6)	(4)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
H. Poor Acoustics						
Great deal	48	48	63	40	43	40
Somewhat	30	29	22	36	37	28
Hardly at all	22	23	15	24	20	32
Total per cent	100	100	100	100	100	100
Base for percentages	(439)	(160)	(91)	(112)	(51)	(25)
No answer	(67)	(36)	(10)	(13)	(4)	(4)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
I. Inadequate Heat Control						
Great deal	45	48	46	46	37	31
Somewhat	42	42	44	38	47	38
Hardly at all	13	10	10	16	16	31
Total per cent	100	100	100	100	100	100
Base for percentages	(452)	(167)	(96)	(112)	(51)	(26)
No answer	(54)	(29)	(5)	(13)	(4)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-32 (continued)

Extent to which Aspects of Classroom Detract from Effectiveness of Teaching	Total Faculty	Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc. Lecturer, Prof. Em.
J. Presence of external noises						
Great deal	48	48	55	47	35	44
Somewhat	38	39	36	35	47	28
Hardly at all	14	13	9	18	18	28
Total per cent	100	100	100	100	100	100
Base for percentages	(444)	(162)	(92)	(114)	(51)	(25)
No answer	(62)	(34)	(9)	(11)	(4)	(4)
Do not teach; teach off-campus or on sub-collegiate level.	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-33

EXTENT TO WHICH CERTAIN ASPECTS OF A CLASSROOM DETRACT FROM EFFECTIVENESS OF TEACHING, BY AFFILIATION

Extent to which Aspects of Class room Detract from Effectiveness of Teaching	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
A. Poor Lighting							
Great deal	49	69	45	62	32	49	54
Somewhat	37	22	41	27	45	39	37
Hardly at all	14	9	14	11	23	12	9
Total per cent	100	100	100	100	100	100	100
Base for percentages	(454)	(45)	(64)	(77)	(113)	(74)	(81)
No answer	(52)	(8)	(7)	(12)	(15)	(8)	(2)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
B. Uncomfortable Chairs							
Great deal	21	30	19	20	20	14	29
Somewhat	50	47	45	50	51	57	46
Hardly at all	29	23	36	30	29	29	25
Total per cent	100	100	100	100	100	100	100
Base for percentages	(439)	(43)	(58)	(74)	(112)	(73)	(79)
No answer	(67)	(10)	(13)	(15)	(16)	(9)	(4)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
C. Drab Dirty Condition of Room							
Great deal	30	46	33	20	30	27	32
Somewhat	53	46	46	54	49	59	62
Hardly at all	17	8	21	26	21	14	6
Total per cent	100	100	100	100	100	100	100
Base	(452)	(46)	(61)	(76)	(116)	(75)	(78)
No answer	(54)	(7)	(10)	(13)	(12)	(7)	(5)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-33 (continued)

Extent to which Aspects of Class room Detract from Effectiveness of Teaching	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
D. Poor Ventilation							
Great deal	55	77	54	51	45	52	67
Somewhat	33	21	30	37	37	39	25
Hardly at all	12	2	16	12	18	9	8
Total per cent	100	100	100	100	100	100	100
Base for percentages	(454)	(44)	(61)	(75)	(118)	(75)	(81)
No answer	(52)	(9)	(10)	(14)	(10)	(7)	(2)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
E. Too Large a Room for Size of Class							
Great deal	15	7	9	5	18	19	25
Somewhat	41	38	50	30	39	49	42
Hardly at all	44	55	41	65	43	32	33
Total per cent	100	100	100	100	100	100	100
Base for percentages	(436)	(42)	(56)	(74)	(113)	(72)	(79)
No answer	(70)	(11)	(15)	(15)	(15)	(10)	(4)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(506)	(67)	(77)	(96)	(141)	(96)	(83)
F. Inadequate Equipment for Instructor							
Great deal	39	48	44	51	31	31	36
Somewhat	39	33	32	32	43	39	48
Hardly at all	22	19	24	17	26	30	16
Total per cent	100	100	100	100	100	100	100
Base for percentages	(441)	(42)	(59)	(75)	(112)	(74)	(79)
No answer	(65)	(11)	(12)	(14)	(16)	(8)	(4)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

(Q. 12)

TABLE B-33 (continued)

Extent to which Aspects of Class room Detract from Effectiveness of Teaching	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
G. Wrong Type Room for Course Given							
Great deal	34	8	39	14	37	45	45
Somewhat	38	57	26	38	38	33	44
Hardly at all	28	35	35	48	25	22	11
Total per cent	100	100	100	100	100	100	100
Base for percentages	(435)	(37)	(57)	(73)	(116)	(72)	(80)
No answer	(71)	(16)	(14)	(16)	(12)	(10)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
H. Poor Acoustics							
Great deal	48	51	53	40	46	41	64
Somewhat	30	42	19	33	30	32	25
Hardly at all	22	7	28	27	24	27	11
Total per cent	100	100	100	100	100	100	100
Base for percentages	(439)	(43)	(57)	(74)	(114)	(71)	(80)
No answer	(67)	(10)	(14)	(15)	(14)	(11)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
I. Inadequate Heat Control							
Great deal	45	57	45	43	40	36	54
Somewhat	42	41	40	45	38	52	36
Hardly at all	13	2	15	12	22	12	10
Total per cent	100	100	100	100	100	100	100
Base for percentages	(452)	(42)	(62)	(77)	(115)	(74)	(82)
No answer	(54)	(11)	(9)	(12)	(13)	(8)	(1)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-33 (continued)

Extent to which Aspects of Class room Detract from Effectiveness of Teaching	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
J. Presence of External Noises							
Great deal	48	53	46	49	42	47	52
Somewhat	38	40	42	35	38	33	39
Hardly at all	14	7	12	16	20	20	9
Total per cent	100	100	100	100	100	100	100
Base for percentages	(444)	(45)	(60)	(75)	(112)	(72)	(80)
No answer	(62)	(8)	(11)	(14)	(16)	(10)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-34

DIFFERENCE LOCATION OF CLASSROOM(S) MAKES, BY RANK

Difference Location of Classroom(s) Makes	Total Faculty	Rank: Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc. Lecturer, Prof. Em.
Great deal	34	43	40	25	19	31
Somewhat	48	44	46	53	59	34
Hardly any at all	18	13	14	22	22	35
Total per cent	100	100	100	100	100	100
Base for percentages	(478)	(181)	(98)	(119)	(54)	(26)
No answer	(28)	(15)	(3)	(6)	(1)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-35

DIFFERENCE LOCATION OF CLASSROOM(S) MAKES, BY AFFILIATION

Difference Location of Classroom(s) Makes	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Great deal	34	37	41	33	38	24	33
Somewhat	48	46	47	46	47	49	52
Hardly any at all	18	17	12	21	15	27	15
Total per cent	100	100	100	100	100	100	100
Base for percentages	(478)	(46)	(68)	(79)	(123)	(80)	(82)
No answer	(28)	(7)	(3)	(10)	(5)	(2)	(1)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-36

WAY(S) IN WHICH LOCATION OF CLASSROOMS MAKES A GREAT DEAL OF DIFFERENCE, BY RANK

Way(s) in which Location of Classrooms Makes a Great Deal of Difference	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
I						
If not near own office	38	38	40	50	a	a
If not near laboratory, research area, library	22	27	22	13	-	a
If not located on lower floors of building(s)	8	7	5	13	a	-
If not located in same bukldng as other classes or near other classes (especially consecutive classes).	9	7	5	10	a	a
If not located in (Dept.)(School) (College) building(s)	15	15	8	20	a	a
If not located near storage rooms, preparation rooms, animal quarters	4	7	3	3	-	-
If not located where have adequate equipment(blackboards,visual aids)	16	15	22	10	a	a
If not located in areas free from external and internal noises . .	12	10	11	10	a	a
If not located in building(s) with proper heating, lighting, ventilation, maintenance	11	7	11	17	a	a
If not located in right type of room for course	11	8	8	17	a	a
Miscellaneous responses	1	1	3	-	-	-
II						
Have to carry books, equipment,etc. needed for classes too far . . .	17	16	19	23	-	a
Certain objects (fragile, delicate, etc.) cannot be carried too far .	4	4	3	7	-	-

[a] Too few cases to report percentages

TABLE B-36 (continued)

Way(s) in which Location of Classrooms Makes a Great Deal of Difference	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Loss of time moving between classes, between classes and office, between classes and laboratory or library	4	3	8	7	-	-
Affect on number of conferences, discussions, etc. with students	3	3	5	-	-	a
Affect on student attendance . .	3	1	5	-	a	-
Miscellaneous responses	6	7	11	-	-	-
Vague responses; don't know . .	3	3	3	-	a	a
Total per cent (some mention more than one way)	187	179	192	200		
Base for percentages	(156)	(73)	(37)	(30)	(9)	(7)
No answer	(8)	(4)	(2)	(-)	(1)	(1)
Location of classrooms not make great deal of difference . .	(342)	(119)	(62)	(95)	(45)	(21)
Do not teach; teach off-campus or on sub-collegiate level .	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a] Too few cases to report percentages.

TABLE B-37

WAY(S) IN WHICH LOCATION OF CLASSROOMS MAKES A GREAT DEAL OF DIFFERENCE, BY AFFILIATION

Way(s) in which Location of Classrooms Makes a Great Deal of Difference	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
I							
If not near own office	38	a	42	38	45	a	30
If not near laboratory, research area, library	22	a	31	31	16	a	7
If not located on lower floors of building(s)	8	-	12	-	4	a	22
If not located in same building as other classes or near other classes (especially consecutive classes)	9	-	15	4	9	-	18
If not located in (Dept.)(School) (College) building(s)	15	a	12	19	18	a	18
If not located near storage rooms, preparation rooms, animal quarters	4	a	-	-	2	-	7
If not located where have adequate equipment (blackboards, visual aids)	16	a	15	15	20	a	15
If not located in areas free from external and internal noises	12	-	15	8	14	a	18
If not located in building(s) with proper heating, lighting, ventilation, maintenance	11	-	15	8	11	a	18
If not located in right type of room for course	11	-	12	-	16	a	22
Miscellaneous responses	1	a	-	4	-	-	-
II							
Have to carry books, equipment, etc. needed for classes too far	17	a	19	15	11	a	18
Certain objects (fragile, delicate, etc.) cannot be carried too far	4	a	-	-	2	-	-

[a] Too few cases to report percentages.

TABLE B-37 (continued)

Way(s) in which Location of Classrooms Makes a Great Deal of Difference	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Loss of time moving between classes, between classes and office, between classes and laboratory or library	4	-	4	4	7	a	4
Affect on number of conferences, discussions, etc. with students	3	-	-	8	7	-	-
Affect on student attendance	3	-	-	4	-	-	15
Miscellaneous responses	6	a	8	8	7	-	-
Vague responses; don't know	3	a	-	-	2	a	-
Total per cent (some mention more than one way)	187		200	166	191		212
Base for percentages	(156)	(17)	(26)	(26)	(44)	(16)	(27)
No answer	(8)	(-)	(2)	(-)	(3)	(3)	(-)
Location of classrooms not make a great deal of difference	(342)	(36)	(43)	(63)	(81)	(63)	(56)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a] Too few cases to report percentages.

TABLE B-38

SATISFACTION WITH SCHEDULING OF DAYS ON WHICH CLASSES HELD, BY RANK

Satisfaction with Scheduling of Days on which Classes Held	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Very satisfactory	78	76	85	73	78	85
Fairly satisfactory	20	23	15	24	18	11
Fairly unsatisfactory . . .	1	*	-	2	4	-
Very unsatisfactory	1	1	-	1	-	4
Total per cent	100	100	100	100	100	100
Base for percentages .	(476)	(181)	(97)	(118)	(54)	(26)
No answer	(30)	(15)	(4)	(7)	(1)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

* Less than 0.5 per cent.

TABLE B-39

SATISFACTION WITH SCHEDULING OF DAYS ON WHICH CLASSES HELD, BY AFFILIATION

Satisfaction with Days on which Classes Held	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Very satisfactory	78	70	78	81	75	86	74
Fairly satisfactory	20	28	19	18	24	14	21
Fairly unsatisfactory	1	2	1	1	-	-	4
Very unsatisfactory	1	-	2	-	1	-	1
Total per cent	100	100	100	100	100	100	100
Base for percentages	(476)	(47)	(68)	(78)	(122)	(79)	(82)
No answer	(30)	(6)	(3)	(11)	(6)	(3)	(1)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-40

SATISFACTION WITH HOURS AT WHICH CLASSES SCHEDULED, BY RANK

Satisfaction with Hours at which Classes Scheduled	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc. Lecturer, Prof, Em.
Very satisfactory	68	70	73	62	67	76
Fairly satisfactory	27	26	25	32	28	20
Fairly unsatisfactory . . .	4	3	2	4	5	4
Very unsatisfacgory	1	1	-	2	-	-
Total per cent	100	100	100	100	100	100
Base for percentages .	(470)	(179)	(96)	(116)	(54)	(25)
No answer	(36)	(17)	(5)	(9)	(1)	(4)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

(Q. 14B)

TABLE B-41

SATISFACTION WITH HOURS AT WHICH CLASSES HELD, BY AFFILIATION

Satisfaction with Hours at which Classes Held	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Very satisfactory	68	70	70	74	63	80	58
Fairly satisfactory	27	28	25	22	33	16	36
Fairly unsatisfactory	4	2	3	4	3	4	5
Very unsatisfactory	1	-	2	-	1	-	1
Total per cent	100	100	100	100	100	100	100
Base for percentages	(470)	(47)	(67)	(78)	(123)	(76)	(79)
No answer	(36)	(6)	(4)	(11)	(5)	(6)	(4)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-42

ACCEPTABILITY OF POSSIBLE SCHEDULING OF COURSES, BY RANK

Acceptability of Possible Scheduling of Courses	Total Faculty	Rank: Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc. Lecturer, Prof. Em.
A. On a Monday evening (6:00-9:30)						
Acceptable	19	14	20	24	21	24
Acceptable but not like it	34	31	33	37	42	28
Definitely unacceptable	47	55	47	39	37	48
Total per cent	100	100	100	100	100	100
Base for percentages	(468)	(177)	(97)	(117)	(52)	(25)
No answer	(38)	(19)	(4)	(8)	(3)	(4)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
B. On a Friday evening (6:00-9:30)						
Acceptable	6	5	6	8	8	8
Acceptable but not like it	20	20	22	16	21	25
Definitely unacceptable	74	75	72	76	71	67
Total per cent	100	100	100	100	100	100
Base for percentages	(467)	(178)	(97)	(116)	(52)	(24)
No answer	(39)	(18)	(4)	(9)	(3)	(5)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
C. Any other weekday evening (6:00-9:30)						
Acceptable	18	15	20	22	20	19
Acceptable but not like it	39	35	40	41	45	42
Definitely unacceptable	43	50	40	37	35	39
Total per cent	100	100	100	100	100	100
Base for percentages	(465)	(175)	(97)	(116)	(51)	(26)
No answer	(41)	(21)	(4)	(9)	(4)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-42 (continued)

Acceptability of Possible Scheduling of Courses	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
D. In both A.M. and P.M. on a given day						
Acceptable	45	42	40	51	45	61
Acceptable but not like it	34	33	40	28	36	35
Definitely unacceptable	21	25	20	21	19	4
Total per cent	100	100	100	100	100	100
Base for percentages	(464)	(174)	(95)	(116)	(53)	(26)
No answer	(42)	(22)	(6)	(9)	(2)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
E. On every day of the week, M-F						
Acceptable	28	28	25	30	31	27
Acceptable but not like it	37	39	37	31	42	38
Definitely unacceptable	35	33	38	39	27	35
Total per cent	100	100	100	100	100	100
Base for percentages	(469)	(177)	(97)	(117)	(52)	(26)
No answer	(37)	(19)	(4)	(8)	(3)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
F. On Saturday						
Acceptable	17	20	8	15	25	19
Acceptable but not like it	37	37	36	39	32	39
Definitely unacceptable	46	43	56	46	43	42
Total per cent	100	100	100	100	100	100
Base for percentages	(472)	(179)	(96)	(118)	(53)	(26)
No answer	(34)	(17)	(5)	(7)	(2)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABIE B-42 (continued)

Acceptability of Possible Scheduling of Courses	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
G. Early A.M. (8:30)						
Acceptable	56	61	49	45	59	81
Acceptable but not like it	25	21	23	36	30	8
Definitely unacceptable .	19	18	28	19	11	11
Total per cent	100	100	100	100	100	100
Base for percentages .	(477)	(182)	(98)	(118)	(53)	(26)
No answer	(29)	(14)	(3)	(7)	(2)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
H. Late afternoon (4:30 or 5:00)						
Acceptable	49	54	46	44	48	54
Acceptable but not like it	39	35	40	42	42	38
Definitely unacceptable .	12	11	14	14	10	8
Total per cent	100	100	100	100	100	100
Base for percentages .	(468)	(177)	(95)	(118)	(52)	(26)
No answer	(38)	(19)	(6)	(7)	(3)	(3)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-43

ACCEPTABILITY OF POSSIBLE SCHEDULING OF COURSES, BY AFFILIATION

Acceptability of Possible Scheduling of Courses	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
A. On a Monday evening (6:00-9:30)							
Acceptable	19	16	18	13	18	32	16
Acceptable but not like it	34	33	31	33	33	41	33
Definitely unacceptable	47	51	51	54	49	27	51
Total per cent	100	100	100	100	100	100	100
Base for percentages	(468)	(43)	(68)	(78)	(120)	(78)	(81)
No answer	(38)	(10)	(3)	(11)	(8)	(4)	(2)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
B. On a Friday evening (6:00-9:30)							
Acceptable	6	4	9	10	5	9	3
Acceptable but not like it	20	25	19	27	13	28	12
Definitely unacceptable	74	71	72	63	82	63	85
Total per cent	100	100	100	100	100	100	100
Base for percentages	(467)	(44)	(68)	(78)	(120)	(76)	(81)
No answer	(39)	(9)	(3)	(11)	(8)	(6)	(2)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
C. Any other weekday evening (6:00-9:30)							
Acceptable	18	12	17	14	14	37	15
Acceptable but not like it	39	42	31	33	44	40	42
Definitely unacceptable	43	46	52	53	42	23	43
Total per cent	100	100	100	100	100	100	100
Base for percentages	(465)	(43)	(65)	(78)	(119)	(79)	(81)
No answer	(41)	(10)	(6)	(11)	(9)	(3)	(2)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-43 (continued)

Acceptability of Possible Scheduling of Courses	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
D. In both A.M. and P.M. on a given day							
Acceptable	45	30	45	25	50	56	55
Acceptable but not like it	34	35	43	41	32	30	24
Definitely unacceptable	21	35	12	34	18	14	21
Total per cent	100	100	100	100	100	100	100
Base for percentages	(464)	(43)	(67)	(77)	(117)	(78)	(82)
No answer	(42)	(10)	(4)	(12)	(11)	(4)	(1)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
E. On every day of the week, M-F							
Acceptable	28	51	19	35	24	18	34
Acceptable but not like it	37	28	43	41	34	32	42
Definitely unacceptable	35	21	38	24	42	50	24
Total per cent	100	100	100	100	100	100	100
Base for percentages	(469)	(43)	(68)	(75)	(121)	(80)	(82)
No answer	(37)	(10)	(3)	(14)	(7)	(2)	(1)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total per cent	(560)	(67)	(77)	(96)	(141)	(96)	(83)
F. On Saturday							
Acceptable	17	34	9	36	10	9	14
Acceptable but not like it	37	39	34	35	39	33	40
Definitely unacceptable	46	27	57	29	51	58	46
Total per cent	100	100	100	100	100	100	100
Base for percentages	(472)	(44)	(68)	(77)	(122)	(79)	(82)
No answer	(34)	(9)	(3)	(12)	(6)	(3)	(1)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-43 (continued)

Acceptability of Possible Scheduling of Courses	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
G. Early A.M. (8:30)							
Acceptable	56	76	46	56	55	47	61
Acceptable but not like it	25	17	31	27	22	32	23
Definitely unacceptable .	19	7	23	17	23	21	16
Total per cent	100	100	100	100	100	100	100
Base for percentages .	(477)	(46)	(70)	(78)	(122)	(79)	(82)
No answer	(29)	(7)	(1)	(11)	(6)	(3)	(1)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
H. Late afternoon (4:30 or 5:00)							
Acceptable	49	40	53	44	62	52	35
Acceptable but not like it	39	39	32	44	35	40	43
Definitely unacceptable .	12	21	15	12	3	8	22
Total per cent	100	100	100	100	100	100	100
Base for percentages .	(468)	(43)	(68)	(77)	(120)	(78)	(82)
No answer	(38)	(10)	(3)	(12)	(8)	(4)	(1)
Do not teach; teach off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-44

CRITERIA WHICH ARE BELIEVED TO DETERMINE ALLOCATION OF OFFICE SPACE, BY RANK

Criteria Believed to Determine Allocation of Office Space	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Academic rank	76	74	74	84	74	46
Tenure	45	50	40	40	50	46
Seniority--years at the University	57	53	64	57	67	44
Teaching load	16	18	9	16	13	22
Extent of research activities	50	56	44	54	30	46
Other activities--administration, etc.[a]	7	8	7	7	2	4
Pure chance	34	33	43	32	31	24
Amount or kind of space available[a]	3	3	2	3	-	6
Proximity to colleagues[a]	1	1	2	2	-	-
Influence, pressure[a]	3	3	5	3	4	-
Miscellaneous criteria mentioned	3	3	3	2	6	2
Don't know, can't say	2	2	2	2	2	2
Total per cent (some give more than one criterion)	297	304	295	302	279	268
Base for percentages	(519)	(189)	(97)	(129)	(54)	(50)
No answer	(41)	(14)	(8)	(8)	(4)	(7)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a] Answer volunteered by respondent

TABLE B-45

CRITERIA WHICH ARE BELIEVED TO DETERMINE ALLOCATION OF OFFICE SPACE, BY AFFILIATION

Criteria Believed to Determine Allocation of Office Space	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Academic rank	76	74	77	77	77	79	72
Tenure	45	39	42	43	51	42	49
Seniority-years at the University	57	50	61	42	60	66	59
Teaching load	16	16	17	11	19	17	13
Extent of research activities	50	50	42	61	57	42	37
Other activities--administrative, etc.[a]	7	-	4	4	10	10	7
Pure chance	34	29	29	30	42	29	40
Amount or kind of space available[a]	3	8	3	3	4	-	-
Proximity to colleagues[a]	1	-	-	1	4	-	-
Influence, pressure[a]	3	-	6	1	3	3	5
Miscellaneous criteria mentioned	3	6	2	3	1	2	5
Don't know, can't say	2	-	3	1	1	4	1
Total per cent (some give more than one criterion)	297	272	286	277	329	290	288
Base for percentages	(519)	(62)	(66)	(90)	(134)	(92)	(75)
No answer	(41)	(5)	(11)	(6)	(7)	(4)	(8)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a] Answer volunteered by respondent

TABLE B-46

CRITERIA WHICH FACULTY BELIEVE SHOULD DETERMINE ALLOCATION OF OFFICE SPACE, BY RANK

Criteria which Should Determine Allocation of Office Space	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Academic rank	63	63	56	68	73	54
Tenure	35	42	29	27	42	36
Seniority--years at the University	45	44	48	48	58	22
Teaching load	39	36	31	43	36	58
Extent of research activities	77	75	78	85	64	74
Other activities--administration, etc.[a]	10	16	8	8	5	6
Pure chance	5	7	4	6	7	-
Amount or kind of space available[a]	2	2	-	3	-	2
Proximity to colleagues in field[a]	1	1	2	2	-	2
Equal facilities for all[a]	1	1	2	-	2	-
Miscellaneous criteria mentioned	3	2	4	3	4	8
Don't know, can't say	*	1	1	-	-	-
Total per cent (some give more than one criterion)	281	290	263	293	291	262
Base for percentages	(516)	(181)	(101)	(129)	(55)	(50)
No answer	(44)	(22)	(4)	(8)	(3)	(7)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

* Less than 0.5 per cent.

[a] Answer volunteered by respondent.

TABLE B-47

CRITERIA WHICH FACULTY BELIEVE SHOULD DETERMINE ALLOCATION OF OFFICE SPACE, BY AFFILIATION

Criteria which Should Determine Allocation of Office Space	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Academic Rank	63	61	56	64	65	62	69
Tenure	35	30	39	36	37	27	42
Seniority--years at the University	45	28	46	37	47	49	60
Teaching load	39	45	40	29	36	39	48
Extent of research activities	77	77	81	77	79	74	73
Other activities-administration, etc.[a]	10	5	11	11	12	12	9
Pure chance	5	2	-	8	10	2	6
Amount or kind of space available[a]	2	3	1	1	2	1	-
Proximity to colleagues in field[a]	1	-	-	1	5	-	-
Equal facilities for all[a]	1	2	1	-	-	1	2
Miscellaneous criteria mentioned	3	8	6	4	1	2	4
Don't know, can't say	*	-	-	-	-	1	1
Total per cent (some give more than one criterion)	281	261	281	268	294	270	314
Base for percentages	(516)	(64)	(70)	(83)	(130)	(88)	(81)
No answer	(44)	(3)	(7)	(13)	(11)	(8)	(2)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

* Less than 0.5 per cent.

[a] Answer volunteered by respondent.

TABLE B-48

SATISFACTION WITH PRESENT METHOD OF ALLOCATING OFFICE SPACE, BY RANK

Satisfaction with Present Method of Allocating Office Space	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Very satisfactory	25	29	17	29	24	17
Fairly satisfactory	64	63	67	59	70	68
Fairly unsatisfactory	7	7	11	7	4	7
Very unsatisfactory	2	-	4	3	-	6
Don't know, can't say[a]	2	1	1	2	2	2
Total per cent	100	100	100	100	100	100
Base for percentages	(541)	(198)	(101)	(134)	(54)	(54)
No answer	(19)	(5)	(4)	(3)	(4)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a] Answer volunteered by respondent.

TABLE B-49

SATISFACTION WITH PRESENT METHOD OF ALLOCATING OFFICE SPACE, BY AFFILIATION

Satisfaction with Present Method of Allocating Office Space	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Very satisfactory	25	20	16	29	25	37	18
Fairly satisfactory	64	68	64	64	66	58	65
Fairly unsatisfactory	7	8	16	5	4	3	12
Very unsatisfactory	2	3	3	-	2	1	5
Don't know, can't say[a]	2	1	1	2	3	1	-
Total per cent	100	100	100	100	100	100	100
Base for percentages	(541)	(65)	(70)	(94)	(137)	(93)	(82)
No answer	(19)	(2)	(7)	(2)	(4)	(3)	(1)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a] Answer volunteered by respondent.

TABLE B-50

SATISFACTION WITH PRESENT METHOD OF ALLOCATING OFFICE SPACE, BY AGE

Satisfaction with Present Method of Allocating Office Space	Total Faculty	Age[b] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Very satisfactory	25	20	25	20	26	36
Fairly satisfactory	64	73	61	68	63	60
Fairly unsatisfactory	7	3	9	8	7	4
Very unsatisfactory	2	2	2	2	4	-
Don't know, can't say[a]	2	2	3	2	-	-
Total per cent	100	100	100	100	100	100
Base for percentages	(541)	(60)	(193)	(147)	(84)	(52)
No answer	(19)	(1)	(7)	(4)	(3)	(2)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a] Answer volunteered by respondent.

[b] Does not include seven faculty members who gave no information regarding age.

TABLE B-51

SATISFACTION WITH PRESENT METHOD OF ALLOCATING OFFICE SPACE, BY YEARS ON U. OF C. FACULTY

Satisfaction with Present Method of Allocating Office Space	Total Faculty	Years on U. of C. Faculty				
		Less than 5 years	5 years up to 10 years	10 years up to 20 years	20 years up to 30 years	30 years or more
Very satisfactory	25	26	26	22	22	28
Fairly satisfactory	64	61	60	69	70	72
Fairly unsatisfactory	7	7	11	7	8	-
Very unsatisfactory	2	3	3	1	-	-
Don't know, can't say[a]	2	3	-	1	-	-
Total per cent	100	100	100	100	100	100
Base for percentages	(541)	(223)	(104)	(135)	(49)	(25)
No answer	(19)	(9)	(-)	(4)	(4)	(1)
Total number	(560)	(232)	(104)	(139)	(53)	(26)

[a] Answer volunteered by respondent.

[b] Does not include six faculty members who gave no information regarding years they have been members of the University faculty.

TABLE B-52

NUMBER OF OFFICES, BY RANK

Number of Offices	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
No office	*	-	-	-	-	5
One office	84	81	84	85	90	86
More than one office	16	19	16	15	10	9
Total per cent	100	100	100	100	100	100
Base for percentages	(559)	(203)	(105)	(137)	(58)	(56)
No answer	(1)	(-)	(-)	(-)	(-)	(1)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

* Less than 0.5 per cent.

(Q. 18C) TABLE B-53

WHETHER ONE OFFICE ASSIGNED PERMANENTLY OR USED WHILE SOMEONE ELSE OUT OF RESIDENCE, BY RANK

Permanent or Temporary Assignment	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Permanently assigned	97	100	99	96	94	89
Using while someone else out of residence	3	-	1	4	6	11
Total per cent	100	100	100	100	100	100
Base for percentages	(465)	(163)	(87)	(117)	(51)	(47)
No answer	(4)	(1)	(1)	(-)	(1)	(1)
Have no office, more than one office or no answer regarding number of offices	(91)	(39)	(17)	(20)	(6)	(9)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

(Q. 18A)

TABLE B-54

NUMBER OF OFFICES, BY AFFILIATION

Number of Offices	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
No office	*	3	-	1	-	-	-
One office	84	85	90	82	84	90	72
More than one office	16	12	10	17	16	10	28
Total per cent	100	100	100	100	100	100	100
Base for percentages	(559)	(66)	(77)	(96)	(141)	(96)	(83)
No answer	(1)	(1)	(-)	(-)	(-)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

* Less than 0.5 per cent

(Q.18C)

TABLE B-55

WHETHER ONE OFFICE ASSIGNED PERMANENTLY OR USED WHILE SOMEONE ELSE OUT OF RESIDENCE BY AFFILIATION

Permanent or Temporary Assignment	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Permanently assigned	97	98	96	96	97	96	98
Using while someone else out of residence	3	2	4	4	3	4	2
Total per cent	100	100	100	100	100	100	100
Base for percentages	(465)	(56)	(68)	(78)	(118)	(85)	(60)
No answer	(4)	(-)	(1)	(1)	(1)	(1)	(-)
Have no office, more than one office or no answer regarding number of offices	(91)	(11)	(8)	(17)	(22)	(10)	(23)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

(Q. 19A)

TABLE B-56

INFORMAL USE OF OTHER OFFICE SPACE, BY RANK

Informal Use of Other Office Space	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Yes	4	3	3	5	9	6
No	96	97	97	95	91	94
Total per cent	100	100	100	100	100	100
Base for percentages	(514)	(188)	(92)	(131)	(55)	(48)
No answer	(43)	(15)	(13)	(6)	(3)	(6)
Have no office	(3)	(-)	(-)	(-)	(-)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

(Q. 19A)

TABLE B-57

INFORMAL USE OF OTHER OFFICE SPACE, BY AFFILIATION

Informal Use of Other Office Space	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Yes	4	2	3	-	6	5	10
No	96	98	97	100	94	95	90
Total per cent	100	100	100	100	100	100	100
Base for percentages	(514)	(62)	(68)	(89)	(131)	(86)	(78)
No answer	(43)	(3)	(9)	(6)	(10)	(10)	(5)
Have no office	(3)	(2)	(-)	(1)	(-)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

(Q. 20)

TABLE B-58

LOCATION OF OFFICE WITH RESPECT TO MOST OTHER FACULTY OFFICES IN (DEPT.)(SCHOOL)(COLLEGE), BY RANK

Location of Office with Respect to Most Other Faculty Offices in (Dept.)(School)(College)	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Located in same building	88	92	89	88	91	69
Not located in same building . .	12	8	11	12	9	31
Total per cent	100	100	100	100	100	100
Base for percentages	(546)	(202)	(101)	(134)	(58)	(51)
No answer	(11)	(1)	(4)	(3)	(-)	(3)
Have no office	(3)	(-)	(-)	(-)	(-)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

(Q. 21)

TABLE B-59

IMPORTANCE OF LOCATION OF OFFICE IN SAME BUILDING AS OFFICES OF MOST OTHER FACULTY MEMBERS IN (DEPT.)(SCHOOL)(COLLEGE), BY RANK

Importance of Location of Office in Same Building as Most Faculty Offices in (Dept.)(School)(College)	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Very important	68	76	73	64	57	49
Fairly important	22	18	20	23	31	25
Not so important	10	6	7	13	12	26
Total per cent	100	100	100	100	100	100
Base for percentages	(547)	(202)	(101)	(135)	(58)	(51)
No answer	(10)	(1)	(4)	(2)	(-)	(3)
Have no office	(3)	(-)	(-)	(-)	(-)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

(Q. 20)

TABLE B-60

LOCATION OF OFFICE WITH RESPECT TO MOST OTHER FACULTY OFFICES IN (DEPT.)(SCHOOL)(COLLEGE), BY AFFILIATION

Location of Office with Respect to Most Other Faculty Offices in (Dept.)(School)(College)	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Located in same building	88	87	84	87	82	97	94
Not located in same building . .	12	13	16	13	18	3	6
Total per cent	100	100	100	100	100	100	100
Base for percentages	(549)	(63)	(76)	(93)	(139)	(94)	(81)
No answer	(11)	(2)	(1)	(2)	(2)	(2)	(2)
Have no office	(3)	(2)	(-)	(1)	(-)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

(Q. 21)

TABLE B-61

IMPORTANCE OF LOCATION OF OFFICE IN SAME BUILDING AS OFFICES OF MOST OTHER FACULTY MEMBERS IN (DEPT.)(SCHOOL)(COLLEGE), BY AFFILIATION

Importance of Location of Office in Same Building as Most Faculty Offices in (Dept.)(School)(College)	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Very important	68	65	75	73	64	79	53
Fairly important	22	24	12	19	27	13	33
Not so important	10	11	13	8	9	8	14
Total per cent	100	100	100	100	100	100	100
Base for percentages	(547)	(63)	(75)	(93)	(139)	(94)	(83)
No answer	(10)	(2)	(2)	(2)	(2)	(2)	(-)
Have no office	(3)	(2)	(-)	(1)	(-)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

(Q. 20)

TABLE B-62

LOCATION OF OFFICE WITH RESPECT TO MOST OTHER FACULTY OFFICES IN (DEPT.)(SCHOOL)(COLLEGE), BY YEARS ON U. OF C. FACULTY

Location of Office with Respect to Most Other Faculty Offices in (Dept.)(School)(College)	Total Faculty	Years on U. of C. Faculty[a]				
		Less than 5 years	5 years up to 10 years	10 years up to 20 years	20 years up to 30 years	30 years or more
Located in same building	88	86	88	88	92	96
Not located in same building	12	14	12	12	8	4
Total per cent	100	100	100	100	100	100
Base of percentages	(546)	(226)	(99)	(137)	(53)	(25)
No answer	(11)	(6)	(2)	(2)	(-)	(1)
Have no office	(3)	(-)	(3)	(-)	(-)	(-)
Total number	(560)	(232)	(104)	(139)	(53)	(26)

(Q. 21)

TABLE B-63

IMPORTANCE OF LOCATION OF OFFICE IN SAME BUILDING AS OFFICES OF MOST OTHER FACULTY MEMBERS IN (DEPT.)(SCHOOL)(COLLEGE), BY YEARS ON U. OF C. FACULTY

Importance of Location of Office in Same Building as Most Faculty Offices in (Dept.)(School)(College)	Total Faculty	Years on U. of C. Faculty[a]				
		Less than 5 years	5 years up to 10 years	10 years up to 20 years	20 years up to 30 years	30 years or more
Very Important	68	60	72	73	75	76
Fairly important	22	26	15	21	21	16
Not so important	10	14	13	6	4	8
Total per cent	100	100	100	100	100	100
Base for percentages	(547)	(226)	(99)	(138)	(53)	(25)
No answer	(10)	(6)	(2)	(1)	(-)	(1)
Have no office	(3)	(-)	(3)	(-)	(-)	(-)
Total number	(560)	(232)	(104)	(139)	(53)	(26)

a Does not include six faculty members who gave no information regarding years they have been members of the University faculty.

LOCATION OF OFFICE WITH RESPECT TO OTHER FACULTY OFFICES IN (DEPT.) (SCHOOL)(COLLEGE), BY AGE

Location of Office with Respect to Most Other Faculty Offices in (Dept.)(School)(College)	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Located in same building	88	90	85	90	90	88
Notlocated in same building	12	10	15	10	10	12
Total per cent	100	100	100	100	100	100
Base for percentages	(546)	(60)	(198)	(142)	(87)	(52)
No answer	(11)	(1)	(1)	(7)	(-)	(2)
Have no office	(3)	(-)	(1)	(2)	(-)	(-)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

(Q. 21) TABLE B-65

IMPORTANCE OF LOCATION OF OFFICE IN SAME BUILDING AS OFFICES OF MOST OTHER FACULTY MEMBERS IN (DEPT.)(SCHOOL)(COLLEGE), BY AGE

Importance of Location of Office in Same Building as Most Faculty Offices in (Dept.)(School)(College)	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Very important	68	58	61	74	79	68
Fairly important	22	32	24	20	15	17
Not so important	10	10	15	6	6	15
Total per cent	100	100	100	100	100	100
Base for percentages	(547)	(60)	(197)	(143)	(87)	(53)
No answer	(10)	(1)	(2)	(6)	(-)	(1)
Have no office	(3)	(-)	(1)	(2)	(-)	(-)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a] Does not include seven faculty members who gave no information regarding age.

(Q. 20 and Q. 21)

TABLE B-66

LOCATION OF OFFICE WITH RESPECT TO MOST OTHER FACULTY OFFICES IN (DEPT.)(SCHOOL)(COLLEGE), BY IMPORTANCE OF LOCATION OF OFFICE IN SAME BUILDING AS MOST OTHER FACULTY OFFICES IN (DEPT.)(SCHOOL)(COLLEGE)[1]

Location of Office with Respect to Most Other Faculty Offices in (Dept.)(School)(College)	Proportion of Faculty Reporting Location Indicated Who Feel that Having an Office in the Same Building as Most Other Faculty Office in (Dept.)(School)(College) is		
	Very Important	Fairly Important	Not so Important
Located in same building	96	81	48
Not located in same building	4	19	52
Total per cent	100	100	100
Base for percentages	(371)	(117)	(56)
No answer	(1)	(1)	(1)
Total number	(372)	(118)	(57)

[1] Does not include three faculty members who have no office and ten faculty members who do not express any attitude regarding the importance of having an office in the same building as most other faculty offices.

TABLE B-67

SHARING OF OFFICE SPACE, BY RANK

Sharing of Office Space	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
No office space shared with other faculty or other agency, group	80	89	80	80	64	60
Share some office space but also have office which is not shared	7	7	11	7	7	4
All office space is shared . . .	13	4	9	13	29	36
Total per cent	100	100	100	100	100	100
Base for percentages	(555)	(202)	(105)	(137)	(58)	(53)
No answer	(2)	(1)	(-)	(-)	(-)	(1)
Have no office	(3)	(-)	(-)	(-)	(-)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-68

SHARING OF OFFICE SPACE, BY AFFILIATION

Sharing of Office Space	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
No office space shared with other faculty or other agency, group	80	78	69	81	84	85	77
Share some office space but also have office which is not shared	7	5	8	7	4	5	18
All office space is shared . . .	13	17	23	12	12	10	5
Total per cent	100	100	100	100	100	100	100
Base for percentages	(555)	(64)	(77)	(94)	(141)	(96)	(83)
No answer	(2)	(1)	(-)	(1)	(-)	(-)	(-)
Have no office	(3)	(2)	(-)	(1)	(-)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-69

SHARING OF OFFICE SPACE, BY YEARS ON U. OF C. FACULTY

Sharing of Office Space	Total Faculty	Years on U. of C. Faculty[a]				
		Less than 5 years	5 years up to 10 years	10 years up to 20 years	20 years up to 30 years	30 years or more
No office space shared with other faculty or other agency, group . . .	80	74	81	86	83	77
Share some office space but also have office which is not shared . .	7	7	6	9	9	11
All office space is shared	13	19	13	5	8	12
Total per cent	100	100	100	100	100	100
Base for percentages	(555)	(231)	(101)	(138)	(53)	(26)
No answer	(2)	(1)	(-)	(1)	(-)	(-)
Have no office	(3)	(-)	(3)	(-)	(-)	(-)
Total number	(560)	(232)	(104)	(139)	(53)	(26)

[a] Does not include six faculty members who gave no information regarding years they have been members of the University faculty.

TABLE B-70

SHARING OF OFFICE SPACE, BY AGE

Sharing of Office Space	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
No office space shared with other faculty or other agency, group . .	80	69	74	85	84	89
Share some office space but also have office which is not shared . .	7	6	9	5	10	4
All office space is shared	13	25	17	10	6	7
Total per cent	100	100	100	100	100	100
Base for percentages	(555)	(61)	(199)	(147)	(87)	(54)
No answer	(2)	(-)	(-)	(2)	(-)	(-)
Have no office	(3)	(-)	(1)	(2)	(-)	(-)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a] Does not include seven faculty members who gave no information regarding age.

(Q. 18A and Q. 22)

TABLE B-71

SHARING OF OFFICE SPACE, BY NUMBER OF OFFICES[1]

Sharing of Office Space	Proportion of Faculty Indicating Each Type of Sharing among Faculty Who Have	
	One Office	More than One Office
No office space shared with other faculty or other agency, group	86	46
Share some office space but also have office which is not shared	-	48
All office space is shared .	14	6
Total per cent	100	100
Base for percentages . . .	(468)	(87)
No answer	(1)	(-)
Total number	(469)	(87)

[1] Does not include three faculty members who reported not having an office and the one faculty member who gave no information regarding number of offices he had.

TABLE B-72

SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE, BY RANK

Amount of Satisfaction with Non-Shared Office Space	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Very satisfactory	55	61	47	52	51	56
Fairly satisfactory	28	21	34	31	36	35
Fairly unsatisfactory	15	16	16	15	10	9
Very unsatisfactory	2	2	3	2	3	-
Total per cent	100	100	100	100	100	100
Base for percentages	(470)	(188)	(94)	(115)	(39)	(34)
No answer	(14)	(6)	(2)	(4)	(2)	(-)
Have no office, have only shared office, or no answer about sharing office	(76)	(9)	(9)	(18)	(17)	(23)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-73

SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE, BY AFFILIATION

Satisfaction with Amount of Non-Shared Office Space	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Very satisfactory	55	52	51	54	57	48	64
Fairly satisfactory	28	31	30	29	31	27	24
Fairly unsatisfactory	15	13	16	15	10	24	11
Very unsatisfactory	2	4	3	2	2	1	1
Total per cent	100	100	100	100	100	100	100
Base for percentages	(470)	(52)	(57)	(80)	(123)	(82)	(76)
No answer	(14)	(1)	(2)	(3)	(1)	(4)	(3)
Have no office, have only shared office, or no answer about sharing office	(76)	(14)	(18)	(13)	(17)	(10)	(4)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-74

SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE, BY YEARS ON U. OF C. FACULTY

Satisfaction with Amount of Non-Shared Office Space	Total Faculty	Years on U. of C. Faculty[a]				
		Less than 5 years	5 years up to 10 years	10 years up to 20 years	20 years up to 30 years	30 years or more
Very satisfactory	55	50	60	57	55	57
Fairly satisfactory	28	30	26	30	24	26
Fairly unsatisfactory	15	17	12	12	19	17
Very unsatisfactory	2	3	2	1	2	-
Total per cent	100	100	100	100	100	100
Base for percentages	(470)	(183)	(86)	(127)	(47)	(23)
No answer	(14)	(5)	(2)	(4)	(2)	(-)
Have no office, have only shared office, or no answer about sharing office	(76)	(44)	(16)	(8)	(4)	(3)
Total number	(560)	(232)	(104)	(139)	(53)	(26)

[a] Does not include six faculty members who gave no information regarding years they have been members of the University faculty.

TABLE B-75

SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE, BY AGE

Satisfaction with Amount of Non-Shared Office Space	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Very satisfactory	55	48	57	52	53	61
Fairly satisfactory	28	41	27	28	24	29
Fairly unsatisfactory	15	11	13	18	20	8
Very unsatisfactory	2	-	3	2	3	2
Total per cent	100	100	100	100	100	100
Base for percentages	(470)	(44)	(163)	(130)	(78)	(48)
No answer	(14)	(2)	(3)	(3)	(4)	(2)
Have no office, have only shared office, or no answer about sharing office	(76)	(15)	(34)	(18)	(5)	(4)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a] Does not include seven faculty members who gave no information regarding age.

TABLE B-76

SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE, BY ACCOMMODATION OF NON-FACULTY PERSONNEL IN NON-SHARED OFFICE SPACE[1]

Satisfaction with Amount of Non-Shared Office Space	Proportion of Faculty Indicating Each Degree of Satisfaction among:	
	Faculty Who Accommodate Non-Faculty Personnel in Non-Shared Office Space	Faculty Who Do Not Accommodate Non-Faculty Personnel in Non-Shared Office Space
Very satisfactory	38	59
Fairly satisfactory	37	25
Fairly unsatisfactory	19	15
Very unsatisfactory	6	1
Total per cent	100	100
Base for percentages . . .	(82)	(349)
No answer	(1)	(2)
Total number	(83)	(351)

[1] Does not include 76 faculty members who have no office, have only shared office space or gave no answer regarding sharing of office space as well as 50 faculty members who have non-shared office space but gave no information regarding the accommodation of non-faculty personnel in their offices.

TABLE B-77

SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE, BY RECEIPT OF ACADEMIC HONORS[1]

Satisfaction with Amount of Non-Shared Office Space	Proportion of Faculty Indicating Each Degree of Satisfaction among:	
	Faculty Who Have Received Academic Honors	Faculty Who Have Not Received Academic Honors
Very satisfactory	61	54
Fairly satisfactory	26	29
Fairly unsatisfactory	12	15
Very unsatisfactory	1	2
Total per cent	100	100
Base for percentages . . .	(66)	(398)
No answer	(4)	(10)
Have no office, have only shared office, or no answer about sharing of office .	(6)	(70)
Total number	(76)	(478)

[1] Does not include the six faculty members who gave no information regarding the receipt of academic honors.

TABLE B-78

SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE, BY NUMBER OF RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED[1]

Satisfaction with Amount of Non-Shared Office Space	Proportion of Faculty Indicating Each Degree of Satisfaction among Faculty Reporting the Number of Research Grants, Awards or Prizes Won as:		
	None	1 or 2	3 or more
Very satisfactory	50	59	54
Fairly satisfactory	31	26	29
Fairly unsatisfactory	18	12	14
Very unsatisfactory	1	3	3
Totalper cent	100	100	100
Base for percentages	(102)	(160)	(201)
No answer	(5)	(5)	(4)
Have no office, have only shared office, or no answer about sharing of office	(28)	(29)	(18)
Total number	(135)	(194)	(223)

[1] Does not include the eight faculty members who gave no information regarding the number of research grants, awards or prizes they had received.

(Q. 23B and Q. 49)

TABLE B-79

SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE, BY NUMBER OF TIMES OFFICE HELD IN PROFESSIONAL OR ACADEMIC SOCIETIES[1]

Satisfaction with Amount of Non-Shared Office Space	Proportion of Faculty Indicating Each Degree of Satisfaction among Faculty Reporting the Number of Times Office held in Professional or Academic Societies as:		
	None	1 or 2	3 or more
Very satisfactory	55	57	53
Fairly satisfactory	29	26	29
Fairly unsatisfactory	13	16	16
Very unsatisfactory	3	1	2
Total per cent	100	100	100
Base for percentages	(250)	(120)	(95)
No answer	(7)	(6)	(1)
Have no office, have only shared office, or no answer about sharing of office	(44)	(20)	(10)
Total number	(301)	(146)	(106)

[1] Does not include the seven faculty members who gave no information regarding the number of times they have held office in professional or academic societies.

(Q. 23B and Q. 50)

TABLE B-80

SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE, BY NUMBER OF PAPERS GIVEN AT MEETINGS OF PROFESSIONAL OR ACADEMIC SOCIETIES DURING LAST FIVE YEARS[1]

Satisfaction with Amount of Non-Shared Office Space	Proportion of Faculty Indicating Each Degree of Satisfaction among Faculty Reporting Number of Papers Given at Professional or Academic Meetings during Last Five Years As:			
	None	1 or 2	3 or 4	5 or more
Very satisfactory	61	57	52	52
Fairly satisfactory	28	30	28	28
Fairly unsatisfactory	10	11	19	17
Very unsatisfactory	1	2	1	3
Total per cent	100	100	100	100
Base for percentages	(71)	(122)	(109)	(164)
No answer	(4)	(-)	(7)	(3)
Have no office, have only shared office, or no answer about sharing of office	(18)	(24)	(19)	(13)
Total number	(93)	(146)	(135)	(180)

[1] Does not include the six faculty members who gave no information regarding number of papers delivered at professional or academic meetings during the last five years.

TABLE B-81

NUMBER OF HOURS PER AVERAGE WEEK SPENT IN OFFICE, BY SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE[1]

Hours per Average Week Spent in Office	Proportion of Faculty Reporting Number of Hours Indicated among Faculty Who Feel that the Amount of Non-Shared Office Space They Have Is:			
	Very Satisfactory	Fairly Satisfactory	Fairly Unsatisfactory	Very Unsatisfactory
Less than 10 hours	5	11	10	-
10 hours--less than 20 hours . .	15	13	13	a
20 hours--less than 30 hours . .	16	27	25	a
30 hours--less than 40 hours . .	30	23	26	a
40 hours or more	34	26	26	a
Total per cent	100	100	100	
Base for percentages	(252)	(129)	(69)	(10)
No answer	(5)	(5)	(-)	(-)
Total number	(257)	(134)	(69)	(10)

[1] Does not include the 76 faculty members who have no office, have only shared office space or have not given an answer regarding the sharing of office space and the 14 faculty members who have not given information regarding satisfaction with non-shared office space.

[a] Too few cases to report percentages.

TABLE B-82

REASONS GIVEN BY FACULTY MEMBERS WITH UNSATISFACTORY AMOUNT OF NON-SHARED OFFICE SPACE FOR NOT HAVING REQUESTED MORE OFFICE SPACE

Reasons Given for Not Having Requested More Office Space	Proportion of Faculty with Unsatisfactory Non-Shared Office Space Mentioning Reason Indicated
Little or no office space available	54
No office space or no better office space available in desired location . . .	20
Present office as large or larger than what is available	2
Present office as large or larger than those other faculty have	16
No larger office space available for faculty of own rank or seniority	5
Larger office space available has other undesirable features	7
Miscellaneous reasons	7
Vague responses	2
Total per cent (some give more than one reason)	113
Base for percentages	(55)
No answer	(1)
Have requested more office space or no answer regarding request for more office space	(23)
Have satisfactory amount of non-shared office space or no answer regarding satisfaction with non-shared office space	(405)
Have no office, have only shared office or no answer regarding sharing of office	(76)
Total number	(560)

TABLE B-83

ACCOMMODATION OF NON-FACULTY PERSONNEL IN NON-SHARED OFFICE SPACE, BY RANK

Accommodation of Non-Faculty Personnel in Non-Shared Office Space	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Accommodate non-faculty personnel in non-shared office space . . .	19	22	19	16	13	22
Do not accommodate non-faculty personnel in non-shared office space	81	78	81	84	87	78
Total per cent	100	100	100	100	100	100
Base for percentages	(434)	(174)	(90)	(104)	(39)	(27)
No answer	(50)	(20)	(6)	(15)	(2)	(7)
Have no office, have only shared office or no answer about sharing office	(76)	(9)	(9)	(18)	(17)	(23)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-84

ACCOMMODATION OF NON-FACULTY PERSONNEL IN NON-SHARED OFFICE SPACE, BY AFFILIATION

Accommodation of Non-Faculty Personnel in Non-Shared Office Space	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Accommodate non-faculty personnel in non-shared office space . .	19	28	10	16	32	14	7
Do not accommodate non-faculty personnel in non-shared office space	81	72	90	84	68	86	93
Total per cent	100	100	100	100	100	100	100
Base for percentages	(434)	(50)	(48)	(74)	(114)	(76)	(72)
No answer	(50)	(3)	(11)	(9)	(10)	(10)	(7)
Have no office, have only shared office or no answer about sharing office . . .	(76)	(14)	(18)	(13)	(17)	(10)	(4)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-85

ACCOMMODATION OF NON-FACULTY PERSONNEL IN NON-SHARED OFFICE SPACE, BY YEARS ON U. OF C. FACULTY

Accommodation of Non-Faculty Personnel in Non-Shared Office Space	Total Faculty	Years on U. of C. Faculty[a]				
		Less than 5 years	5 years up to 10 years	10 years up to 20 years	20 years up to 30 years	30 years or more
Accommodate non-faculty personnel in non-shared office space	19	21	12	21	24	15
Do not accommodate non-faculty personnel in non-shared office space	81	79	88	79	76	85
Total per cent	100	100	100	100	100	100
Base for percentages	(434)	(170)	(80)	(120)	(42)	(20)
No answer	(50)	(18)	(8)	(11)	(7)	(3)
Have no office, have only shared office or no answer about sharing office	(76)	(44)	(16)	(8)	(4)	(3)
Total number	(560)	(232)	(104)	(139)	(53)	(26)

[a] Does not include the six faculty members who gave no information regarding the number of years they have been members of the University faculty.

TABLE B-86

ACCOMMODATION OF NON-FACULTY PERSONNEL IN NON-SHARED OFFICE SPACE, BY AGE

Accommodation of Non-Faculty Personnel in Non-Shared Office Space	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Accommodate non-faculty personnel in non-shared office space . . .	19	15	18	25	18	12
Do not accommodate non-faculty personnel in non-shared office space	81	85	82	75	82	88
Total per cent	100	100	100	100	100	100
Base for percentages	(434)	(40)	(155)	(119)	(73)	(40)
No answer	(50)	(6)	(11)	(14)	(9)	(10)
Have no office, have only shared office or no answer about sharing office	(76)	(15)	(34)	(18)	(5)	(4)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a] Does not include the seven faculty members who gave no information regarding age.

TABLE B-87

ACCOMMODATION OF NON-FACULTY PERSONNEL IN NON-SHARED OFFICE SPACE, BY NUMBER OF OFFICES[1]

Accommodation of Non-Faculty Personnel in Non-Shared Office Space	Proportion of Faculty Indicating Each Response among Faculty Who Have:	
	One Office	More than One Office
Accommodate non-faculty personnel in non-shared office space	16	32
Do not accommodate non-faculty personnel in non-shared office space	84	68
Total per cent	100	100
Base for percentages	(360)	(74)
No answer	(42)	(8)
Have only shared office or no answer about sharing office . .	(67)	(5)
Total number	(469)	(87)

[1] Does not include the three faculty members who reported not having an office and the one faculty member who gave no information regarding the number of offices he had.

TABLE B-88

DIFFERENCE SHARING OF NON-SHARED OFFICE SPACE WOULD MAKE, BY RANK

Difference Sharing of Non-Shared Office Space Would Make	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Great deal	81	89	90	72	58	79
Somewhat	16	11	10	22	32	14
Hardly at all	3	*	-	6	10	7
Total per cent	100	100	100	100	100	100
Base for percentages	(442)	(175)	(92)	(107)	(40)	(28)
No answer	(42)	(19)	(4)	(12)	(1)	(6)
Have no office, have only shared office or no answer about sharing office	(76)	(9)	(9)	(18)	(17)	(23)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

*Less than 0.5 per cent.

TABLE B-89

DIFFERENCE SHARING OF NON-SHARED OFFICE SPACE WOULD MAKE, BY AFFILIATION

Difference Sharing of Non-Shared Office Space Would Make	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Great deal	81	70	82	83	88	82	77
Somewhat	16	26	14	16	10	14	19
Hardly at all	3	4	4	1	2	4	4
Total per cent	100	100	100	100	100	100	100
Base for percentages	(442)	(50)	(51)	(75)	(115)	(76)	(75)
No anwer	(42)	(3)	(8)	(8)	(9)	(10)	(4)
Have no office, have only shared office or no answer about sharing office	(76)	(14)	(18)	(13)	(17)	(10)	(4)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-90

DIFFERENCE SHARING OF NON-SHARED OFFICE SPACE WOULD MAKE, BY YEARS ON U. OF C. FACULTY

Difference Sharing of Non-Shared Office Space Would Make	Total Faculty	Years on U. of C. Faculty[a]				
		Less than 5 years	5 years up to 10 years	10 years up to 20 years	20 years up to 30 years	30 years or more
Great deal	81	72	85	89	88	86
Somewhat	16	21	14	11	12	14
Hardly at all	3	7	1	-	-	-
Total per cent	100	100	100	100	100	100
Base for percentages	(442)	(174)	(81)	(122)	(41)	(21)
No answer	(42)	(14)	(7)	(9)	(8)	(2)
Have no office, have only shared office or no answer about sharing office	(76)	(44)	(16)	(8)	(4)	(3)
Total number	(560)	(232)	(104)	(139)	(53)	(26)

[a] Does not include the six faculty members who gave no information regarding the number of years they have been members of the University faculty.

TABLE B-91

DIFFERENCE SHARING OF NON-SHARED OFFICE SPACE WOULD MAKE, BY AGE

Difference Sharing of Non-Shared Office Space Would Make	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Great deal	81	78	73	92	86	78
Somewhat	16	20	22	7	12	20
Hardly at all	3	2	5	1	2	2
Total per cent	100	100	100	100	100	100
Base for percentages	(442)	(41)	(156)	(121)	(77)	(41)
No answer	(42)	(5)	(10)	(12)	(5)	(9)
Have no office, have only shared office or no answer about sharing office	(76)	(15)	(34)	(18)	(5)	(4)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a] Does not include the seven faculty members who gave no information regarding age.

TABLE B-91

REASONS GIVEN BY FACULTY FOR FEELING THAT SHARING OF NON-SHARED OFFICE SPACE WOULD MAKE A DIFFERENCE, BY RANK

Reasons Given for Feeling that Sharing of Non-Shared Office Space Would Make a Difference	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
General statement that sharing would interfere with work or be distracting. No privacy	27	23	22	35	33	29
General statement that sharing would interfere with consultations or conferences. No privacy . . .	10	13	7	11	3	4
Would interfere with conferences and discussions with students--need privacy	28	26	32	27	30	25
Would interfere with consultations or discussions with staff, visitors, clients, colleagues	13	19	12	6	7	12
Would interfere with research, writing, editing, class-related work	30	32	32	27	30	25
Would interfere with other activities --dictating, typing, etc.	2	1	3	1	-	8
Would result in mutual interference with each other's activities . .	5	5	7	3	3	4
Would result in interference with other faculty member's activities	3	3	2	-	-	4
Would restrict freedom of action (no reference to restriction of specific activities referred to in other items)	4	1	6	6	7	4
Would restrict or hamper use of office for classes	3	4	5	-	-	4
Would limit space available for research materials, equipment or books	9	10	10	10	-	4
Would be questionable or undesirable because of personal habits or personality	1	-	1	1	-	4
Space available insufficient to accommodate another person . . .	7	9	5	3	7	12

TABLE B-91 (continued)

Reasons given for Feeling that Sharing of Non-Shared Office Space Would Make a Difference	Total Faculty	Rank: Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Idea of sharing office intolerable, out of the question . . .	5	6	5	4	3	4
Miscellaneous reasons	1	1	1	-	-	4
Approval of sharing--increase opportunities for discussion, exchange of ideas, etc.	*	-	-	1	-	-
Vague answer	*	1	1	-	-	-
Total per cent (some give more than one reason)	148	154	151	135	123	147
Base for percentages	(387)	(154)	(87)	(92)	(30)	(24)
No answer	(42)	(20)	(5)	(9)	(6)	(2)
Makes hardly any difference or no answer regarding making difference	(55)	(20)	(4)	(18)	(5)	(8)
Have no office, have only shared office or no answer regarding sharing office . .	(76)	(9)	(9)	(18)	(17)	(23)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

* Less than 0.5 per cent.

REASONS GIVEN BY FACULTY FOR FEELING THAT SHARING OF NON-SHARED OFFICE SPACE WOULD MAKE A DIFFERENCE, BY AFFILIATION

Reasons Given for Feeling that Sharing of Non-Shared Office Space Would Make a Difference	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
General statement that sharing would interfere with work or be distracting--no privacy . .	27	27	18	34	23	26	33
General statement that sharing would interfere with consultations or conferences--no privacy	10	13	7	2	16	15	3
Would interfere with conferences and discussions with students	28	20	18	17	31	36	37
Would interfere with consultations or discussions with staff, visitors, clients, colleagues	13	11	7	14	20	14	5
Would interfere with research, writing, editing, class-related work	30	29	40	25	28	35	28
Would interfere with other activities--typing, dictating, etc.	2	-	2	2	4	3	-
Would result in mutual interference with each other's activities	5	7	2	9	4	8	-
Would result in interference with other faculty member's activities	3	2	2	6	3	-	5
Would restrict freedom of action (no reference to specific activities referred to in other items)	4	2	2	6	3	6	5
Would restrict or hamper use of office for classes	3	-	16	-	3	2	2
Would limit space available for research materials, equipment or books	9	13	20	2	7	11	6
Would be questionable or undesirable because of personal habits or personality	1	-	2	2	-	-	2
Space available insufficient to accommodate another person . .	7	16	9	2	8	2	8

TABLE B-92 (continued)

Reasons Given for Feeling that Sharing of Non-Shared Office Space Would Make a Difference	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Idea of sharing office intolerable, out of the question . . .	5	4	9	5	8	-	3
Miscellaneous reasons	1	-	2	-	-	-	3
Approval of sharing--increases opportunities for discussion, exchange of ideas, etc.	*	-	-	-	-	-	2
Vague answer	*	-	2	-	-	-	2
Total per cent (some give more than one reason)	148	153	158	126	158	158	144
Base for percentages	(387)	(45)	(45)	(64)	(103)	(66)	(64)
No answer	(42)	(3)	(4)	(10)	(10)	(7)	(8)
Makes hardly any difference or no answer regarding it making difference..	(55)	(5)	(10)	(9)	(11)	(13)	(7)
Have no office, have only shared office or no answer regarding sharing office	(76)	(14)	(18)	(13)	(17)	(10)	(4)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

*Less than 0.5 per cent.

TABLE B-93

NUMBER OF FACULTY MEMBERS, AGENCIES OR GROUPS WITH WHOM SHARE OFFICE, BY RANK

Number with Whom Share Office	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
One	69	91	67	67	57	62
Two	15	9	14	7	29	19
Three	7	-	9	11	9	5
Four or more	9	-	10	15	5	14
Total per cent	100	100	100	100	100	100
Base for percentages	(113)	(23)	(21)	(27)	(21)	(21)
Have no office, have no shared office or no answer regarding sharing office	(447)	(180)	(84)	(110)	(37)	(36)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-94

NUMBER OF FACULTY MEMBERS, AGENCIES OR GROUPS WITH WHOM SHARE OFFICE, BY AFFILIATION

Number with Whom Share Office	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
One	69	(9)[a]	83	(18)[a]	61	(12)[a]	(5)[a]
Two	15	(5)[a]	17	(-)	22	(3)[a]	(-)
Three	7	(-)	-	(-)	-	(-)	(8)[a]
Four or more	9	(-)	-	(-)	17	(-)	(6)[a]
Total per cent	100		100		100		
Base for percentages	(113)	(14)	(24)	(18)	(23)	(15)	(19)
Have no office, have no shared office or no answer regarding sharing office	(447)	(53)	(53)	(78)	(118)	(81)	(64)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a] Too few cases to report percentages.

TABLE B-95

SATISFACTION WITH AMOUNT OF SHARED OFFICE SPACE, BY RANK

Satisfaction with Amount of Shared Office Space	Total Faculty	Rank: Professors and Associate Professors	Rank: Assistant Professors and Instructors	Rank: Res. Assoc., Lecturer, Prof. Em.
Very satisfactory	43	48	46	29
Fairly satisfactory	31	26	34	33
Fairly unsatisfactory	18	17	16	24
Very unsatisfactory	6	7	4	9
Unsatisfactory, but no indication of degree	2	2	-	5
Total per cent	100	100	100	100
Base for percentages	(107)	(42)	(44)	(21)
No answer	(6)	(2)	(4)	(-)
Have no office, have no shared office or no answer regarding sharing office	(447)	(264)	(147)	(36)
Total number	(560)	(308)	(195)	(57)

TABLE B-96

SATISFACTION WITH AMOUNT OF SHARED OFFICE SPACE, BY AFFILIATION

Satisfaction with Amount of Shared Office Space	Total Faculty	Affiliation: Biol Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Very satisfactory	43	(2)[a]	42	(8)[a]	44	(9)[a]	(7)[a]
Fairly satisfactory	31	(7)[a]	29	(8)[a]	22	(4)[a]	(2)[a]
Fairly unsatisfactory	18	(4)[a]	13	(2)[a]	30	(2)[a]	(1)[a]
Very unsatisfactory	6	(1)[a]	12	(-)	4	(-)	(2)[a]
Unsatisfactory, but no indication of degree	2	(-)	4	(-)	-	(-)	(1)[a]
Total per cent	100		100		100		
Base for percentages	(107)	(14)	(24)	(18)	(23)	(15)	(13)
No answer	(6)	(-)	(-)	(-)	(-)	(-)	(6)
Have no office, have no shared office or no answer regarding sharing office	(447)	(53)	(53)	(78)	(118)	(81)	(64)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a] Too few cases to report percentages.

TABLE B-97

REQUEST FOR PRIVATE OFFICE BY FACULTY WITH SHARED OFFICE SPACE, BY RANK

Request for Private Office	Total Faculty	Rank		
		Professors and Associate Professors	Assistant Professors and Instructors	Res. Assoc., Lecturer, Prof. Em.
Have asked for private office	19	22	22	(1)[a]
Have not asked for private office	57	37	61	(15)[a]
Have not asked for private office, because have another office which is not shared . . .	24	41	17	(2)[a]
Total per cent	100	100	100	
Base for percentages	(91)	(32)	(41)	(18)
No answer	(22)	(12)	(7)	(3)
Have no office, have no shared office or no answer regarding sharing office	(447)	(264)	(147)	(36)
Total number	(560)	(308)	(195)	(57)

[a] Too few cases to report percentages.

TABLE B-98

REQUEST FOR PRIVATE OFFICE BY FACULTY WITH SHARED OFFICE SPACE BY AFFILIATION

Request for Private Office	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Have asked for private office .	19	(-)	32	(1)[a]	10	(3)[a]	(4)[a]
Have not asked for private office	57	(10)[a]	59	(8)[a]	70	(6)[a]	(1)[a]
Have not asked for private office, because have another office which is not shared	24	(3)[a]	9	(3)[a]	20	(1)[a]	(9)[a]
Total per cent	100		100		100		
Base for percentages	(91)	(13)	(22)	(12)	(20)	(10)	(14)
No answer	(22)	(1)	(2)	(6)	(3)	(5)	(5)
Have no office, have no shared office or no answer regarding sharing office	(447)	(53)	(53)	(78)	(118)	(81)	(64)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a] Too few cases to report percentages.

TABLE B-99

REQUEST FOR PRIVATE OFFICE BY FACULTY WITH SHARED OFFICE SPACE BY NUMBER OF OFFICES[1]

Request for Private Office	Proportion of Faculty Indicating Each Response among Faculty Who Have:	
	One Office	More than one Office
Have asked for private office	21	15
Have not asked for private office . .	79	18
Have not asked for private office, because have another office which is not shared	-	67
Total per cent	100	100
Base for percentages	(58)	(33)
No answer	(8)	(14)
Have no shared office or no answer regarding sharing office	(403)	(40)
Total number	(469)	(87)

[1] Does not include the three faculty members who reported not having an office and the one faculty member who gave no information regarding the number of offices he had.

TABLE B-100

DIFFERENCE NON-SHARING OF SHARED OFFICE SPACE WOULD MAKE, BY RANK

Difference Non-Sharing of Shared Office Space Would Make	Total Faculty	Rank		
		Professors and Associate Professors	Assistant Professors and Instructors	Res. Assoc., Lecturer, Prof. Em.
Great difference	18	24	14	15
Some difference	32	28	36	30
Would make difference, but no indication of degree	2	6	-	-
Not much difference	31	30	31	35
No difference	17	12	19	20
Total per cent	100	100	100	100
Base for percentages	(95)	(33)	(42)	(20)
No answer	(18)	(11)	(6)	(1)
Have no office, have no shared office or no answer regarding sharing office	(447)	(264)	(147)	(36)
Total number	(560)	(308)	(195)	(57)

TABLE B-101

DIFFERENCE NON-SHARING OF SHARED OFFICE SPACE WOULD MAKE, BY AFFILIATION

Difference Non-Sharing of Shared Office Space Would Make	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Great difference	18	(1)[a]	36	(1)[a]	18	(1)[a]	(2)[a]
Some difference	32	(2)[a]	32	(3)[a]	50	(5)[a]	(2)[a]
Would make difference but no indication of degree	2	(-)	-	(2)[a]	-	(-)	(-)
Not much difference	31	(7)[a]	18	(5)[a]	23	(5)[a]	(4)[a]
No difference	17	(4)[a]	14	(3)[a]	9	(-)	(4)[a]
Total per cent	100		100		100		
Base for percentages	(95)	(14)	(22)	(14)	(22)	(11)	(12)
No answer	(18)	(-)	(2)	(4)	(1)	(4)	(7)
Have no office, have no shared office or no answer regarding sharing office	(447)	(53)	(53)	(78)	(118)	(81)	(64)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a] Too few cases to report percentages.

TABLE B-102

DIFFERENCE NON-SHARING OF SHARED OFFICE SPACE WOULD MAKE, BY NUMBER OF OFFICES[1]

Difference Non-Sharing of Shared Office Space Would Make	Proportion of Faculty Indicating Each Degree of Difference among Faculty Who Have:	
	One Office	More than One Office
Great difference	17	19
Some difference	38	19
Would make difference, but no indication of degree	2	3
Not much difference	29	37
No difference	14	22
Total per cent	100	100
Base for percentages	(63)	(32)
No answer	(3)	(15)
Have no shared office or no answer regarding sharing office	(403)	(40)
Total number	(469)	(87)

[1] Does not include the three faculty members who reported not having an office and the one faculty member who gave no information regarding the number of offices he had.

TABLE B-103

REASONS GIVEN FOR FEELING THAT NON-SHARING OF SHARED OFFICE SPACE WOULD MAKE GREAT OR SOME DIFFERENCE

Reasons Given for Feeling Non-Sharing Would Make Great or Some Difference	Proportion of Faculty Mentioning Reason Indicated among Faculty Who Feel it Would Make Great or Some Difference
Would provide privacy	6
Would facilitate work	56
Would facilitate conferences and discussions with students	30
Would facilitate consultations and conferences with colleagues, clients, etc.	17
Would facilitate holding classes in office	6
Would facilitate accommodation of necessary personnel--research assistants, etc.	2
Would make for more flexible work and office schedule	9
Would provide more ample space for necessary books, research materials and equipment	17
Would do more work at office rather than at home	15
Would reduce opportunities for exchange of ideas, conferences	4
Vague responses	2
Total per cent (some give more than one reason)	164
Base for percentages	(46)
No answer	(3)
Make not much or no difference or no answer regarding it making a difference	(64)
Have no office, have no shared office or no answer regarding sharing office	(447)
Total number	(560)

SATISFACTION WITH CERTAIN ASPECTS OF OFFICE, BY RANK

Satisfaction with Certain Aspects of Office	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Absence of external noises						
Very satisfactory	38	42	43	30	35	40
Fairly satisfactory	42	45	43	43	40	34
Fairly unsatisfactory	14	9	12	18	20	19
Very unsatisfactory	6	4	2	9	5	7
Total per cent	100	100	100	100	100	100
Base for percentages	(546)	(198)	(103)	(135)	(57)	(53)
No answer	(11)	(5)	(2)	(2)	(1)	(1)
Have no office	(3)	(-)	(-)	(-)	(-)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
Lighting						
Very satisfactory	48	46	51	47	43	58
Fairly satisfactory	36	37	37	35	38	29
Fairly unsatisfactory	11	12	9	14	10	7
Very unsatisfactory	5	5	3	4	9	6
Total per cent	100	100	100	100	100	100
Base for percentages	(549)	(201)	(104)	(134)	(58)	(52)
No answer	(8)	(2)	(1)	(3)	(-)	(2)
Have no office	(3)	(-)	(-)	(-)	(-)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
Proximity to offices of other department members						
Very satisfactory	67	73	75	58	60	62
Fairly satisfactory	23	19	16	29	33	19
Fairly unsatisfactory	6	4	6	9	5	11
Very unsatisfactory	4	4	3	4	2	8
Total per cent	100	100	100	100	100	100
Base for percentages	(543)	(201)	(104)	(133)	(58)	(47)
No answer	(14)	(2)	(1)	(4)	(-)	(7)
Have no office	(3)	(-)	(-)	(-)	(-)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

Satisfaction with Certain Aspects of Office	Total Faculty	Rank: Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Proximity to library or other research facilities						
Very satisfactory	52	61	53	39	43	50
Fairly satisfactory	33	29	34	39	38	31
Fairly unsatisfactory	9	8	9	12	12	8
Very unsatisfactory	6	2	4	10	7	11
Total per cent	100	100	100	100	100	100
Base for percentages	(548)	(201)	(103)	(134)	(58)	(52)
No answer	(9)	(2)	(2)	(3)	(-)	(2)
Have no office	(3)	(-)	(-)	(-)	(-)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
Heating						
Very satisfactory	30	26	36	23	40	36
Fairly satisfactory	41	42	38	45	31	44
Fairly unsatisfactory	20	25	14	22	15	12
Very unsatisfactory	9	7	12	10	14	8
Total per cent	100	100	100	100	100	100
Base for percentages	(547)	(200)	(104)	(133)	(58)	(52)
No answer	(10)	(3)	(1)	(4)	(-)	(2)
Have no office	(3)	(-)	(-)	(-)	(-)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
Maintenance, janitorial services						
Very satisfactory	18	15	14	17	21	30
Fairly satisfactory	38	34	42	39	41	38
Fairly unsatisfactory	27	31	30	25	28	17
Very unsatisfactory	17	20	14	19	10	15
Total per cent	100	100	100	100	100	100
Base for percentages	(552)	(201)	(105)	(135)	(58)	(53)
No answer	(5)	(2)	(-)	(2)	(-)	(1)
Have no office	(3)	(-)	(-)	(-)	(-)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

SATISFACTION WITH CERTAIN ASPECTS OF OFFICE, BY AFFILIATION

Satisfaction with Certain Aspects of Office	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Absence of external noises							
Very satisfactory	38	30	40	37	44	28	46
Fairly satisfactory	42	43	49	53	35	39	42
Fairly unsatisfactory	14	19	7	8	14	24	11
Very unsatisfactory	6	8	4	2	7	9	1
Total per cent	100	100	100	100	100	100	100
Base for percentages	(546)	(63)	(74)	(92)	(140)	(96)	(81)
No answer	(11)	(2)	(3)	(3)	(1)	(-)	(2)
Have no office	(3)	(2)	(-)	(1)	(-)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
Lighting							
Very satisfactory	48	48	35	53	44	41	70
Fairly satisfactory	36	41	45	37	38	36	19
Fairly unsatisfactory	11	5	11	6	15	16	9
Very unsatisfactory	5	6	9	4	3	7	2
Total per cent	100	100	100	100	100	100	100
Base for percentages	(549)	(64)	(75)	(93)	(140)	(96)	(81)
No answer	(8)	(1)	(2)	(2)	(1)	(-)	(2)
Have no office	(3)	(2)	(-)	(1)	(-)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
Proximity to offices of other department members							
Very satisfactory	67	68	66	63	69	73	63
Fairly satisfactory	23	19	29	26	15	22	27
Fairly unsatisfactory	6	8	4	3	10	4	8
Very unsatisfactory	4	5	1	8	6	1	2
Total per cent	100	100	100	100	100	100	100
Base for percentages	(543)	(62)	(76)	(91)	(137)	(96)	(81)
No answer	(14)	(3)	(1)	(4)	(4)	(-)	(2)
Have no office	(3)	(2)	(-)	(1)	(-)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

Satisfaction with Certain Aspects of Office	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Proximity to library or other research facilities							
Very satisfactory	52	39	70	58	56	50	31
Fairly satisfactory	33	49	14	33	29	39	38
Fairly unsatisfactory	9	9	4	2	12	10	19
Very unsatisfactory	6	3	12	7	3	1	12
Total per cent	100	100	100	100	100	100	100
Base for percentages	(548)	(64)	(76)	(93)	(140)	(94)	(81)
No answer	(9)	(1)	(1)	(2)	(1)	(2)	(2)
Have no office	(3)	(2)	(-)	(1)	(-)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
Heating							
Very satisfactory	30	33	36	27	33	16	33
Fairly satisfactory	41	44	42	35	44	43	38
Fairly unsatisfactory	20	13	17	23	17	27	22
Very unsatisfactory	9	10	5	15	6	14	7
Total per cent	100	100	100	100	100	100	100
Base for percentages	(547)	(63)	(75)	(92)	(140)	(95)	(82)
No answer	(10)	(2)	(2)	(3)	(1)	(1)	(1)
Have no office	(3)	(2)	(-)	(1)	(-)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
Maintenance, janitorial services							
Very satisfactory	18	23	29	8	18	13	18
Fairly satisfactory	38	38	28	45	39	32	44
Fairly unsatisfactory	27	23	36	30	26	28	22
Very unsatisfactory	17	16	7	17	17	27	16
Total per cent	100	100	100	100	100	100	100
Base for percentages	(552)	(64)	(75)	(94)	(141)	(96)	(82)
No answer	(5)	(1)	(2)	(1)	(-)	(-)	(1)
Have no office	(3)	(2)	(-)	(1)	(-)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

SATISFACTION WITH CERTAIN ASPECT OF OFFICE, BY YEARS ON U. OF C. FACULTY

Satisfaction with Certain Aspects of Office	Total Faculty	Years on U. of C. Faculty[a]				
		Less than 5 years	5 years up to 10 years	10 years up to 20 years	20 years up to 30 years	30 years or more
Absence of external noises						
Very satisfactory	38	31	42	40	42	60
Fairly satisfactory	42	44	37	44	52	36
Fairly unsatisfactory	14	18	17	10	4	4
Very unsatisfactory	6	7	4	6	2	-
Total per cent	100	100	100	100	100	100
Base for percentages	(546)	(226)	(100)	(137)	(52)	(25)
No answer	(11)	(6)	(1)	(2)	(1)	(1)
Have no office	(3)	(-)	(3)	(-)	(-)	(-)
Total number	(560)	(232)	(104)	(139)	(53)	(26)
Lighting						
Very satisfactory	48	47	48	49	45	56
Fairly satisfactory	36	34	46	30	38	40
Fairly unsatisfactory	11	14	5	14	9	-
Very unsatisfactory	5	5	1	7	8	4
Total per cent	100	100	100	100	100	100
Base for percentages	(549)	(226)	(101)	(138)	(53)	(25)
No answer	(8)	(6)	(-)	(1)	(-)	(1)
Have no office	(3)	(-)	(3)	(-)	(-)	(-)
Total number	(560)	(232)	(104)	(139)	(53)	(26)
Proximity to offices of other department members						
Very satisfactory	67	61	70	70	65	92
Fairly satisfactory	23	26	22	18	29	8
Fairly unsatisfactory	6	9	5	7	-	-
Very unsatisfactory	4	4	3	5	6	-
Total per cent	100	100	100	100	100	100
Base for percentages	(543)	(223)	(100)	(138)	(52)	(25)
No answer	(14)	(9)	(1)	(1)	(1)	(1)
Have no office	(3)	(-)	(3)	(-)	(-)	(-)
Total number	(560)	(232)	(104)	(139)	(53)	(26)

[a] Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

Satisfaction with Certain Aspects of Office	Total Faculty	Years on U. of C. Faculty[a]: Less than 5 years	5 years up to 10 years	10 years up to 20 years	20 years up to 30 years	30 years or more
Proximity to library or other research facilities						
Very satisfactory	52	46	51	56	57	76
Fairly satisfactory	33	36	34	32	30	20
Fairly unsatisfactory	9	10	10	8	11	4
Very unsatisfactory	6	8	5	4	2	-
Total per cent	100	100	100	100	100	100
Base for percentages	(548)	(226)	(100)	(138)	(53)	(25)
No answer	(9)	(6)	(1)	(1)	(-)	(1)
Have no office	(3)	(-)	(3)	(-)	(-)	(-)
Total number	(560)	(232)	(104)	(139)	(53)	(26)
Heating						
Very satisfactory	30	30	24	33	21	44
Fairly satisfactory	41	41	43	38	52	28
Fairly unsatisfactory	20	19	20	20	25	24
Very unsatisfactory	9	10	13	9	2	4
Total per cent	100	100	100	100	100	100
Base for percentages	(547)	(227)	(101)	(137)	(52)	(25)
No answer	(10)	(5)	(-)	(2)	(1)	(1)
Have no office	(3)	(-)	(3)	(-)	(-)	(-)
Total number	(560)	(232)	(104)	(139)	(53)	(26)
Maintenance, janitorial services						
Very satisfactory	18	18	20	13	21	24
Fairly satisfactory	38	41	34	38	40	24
Fairly unsatisfactory	27	26	25	31	28	28
Very unsatisfactory	17	15	21	18	11	24
Total per cent	100	100	100	100	100	100
Base for percentages	(552)	(228)	(101)	(139)	(53)	(25)
No answer	(5)	(4)	(-)	(-)	(-)	(1)
Have no office	(3)	(-)	(3)	(-)	(-)	(-)
Total number	(560)	(232)	(104)	(139)	(53)	(26)

[a] Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

SATISFACTION WITH CERTAIN ASPECTS OF OFFICE, BY AGE

Satisfaction with Certain Aspects of Office	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Absence of external noises						
Very satisfactory	38	41	33	39	37	52
Fairly satisfactory	42	37	43	39	50	42
Fairly unsatisfactory	14	20	15	15	12	4
Very unsatisfactory	6	2	9	7	1	1
Total per cent	100	100	100	100	100	100
Base for percentages	(546)	(59)	(198)	(144)	(86)	(52)
No answer	(11)	(2)	(1)	(5)	(1)	(2)
Have no office	(3)	(-)	(1)	(2)	(-)	(-)
Total number	(560)	(61)	(200)	(151)	(87)	(54)
Lighting						
Very satisfactory	48	52	47	46	48	54
Fairly satisfactory	36	29	40	34	37	37
Fairly unsatisfactory	11	12	10	14	8	5
Very unsatisfactory	5	7	3	6	7	4
Total per cent	100	100	100	100	100	100
Base for percentages	(549)	(59)	(197)	(146)	(86)	(54)
No answer	(8)	(2)	(2)	(3)	(1)	(-)
Have no office	(3)	(-)	(1)	(2)	(-)	(-)
Total number	(560)	(61)	(200)	(151)	(87)	(54)
Proximity to offices of other department						
Very satisfactory	67	58	62	69	74	79
Fairly satisfactory	23	32	25	20	19	17
Fairly unsatisfactory	6	7	8	8	2	4
Very unsatisfactory	4	3	5	3	5	-
Total per cent	100	100	100	100	100	100
Base for percentages	(543)	(60)	(193)	(144)	(87)	(52)
No answer	(14)	(1)	(6)	(5)	(-)	(2)
Have no office	(3)	(-)	(1)	(2)	(-)	(-)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a] Does not include the seven faculty members who gave no information regarding age.

TABLE B-107 (continued)

Satisfaction with Certain Aspects of Office	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Proximity to library or other research facilities						
Very satisfactory	52	49	42	52	63	68
Fairly satisfactory	33	36	39	32	28	24
Fairly unsatisfactory	9	10	10	10	9	4
Very unsatisfactory	6	5	9	6	-	4
Total per cent	100	100	100	100	100	100
Base for percentages	(548)	(59)	(198)	(145)	(86)	(53)
No answer	(9)	(2)	(1)	(4)	(1)	(1)
Have no office	(3)	(-)	(1)	(2)	(-)	(-)
Total number	(560)	(61)	(200)	(151)	(87)	(54)
Heating						
Very satisfactory	30	37	30	26	25	36
Fairly satisfactory	41	40	43	37	46	41
Fairly unsatisfactory	20	8	20	23	23	17
Very unsatisfactory	9	15	7	14	6	6
Total per cent	100	100	100	100	100	100
Base for percentages	(547)	(60)	(196)	(147)	(85)	(53)
No answer	(10)	(1)	(3)	(2)	(2)	(1)
Have no office	(3)	(-)	(1)	(2)	(-)	(-)
Total number	(560)	(61)	(200)	(151)	(87)	(54)
Maintenance, janitorial services						
Very satisfactory	18	20	18	12	21	24
Fairly satisfactory	38	35	43	40	34	24
Fairly unsatisfactory	27	28	26	27	27	33
Very unsatisfactory	17	17	13	21	18	19
Total per cent	100	100	100	100	100	100
Base for percentages	(552)	(60)	(198)	(147)	(86)	(54)
No answer	(5)	(1)	(1)	(2)	(1)	(-)
Have no office	(3)	(-)	(1)	(2)	(-)	(-)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a] Does not include the seven faculty members who gave no information regarding age.

TABLE B-108

ADDITIONAL REASONS GIVEN BY FACULTY FOR CONSIDERING OFFICE SPACE UNSATISFACTORY, BY RANK

Reasons for Considering Office Space Unsatisfactory	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Do not mention any additional ways in which office space is unsatisfactory	65	64	65	64	67	67
Give vague answer	*	1	-	-	-	-
Mention ways in which office space is unsatisfactory	35	35	35	36	33	33
General statement that office space is bad, undesirable . .	*	-	1	-	2	-
Layout, dimensions are poor .	2	2	1	3	2	2
Thin wood or glass partitions rather than solid walls between offices - noise, lack of privacy explicit or implied	3	1	2	6	5	-
No windows	1	*	2	2	-	-
Located on upper floors with no elevator or limited elevator service	3	3	3	4	-	2
Location inconvenient or undesirable (other than reference to upper floors and elevator service)	3	3	4	5	-	2
Insufficient space to accommodate (additional) bookshelves, filing cabinets, etc.	4	5	7	2	2	6
No telephone in office or nearby	3	*	4	6	7	2
Inadequate bookshelves, filing cabinets (reference to equipment rather than to space to accommodate them)	3	2	4	3	7	6

* Less than 0.5 per cent.

TABLE B-108 (continued)

Reasons for Considering Office Space Unsatisfactory	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Furnishings or equipment, other than telephone, bookcases, cabinets, inadequate, old, in poor condition	5	5	5	4	5	6
General appearance or atmosphere is unpleasant or undesirable--drab, depressing, unattractive	3	1	1	6	5	4
Maintenance or repair is poor, inadequate or lacking	8	9	6	8	10	4
Lighting is poor or inadequate	1	1	1	1	-	-
Ventilation is poor or inadequate; lack of air-conditioning	6	6	8	4	9	4
Heating system (heat control) is poor or inadequate	2	1	4	1	3	-
Noisy--presence of external or internal noises (other than those resulting from thin walls)	2	1	2	2	2	2
Insufficient space to accomodate secretary, research personnel, etc.	1	2	2	-	-	-
Miscellaneous reasons	2	2	3	1	3	4
Total per cent	100	100	100	100	100	100
Base for percentages	(557)	(203)	(105)	(137)	(58)	(54)
Have no office	(3)	(-)	(-)	(-)	(-)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

ADDITIONAL REASONS GIVEN BY FACULTY FOR CONSIDERING OFFICE SPACE UNSATISFACTORY, BY AFFILIATION

Reasons for Considering Office Space Unsatisfactory	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Do not mention any additional ways in which office space is unsatisfactory	65	68	66	64	68	64	56
Give vague answer	*	-	1	-	-	1	-
Mention ways in which office space is unsatisfactory . .	35	32	33	36	32	35	44
General statement that office space is bad, undesirable.	*	-	-	-	-	1	1
Lay-out, dimensions are poor	2	2	4	2	1	2	1
Thin wood or glass partitions rather than solid walls between offices-noise, lack of privacy, explicit or implied . . .	3	-	-	-	-	14	2
No windows	1	2	-	-	-	4	1
Located on upper floors with no elevator or limited elevator service	3	2	1	-	1	1	14
Location inconvenient or undesirable (other than reference to upper floors and elevator service)	3	5	-	2	4	4	5
Insufficient space to accommodate (additional) bookshelves, filing cabinets, etc.	4	2	12	4	5	3	1
No telephone in office or nearby	3	-	3	-	2	1	14
Inadequate bookshelves, filing cabinets (reference to equipment rather than to space to accommodate it) .	3	3	8	-	3	3	5
Furnishings or equipment, other than telephone, bookcases, filing cabinets, inadequate, old, in poor condition	5	8	5	6	3	3	6

* Less than 0.5 per cent.

TABLE B-109 (continued)

Reasons for Considering Office Space Unsatisfactory	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
General appearance or atmosphere is unpleasant or undesirable-drab, depressing, unattractive	3	2	-	2	1	6	6
Maintenance or repair is poor, inadequate or lacking	8	6	4	17	8	4	6
Lighting is poor or inadequate	1	-	1	-	2	-	-
Ventilation is poor or inadequate; lack of air-conditioning	6	8	-	10	8	5	2
Heating system (heat control) is poor or inadequate	2	3	3	2	1	-	1
Noisy-presence of external or internal noises (other than those resulting from thin walls)	2	5	4	-	2	1	-
Insufficient space to accommodate secretary, research personnel, etc. . .	1	-	-	2	1	2	-
Miscellaneous reasons . .	2	5	-	2	1	4	2
Total per cent	100	100	100	100	100	100	100
Base for percentages. .	(557)	(65)	(77)	(95)	(141)	(96)	(83)
Have no office.	(3)	(2)	(-)	(1)	(-)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

SATISFACTION WITH CERTAIN ASPECTS OF OFFICE SPACE, BY SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE[1]

Satisfaction with Certain Aspects of Office Space	Proportion of Faculty Indicating Each Degree of Satisfaction among Faculty Who Consider the Amount of Non-Shared Office Space They Have As:			
	Very Satisfactory	Fairly Satisfactory	Fairly Un-satisfactory	Very Un-satisfactory
Absence of external noises				
Very satisfactory	46	22	40	(2)[a]
Fairly satisfactory	40	50	41	(4)[a]
Fairly unsatisfactory	10	21	15	(1)[a]
Very unsatisfactory	4	7	4	(3)[a]
Total per cent	100	100	100	
Base for percentages	(253)	(131)	(68)	(10)
No answer	(4)	(3)	(1)	(-)
Total number	(257)	(134)	(69)	(10)
Lighting				
Very satisfactory	57	36	44	(3)[a]
Fairly satisfactory	33	44	37	(4)[a]
Fairly unsatisfactory	7	15	18	(2)[a]
Very unsatisfactory	3	5	1	(1)[a]
Total per cent	100	100	100	
Base for percentages	(255)	(132)	(68)	(10)
No answer	(2)	(2)	(1)	(-)
Total number	(257)	(134)	(69)	(10)
Proximity to offices of other department members				
Very satisfactory	71	59	63	(4)[a]
Fairly satisfactory	20	28	21	(4)[a]
Fairly unsatisfactory	6	8	10	(1)[a]
Very unsatisfactory	3	5	6	(1)[a]
Total per cent	100	100	100	
Base for percentages	(254)	(131)	(67)	(10)
No answer	(3)	(3)	(2)	(-)
Total number	(257)	(134)	(69)	(10)

[a] Too few cases to report percentages.

Satisfaction with Certain Aspects of Office Space	Proportion of Faculty Indicating Each Degree of Satisfaction among Faculty Who Consider the Amount of Non-Shared Office Space They Have As:			
	Very Satisfactory	Fairly Satisfactory	Fairly Un-satisfactory	Very Un-satisfactory
Proximity to library or other research facilities				
Very satisfactory	56	43	46	(4)[a]
Fairly satisfactory	31	38	35	(3)[a]
Fairly unsatisfactory	8	11	13	(-)
Very unsatisfactory	5	8	6	(2)[a]
Total per cent	100	100	100	
Base for percentages	(254)	(132)	(68)	(9)
No answer	(3)	(2)	(1)	(1)
Total number	(257)	(134)	(69)	(10)
Heating				
Very satisfactory	33	22	21	(2)[a]
Fairly satisfactory	43	44	40	(2)[a]
Fairly unsatisfactory	17	22	30	(2)[a]
Very unsatisfactory	7	12	9	(3)[a]
Total per cent	100	100	100	
Base for percentages	(255)	(131)	(67)	(10)
No answer	(2)	(3)	(2)	(-)
Total number	(257)	(134)	(69)	(10)
Maintenance, janitorial services				
Very satisfactory	22	10	13	(-)
Fairly satisfactory	37	41	35	(5)[a]
Fairly unsatisfactory	28	28	27	(3)[a]
Very unsatisfactory	13	21	25	(2)[a]
Total per cent	100	100	100	
Base for percentages	(256)	(133)	(68)	(10)
No answer	(1)	(1)	(1)	(-)
Total number	(257)	(134)	(69)	(10)

[1] Does not include the three faculty members who have no office, the fourteen faculty members who gave no information regarding satisfaction with amount of non-shared office space and the 73 faculty members who have only shared office space or gave no information regarding the sharing of office space.

[a] Too few cases to report percentages.

SATISFACTION WITH CERTAIN ASPECTS OF OFFICE SPACE, BY SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE[1]

Satisfaction with Certain Aspects of Office Space	Proportion of Faculty Indicating Each Degree of Satisfaction among Faculty Who Consider the Amount of Non-Shared Office Space They Have as:	
	Satisfactory	Unsatisfactory
Absence of external noises		
Very satisfactory	38	37
Fairly satisfactory	43	41
Fairly unsatisfactory	14	14
Very unsatisfactory	5	8
Total per cent	100	100
Base for percentages	(384)	(78)
No answer	(7)	(1)
Total number	(391)	(79)
Lighting		
Very satisfactory	50	42
Fairly satisfactory	36	37
Fairly unsatisfactory	10	18
Very unsatisfactory	4	3
Total per cent	100	100
Base for percentages	(387)	(78)
No answer	(4)	(1)
Total number	(391)	(79)
Proximity to offices of other department members		
Very satisfactory	68	60
Fairly satisfactory	23	23
Fairly unsatisfactory	6	10
Very unsatisfactory	3	7
Total per cent	100	100
Base for percentages	(385)	(77)
No answer	(6)	(2)
Total number	(391)	(79)

Satisfaction with Certain Aspects of Office Space	Proportion of Faculty Indicating Each Degree of Satisfaction among Faculty Who Consider the Amount of Non-Shared Office Space They Have As:	
	Satisfactory	Unsatisfactory
Proximity to library or other research facilities		
Very satisfactory	51	45
Fairly satisfactory	34	35
Fairly unsatisfactory	9	12
Very unsatisfactory	6	8
Total per cent	100	100
Base for percentages	(386)	(77)
No answer	(5)	(2)
Total number	(391)	(79)
Heating		
Very satisfactory	30	21
Fairly satisfactory	43	38
Fairly unsatisfactory	19	30
Very unsatisfactory	8	11
Total per cent	100	100
Base for percentages	(386)	(77)
No answer	(5)	(2)
Total number	(391)	(79)
Maintenance, janitorial services		
Very satisfactory	17	12
Fairly satisfactory	39	37
Fairly unsatisfactory	28	27
Very unsatisfactory	16	24
Total per cent	100	100
Base for percentages	(389)	(78)
No answer	(2)	(1)
Total number	(391)	(79)

[1] Does not include the three faculty members who have no office, the fourteen faculty members who gave no information regarding satisfaction with amount of non-shared office space and the 73 faculty members who have only shared office space or gave no information regarding the sharing of office space.

TABLE B-112

SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE, BY POSSESSION OF RESEARCH SPACE OTHER THAN OFFICE(S)[1]

Satisfaction with Amount of Non-Shared Office Space	Proportion of Faculty Indicating Each Degree of Satisfaction Among:	
	Faculty Who Have Research Space Other Than Office(s)	Faculty Who Do Not Have Research Space Other Than Office(s)
Very satisfactory	51	56
Fairly satisfactory	32	27
Fairly unsatisfactory	13	16
Very unsatisfactory	4	1
Total per cent	100	100
Base for percentages	(163)	(306)
No answer	(4)	(10)
Have no office, have only shared office or no answer regarding sharing of office	(12)	(64)
Total number	(179)	(380)

[1] Does not include the one faculty member who gave no information regarding research space other than office space.

TABLE B-113

SIZE OF OFFICE(S) OF FACULTY WHO HAVE ONLY NON-SHARED OFFICE SPACE, BY RANK

Size of Office	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Small -- 40-99 square feet	18	4	19	32	34	23
Medium -- 100-199 square feet . .	48	43	59	46	58	47
Large -- 200-900 square feet . . .	34	53	22	22	8	30
Total per cent	100	100	100	100	100	100
Base for percentages	(423)	(171)	(81)	(105)	(36)	(30)
No answer	(19)	(8)	(3)	(5)	(1)	(2)
Have shared and non-shared office space	(42)	(15)	(12)	(9)	(4)	(2)
Have no office, have only shared office or no answer regarding sharing of office	(76)	(9)	(9)	(18)	(17)	(23)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-114

SIZE OF OFFICE(S) OF FACULTY WHO HAVE ONLY NON-SHARED OFFICE SPACE, BY AFFILIATION

Size of Office	Total Faculty	Affiliation: Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Small -- 40-99 square feet . .	18	12	6	12	10	31	37
Medium -- 100-199 square feet	48	43	58	43	49	51	48
Large -- 200-900 square feet .	34	45	36	45	41	18	15
Total per cent	100	100	100	100	100	100	100
Base for percentages	(423)	(49)	(53)	(75)	(110)	(77)	(59)
No answer	(19)	(1)	(-)	(1)	(8)	(4)	(5)
Have shared office and non-shared office space . . .	(42)	(3)	(6)	(7)	(6)	(5)	(15)
Have no office, have only shared office or no answer regarding sharing of office	(76)	(14)	(18)	(13)	(17)	(10)	(4)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-115

SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE, BY SIZE OF OFFICE (S) OF FACULTY WHO HAVE ONLY NON-SHARED OFFICE SPACE[1]

Satisfaction with Amount of Non-Shared Office Space	Proportion of Faculty Indicating Each Degree of Satisfaction Among Faculty Who Report Their Office(s) As:		
	Small 40-99 Sq. Ft.	Medium 100-199 Sq. Ft.	Large 200-900 Sq. Ft.
Very satisfactory	35	52	68
Fairly satisfactory	38	30	20
Fairly unsatisfactory	26	15	10
Very unsatisfactory	1	3	2
Total per cent	100	100	100
Base for percentages	(72)	(200)	(142)
No answer	(3)	(5)	(1)
Total number	(75)	(205)	(143)

[1] Does not include the nineteen faculty members with only non-shared office space who gave no information regarding the number of square feet of space they have, the 42 faculty members who have both shared and non-shared offices, and the 76 faculty members who have no office, have only shared office or gave no answer regarding sharing of office.

TABLE B-116

ACCOMMODATION OF NON-FACULTY PERSONNEL IN NON-SHARED OFFICE SPACE, BY SIZE OF OFFICE(S) OF FACULTY WHO HAVE ONLY NON-SHARED OFFICE SPACE[1]

Accommodation of Non-Faculty Personnel in Non-Shared Office Space	Proportion of Faculty Indicating Each Response among Faculty Who Report Their Office(s) As:		
	Small 40-99 Sq. Ft.	Medium 100-199 Sq. Ft.	Large 200-900 Sq. Ft.
Accommodate non-faculty personnel in office	6	16	31
Do not accommodate non-faculty personnel in office	94	84	69
Total per cent	100	100	100
Base for percentages	(67)	(183)	(133)
No answer	(8)	(22)	(10)
Total number	(75)	(205)	(143)

[1] Does not include the nineteen faculty members with only non-shared office space who gave no information regarding the number of square feet of space they have, the 42 faculty members who have both shared and non-shared office space, and the 76 faculty members who have no office, have only shared office or gave no answer regarding sharing of office.

TABLE B-117

DIFFERENCE SHARING OF NON-SHARED OFFICE SPACE WOULD MAKE, BY SIZE OF OFFICE(S) OF FACULTY WHO HAVE ONLY NON-SHARED OFFICE SPACE[1]

Difference Sharing of Non-Shared Office Space Would Make	Proportion of Faculty Indicating Each Degree of Difference Among Faculty Who Report their Office(s) As:		
	Small 40-99 Sq. Ft.	Medium 100-199 Sq. Ft.	Large 200-900 Sq. Ft.
Great deal	76	81	84
Somewhat	18	16	15
Hardly at all	6	3	1
Total per cent	100	100	100
Base for percentages	(68)	(187)	(134)
No answer	(7)	(18)	(9)
Total number	(75)	(205)	(143)

[1] Does not include the nineteen faculty members with only non-shared office space who gave no information regarding the number of square feet of space they have, the 42 faculty members who have both shared and non-shared office space, and the 76 faculty members who have no office, have only shared office or gave no answer regarding sharing of office.

TABLE B-118

SIZE OF OFFICE(S) OF FACULTY WHO HAVE ONLY NON-SHARED OFFICE SPACE, BY YEARS ON U. OF C. FACULTY

Size of Office	Total Faculty	Years on U. of C. Faculty[a]				
		Less than 5 years	5 years up to 10 years	10 years up to 20 years	20 years up to 30 years	30 years or more
Small-- 40-99 square feet	18	25	24	10	4	(2)[b]
Medium-- 100-199 square feet	48	54	44	49	41	(6)[b]
Large-- 200-900 square feet	34	21	32	41	55	(11)[b]
Total per cent	100	100	100	100	100	
Base of percentages	(423)	(163)	(80)	(112)	(44)	(19)
No answer	(19)	(9)	(2)	(7)	(-)	(1)
Have shared and non-shared office space	(42)	(16)	(6)	(12)	(5)	(3)
Have no office, have only shared office or no answer regarding sharing of office	(76)	(44)	(16)	(8)	(4)	(3)
Total number	(560)	(232)	(104)	(139)	(53)	(26

[a] Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

[b] Too few cases to report percentages.

TABLE B-119

SIZE OF OFFICE(S) OF FACULTY WHO HAVE ONLY NON-SHARED OFFICE SPACE, BY AGE

Size of Office	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Small— 40-99 square feet	18	32	21	14	10	15
Medium— 100-199 square feet	48	49	55	48	43	44
Large— 200-900 square feet	34	19	24	38	47	41
Total per cent	100	100	100	100	100	100
Base for percentages	(423)	(37)	(143)	(122)	(70)	(46)
No answer	(19)	(5)	(5)	(3)	(3)	(2)
Have shared and non-shared office space	(42)	(4)	(18)	(8)	(9)	(2)
Have no office, have only shared office or no answer regarding sharing of office	(76)	(15)	(34)	(18)	(5)	(4)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a] Does not include the seven faculty members who gave no information regarding age.

TABLE B-120

POSSESSION OF RESEARCH SPACE OTHER THAN OFFICE(S), BY RANK

Possession of Research Space Other Than Office(s)	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Have research space other than office(s)	32	41	30	28	16	29
Do not have research space other than office(s).	68	59	70	72	84	71
Total per cent	100	100	100	100	100	100
Base for percentages. .	(559)	(203)	(105)	(137)	(58)	(56)
No answer	(1)	(-)	(-)	(-)	(-)	(1)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

(Q.27A)

TABLE B-121

POSSESSION OF RESEARCH SPACE OTHER THAN OFFICE(S), BY AFFILIATION

Possession of Research Space Other than Office(s)	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Have research space other than office(s)	32	80	10	58	34	9	6
Do not have research space other than office(s).	68	20	90	42	66	91	94
Total per cent	100	100	100	100	100	100	100
Base for percentages .	(559)	(66)	(77)	(96)	(141)	(96)	(83)
No answer	(1)	(1)	(-)	(-)	(-)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-122

POSSESSION OF RESEARCH SPACE OTHER THAN OFFICE(S), BY YEARS ON U. OF C. FACULTY

Possession of Research Space Other than Office(s)	Total Faculty	Years on U. of C. Faculty[a]				
		Less than 5 years	5 years up to 10 years	10 years up to 20 years	20 years up to 30 years	30 years or more
Have research space other than office(s)	32	23	42	38	34	35
Do not have research space other than office(s)	68	77	58	62	66	65
Total per cent	100	100	100	100	100	100
Base for percentages .	(559)	(231)	(104)	(139)	(53)	(26)
No answer.	(1)	(1)	(-)	(-)	(-)	(-)
Total number	(560)	(232)	(104)	(139)	(53)	(26)

[a]Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

TABLE B-123

POSSESSION OF RESEARCH SPACE OTHER THAN OFFICE(S), BY AGE

Possession of Research Space Other Than Office(s)	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Have research space other than office(s)	32	25	31	39	30	28
Do not have research space other than office(s) . . .	68	75	69	61	70	72
Total per cent.	100	100	100	100	100	100
Base for percentages. .	(559)	(60)	(200)	(151)	(87)	(54)
No answer	(1)	(1)	(-)	(-)	(-)	(-)
Total number.	(560)	(61)	(200)	(151)	(87)	(54)

[a]Does not include the seven faculty members who gave no information regarding age.

TABLE B-124

ALLOCATION OF RESEARCH SPACE TO FACULTY AS SOLE HEAD OR CO-HEAD OF RESEARCH PROJECT, BY RANK

Type of Allocation of Research Space	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
All research space allocated as sole head of project . . .	68	70	69	72	(7)[a]	(7)[a]
Some allocated as sole head of project and some as co-head of project	14	17	19	5	(1)[a]	(2)[a]
All allocated as co-head of project	18	13	12	23	(1)[a]	(6)[a]
Total per cent	100	100	100	100		
Base for percentages . . .	(177)	(82)	(32)	(39)	(9)	(15)
No answer.	(2)	(1)	(-)	(-)	(-)	(1)
Have no research space or no answer regarding research space	(381)	(120)	(73)	(98)	(49)	(41)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a]Too few cases to report percentages.

TABLE B-125

ALLOCATION OF RESEARCH SPACE TO FACULTY AS SOLE HEAD OR CO-HEAD OF RESEARCH PROJECT, BY AFFILIATION

Type of Allocation of Research Space	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
All research space allocated as sole head of project.	68	79	(4)[a]	79	54	(3)[a]	(3)[a]
Some allocated as sole head of project and some as co-head of project	14	10	(-)	14	23	(1)[a]	(-)
All allocated as a co-head of project	18	11	(4)[a]	7	23	(4)[a]	(2)[a]
Total per cent.	100	100		100	100		
Base for percentages. . .	(177)	(52)	(8)	(56)	(48)	(8)	(5)
No answer	(2)	(1)	(-)	(-)	(-)	(1)	(-)
Have no research space or no answer regarding research space.	(381)	(14)	(69)	(40)	(93)	(87)	(78)
Total number.	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a]Too few cases to report percentages.

TABLE B-126

ALLOCATION OF RESEARCH SPACE TO FACULTY AS SOLE HEAD OR CO-HEAD OF RESEARCH PROJECT, BY YEARS ON U. OF C. FACULTY

Type of Allocation of Research Space	Total Faculty	Years on U. of C. Faculty[a]				
		Less than 5 years	5 years up to 10 years	10 years up to 20 years	20 years up to 30 years	30 years or more
All research space allocated as sole head of project. . .	68	81	46	69	(15)[b]	(6)[b]
Some allocated as sole head of project and some as co-head of project	14	6	21	19	(1)[b]	(2)[b]
All allocated as co-head of project.	18	13	33	12	(2)[b]	(1)[b]
Total per cent	100	100	100	100		
Base for percentages .	(177)	(53)	(43)	(52)	(18)	(9)
No answer	(2)	(-)	(1)	(1)	(-)	(-)
Have no research space or no answer regarding research space .	(381)	(179)	(60)	(86)	(35)	(17)
Total number	(560)	(232)	(104)	(139)	(53)	(26)

[a]Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

[b]Too few cases to report percentages.

TABLE B-127

ALLOCATION OF RESEARCH SPACE TO FACULTY AS SOLE HEAD OR CO-HEAD OF RESEARCH PROJECT, BY AGE

Type of Allocation of Research Space	Total Faculty	Age[a]				
		30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
All research space allocated as sole head of project	68	(13)[b]	67	61	80	(10)[b]
Some allocated as sole head of project and some as co-head of project	14	(1)[b]	10	22	8	(2)[b]
All allocated as co-head of project	18	(1)[b]	23	17	12	(3)[b]
Total per cent	100		100	100	100	
Base for percentages	(177)	(15)	(61)	(59)	(25)	(15)
No answer	(2)	(-)	(1)	(-)	(1)	(-)
Have no research space or no answer regarding research space	(381)	(46)	(138)	(92)	(61)	(39)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a]Does not include the seven faculty members who gave no information regarding age.

[b]Too few cases to report percentages.

TABLE B-128

NUMBER OF PERSONS ACCOMMODATED IN RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF PROJECT, BY RANK

Number of Persons Accommodated in Sole Head Research Space	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc. Lecturer, Prof. Em.
1-3 persons	34	28	37	43	(1)[a]	(5)[a]
4-6 persons	37	33	33	39	(5)[a]	(3)[a]
7-9 persons	16	23	19	3	(1)[a]	(-)
10-12 persons	5	4	7	4	(-)	(-)
13-15 persons	4	6	-	7	(-)	(-)
16-19 persons	3	5	4	-	(-)	(-)
Indeterminate number	1	1	-	4	(-)	(-)
Total per cent	100	100	100	100		
Base for percentages	(137)	(67)	(27)	(28)	(7)	(8)
No answer	(9)	(4)	(1)	(2)	(1)	(1)
Have only co-head research space or no answer regarding type of allocation	(33)	(12)	(4)	(9)	(1)	(7)
Have no research space or no answer regarding research space	(381)	(120)	(73)	(98)	(49)	(41)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a] Too few cases to report percentages.

TABLE B-129

NUMBER OF PERSONS ACCOMMODATED IN RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF PROJECT, BY AFFILIATION

Number of Persons Accommodated in Sole Head Research Space	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
1-3 persons	34	20	(-)	38	46	(3)[a]	(1)[a]
4-6 persons	37	48	(2)[a]	32	26	(1)[a]	(2)[a]
7-9 persons	16	23	(1)[a]	13	14	(-)	(-)
10-12 persons	5	5	(-)	7	3	(-)	(-)
13-15 persons	4	2	(1)[a]	6	3	(-)	(-)
16-19 persons	3	-	(-)	4	5	(-)	(-)
Indeterminate number	1	2	(-)	-	3	(-)	(-)
Total per cent	100	100		100	100		
Base for percentages	(137)	(44)	(4)	(47)	(35)	(4)	(3)
No answer	(9)	(2)	(-)	(5)	(2)	(-)	(-)
Have only co-head research space or no answer regarding type of allocation	(33)	(7)	(4)	(4)	(11)	(5)	(2)
Have no research space or no answer regarding research space	(381)	(14)	(69)	(40)	(93)	(87)	(78)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a]Too few cases to report percentages.

TABLE B-130

ADEQUACY OF AMOUNT OF RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF RESEARCH PROJECT, BY RANK

Adequacy of Amount of Sole Head Research Space	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Entirely adequate	54	50	57	67	(3)[a]	(4)[a]
Somewhat inadequate	35	40	29	23	(4)[a]	(3)[a]
Entirely inadequate	11	10	14	10	(-)	(2)
Total per cent.	100	100	100	100		
Base for percentages.	(144)	(70)	(28)	(30)	(7)	(9)
No answer	(2)	(1)	(-)	(-)	(1)	(-)
Have only co-head research space or no answer regarding type of allocation. . .	(33)	(12)	(4)	(9)	(1)	(7)
Have no research space or no answer regarding research space	(381)	(120)	(73)	(98)	(49)	(41)
Total number.	(560)	(203)	(105)	(137)	(58)	(57)

[a]Too few cases to report percentages.

TABLE B-131

ADEQUACY OF AMOUNT OF RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF RESEARCH PROJECT, BY AFFILIATION

Adequacy of Amount of Sole Head Research Space	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Entirely adequate . . .	54	67	(1)[a]	45	57	(2)[a]	(1)[a]
Somewhat inadequate . .	35	27	(2)[a]	45	30	(2)[a]	(-)
Entirely inadequate . .	11	6	(1)[a]	10	13	(-)	(2)[a]
Total per cent . . .	100	100		100	100		
Base for percentages.	(144)	(45)	(4)	(51)	(37)	(4)	(3)
No answer	(2)	(1)	(-)	(1)	(-)	(-)	(-)
Have only co-head research space or no answer regarding type of allocation.	(33)	(7)	(4)	(4)	(11)	(5)	(2)
Have no research space or no answer regarding research space	(381)	(14)	(69)	(40)	(93)	(87)	(78)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a]Too few cases to report percentages.

TABLE B-132

ADEQUACY OF AMOUNT OF RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF RESEARCH PROJECT, BY YEARS ON U. OF C. FACULTY

Adequacy of Amount of Sole Head Research Space	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years - up to 10 years	10 years - up to 20 years	20 years or more
Entirely adequate	54	49	69	49	58
Somewhat inadequate	35	38	28	38	29
Entirely inadequate	11	13	3	13	13
Total per cent	100	100	100	100	100
Base for percentages	(144)	(45)	(29)	(45)	(24)
No answer	(2)	(1)	(-)	(1)	(-)
Have only co-head research space or no answer regarding type of allocation	(33)	(7)	(15)	(7)	(3)
Have no research space or no answer regarding research space	(381)	(179)	(60)	(86)	(52)
Total number	(560)	(232)	(104)	(139)	(79)

[a]Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

TABLE B-133

ADEQUACY OF AMOUNT OF RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF RESEARCH PROJECT, BY AGE

Adequacy of Amount of Sole Head Research Space	Total Faculty	Age[a]			
		30 years or less	31 - 40 years	41 - 50 years	51 years or older
Entirely adequate	54	(6)[b]	62	41	67
Somewhat inadequate	35	(7)[b]	25	47	24
Entirely inadequate	11	(-)	13	12	9
Total per cent	100		100	100	100
Base for percentages	(144)	(13)	(47)	(49)	(33)
No answer	(2)	(1)	(-)	(-)	(1)
Have only co-head research space or no answer regarding type of allocation	(33)	(1)	(15)	(10)	(7)
Have no research space or no answer regarding research space	(381)	(46)	(138)	(92)	(100)
Total number	(560)	(61)	(200)	(151)	(141)

[a]Does not include the seven faculty members who gave no information regarding age.

[b]Too few cases to report percentages.

TABLE B-134

ADEQUACY OF AMOUNT OF RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF RESEARCH PROJECT, BY NUMBER OF PERSONS ACCOMMODATED IN RESEARCH SPACE[1]

Adequacy of Amount of Sole Head Research Space	Proportion of Faculty Indicating Each Degree of Adequacy Among Faculty Who Report That Their Sole Head Research Space Accommodates:		
	1 - 3 Persons	4 - 6 Persons	7 - 19 Persons
Entirely adequate	70	44	39
Somewhat inadequate	21	50	37
Entirely inadequate	9	6	24
Total per cent	100	100	100
Base for percentages	(47)	(50)	(38)

[1]Does not include the two faculty members who report an indeterminate number of persons accommodated in research space allocated to them as sole head of project and the nine faculty members who gave no answer regarding the number of persons accommodated. Also excluded are the 33 faculty members who have research space allocated only as co-heads or gave no answer regarding the type of allocation and the 381 faculty members who report they have no research space or gave no information regarding their research space.

TABLE B-135

ADEQUACY OF AMOUNT OF RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF RESEARCH PROJECT, BY NUMBER OF DISSERTATIONS OR RESEARCH PROJECTS OF GRADUATE STUDENTS FACULTY MEMBER SUPERVISES[1]

Adequacy of Amount of Sole Head Research Space	Proportion of Faculty Indicating Each Degree of Adequacy Among Faculty Who Report the Number of Dissertations or Research Projects of Graduate Students They Supervise as:		
	None	1 - 5	More than 5
Entirely adequate	59	53	55
Somewhat inadequate	36	32	42
Entirely inadequate	5	15	3
Total per cent	100	100	100
Base for percentages	(22)	(92)	(29)
No answer	(2)	(-)	(-)
Have only co-head research space or no answer regarding type of allocation	(6)	(17)	(9)
Have no research space or no answer regarding research space	(171)	(144)	(57)
Total number	(201)	(253)	(95)

[1]Does not include the eleven faculty members who gave no information regarding the number of dissertations or research projects they supervise.

TABLE B-136

ADEQUACY OF AMOUNT OF RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF RESEARCH PROJECT, BY IMPORTANCE OF RESEARCH FACILITIES IN CONSIDERING ANOTHER ACADEMIC POSITION[1]

Adequacy of Amount of Sole Head Research Space	Proportion of Faculty Indicating Each Degree of Adequacy Among Faculty Who Report That They Have Research Space and in Deciding Whether to Accept Another Academic Position Would Rate Research Facilities As:			
	Crucial	Very important but not crucial	Fairly important	Not so important
Entirely adequate	51	67	(2)[a]	(-)
Somewhat inadequate	38	20	(2)[a]	(1)[a]
Entirely inadequate	11	13	(1)[a]	(-)
Total per cent	100	100		
Base for percentages	(94)	(39)	(5)	(1)
No answer	(2)	(-)	(-)	(-)
Have only co-head research space or no answer regarding type of allocation	(19)	(9)	(4)	(-)
Have no research space or no answer regarding research space	(112)	(134)	(74)	(47)
Total number	(227)	(182)	(83)	(48)

[1]Does not include the twenty faculty members who gave no information regarding the importance of research facilities in deciding whether to accept another academic position.

[a]Too few cases to report percentages.

TABLE B-137

ADEQUACY OF AMOUNT OF RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF RESEARCH PROJECT, BY SHARING OF RESEARCH SPACE[1]

Adequacy of Amount of Sole Head Research Space	Proportion of Faculty Indicating Each Degree of Adequacy Among Faculty Who Report Having Research Space Allocated to Them as Sole Head Which Is:	
	Shared	Not Shared
Entirely adequate	35	62
Somewhat inadequate	47	29
Entirely inadequate	18	9
Total per cent	100	100
Base for percentages . . .	(45)	(86)
No answer	(1)	(1)
Total number	(46)	(87)

[1]Does not include the 381 faculty members who have no research space or gave no answer regarding research space and the 33 faculty members who have only co-head research space or gave no information regarding the type of allocation of research space. Also excluded are an additional thirteen faculty members who gave no information regarding the sharing of research space.

TABLE B-138

ADEQUACY OF AMOUNT OF RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF RESEARCH PROJECT, BY NUMBER OF RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED[1]

Adequacy of Amount of Sole Head Research Space	Proportion of Faculty Indicating Each Degree of Adequacy Among Faculty Whose Number of Research Grants, Awards or Prizes Received Is Reported As:		
	None	1 or 2	3 or more
Entirely adequate	(6)[a]	72	49
Somewhat inadequate	(5)[a]	25	36
Entirely inadequate	(-)	3	15
Total per cent		100	100
Base for percentages . .	(11)	(32)	(99)
No answer	(-)	(1)	(1)
Have only co-head research space or no answer regarding type of allocation	(6)	(6)	(21)
Have no research space or no answer regarding research space	(118)	(155)	(102)
Total number	(135)	(194)	(223)

[1]Does not include the eight faculty members who gave no information regarding the number of research grants, awards or prizes they have received.

[a]Too few cases to report percentages.

TABLE B-139

LENGTH OF TIME EXPECT TO USE RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF RESEARCH PROJECT, BY RANK

Length of Time Expect to Use Sole Head Research Space	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Less than 5 years	32	22	31	43	(4)[a]	(3)[a]
5 years-less than 10 years	9	10	15	3	(-)	(1)[a]
10 years-less than 15 years	10	16	8	-	(-)	(1)[a]
15 years or more	14	17	15	7	(-)	(3)[a]
Indefinitely	31	32	27	44	(2)[a]	(-)
Don't know, can't say	4	3	4	3	(-)	(1)[a]
Total per cent	100	100	100	100		
Base for percentages	(134)	(63)	(26)	(30)	(6)	(9)
No answer	(12)	(8)	(2)	(-)	(2)	(-)
Have only co-head research space or no answer regarding type of allocation	(33)	(12)	(4)	(9)	(1)	(7)
Have no research space or no answer regarding research space	(381)	(120)	(73)	(98)	(49)	(41)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a]Too few cases to report percentages.

TABLE B-140

LENGTH OF TIME EXPECT TO USE RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF RESEARCH PROJECT, BY AFFILIATION

Length of Time Expect to Use Sole Head Research Space	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Less than 5 years	32	24	(2)[a]	21	47	(2)[a]	(2)[a]
5 years-less than 10 years . .	9	14	(-)	6	9	(-)	(-)
10 years-less than 15 years . .	10	10	(1)[a]	9	12	(-)	(-)
15 years or more	14	19	(-)	17	3	(2)[a]	(1)[a]
Indefinitely	31	31	(1)[a]	41	26	(-)	(-)
Don't know, can't say	4	2	(-)	6	3	(-)	(-)
Total per cent	100	100		100	100		
Base for percentages . .	(134)	(42)	(4)	(47)	(34)	(4)	(3)
No answer	(12)	(4)	(-)	(5)	(3)	(-)	(-)
Have only co-head research space or no answer regarding type of allocation	(33)	(7)	(4)	(4)	(11)	(5)	(2)
Have no research space or no answer regarding research space	(381)	(14)	(69)	(40)	(93)	(87)	(78)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a]Too few cases to report percentages.

TABLE B-141

LENGTH OF TIME EXPECT TO USE RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF RESEARCH PROJECT, BY YEARS ON U. OF C. FACULTY

Length of Time Expect to Use Sole Head Research Space	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years-up to 10 years	10 years up to 20 years	20 years or more
Less than 5 years	32	44	36	19	24
5 years-less than 10 years	9	2	7	16	9
10 years-less than 15 years	10	-	4	14	29
15 years or more	14	8	18	23	9
Indefinitely	31	44	28	26	24
Don't know, can't say	4	2	7	2	5
Total per cent	100	100	100	100	100
Base for percentages	(134)	(41)	(28)	(43)	(21)
No answer	(12)	(5)	(1)	(3)	(3)
Have only co-head research or no answer regarding type of allocation	(33)	(7)	(15)	(7)	(3)
Have no research space or no answer regarding research space	(381)	(179)	(60)	(86)	(52)
Total number	(560)	(232)	(104)	(139)	(79)

TABLE B-142

LENGTH OF TIME EXPECT TO USE RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF RESEARCH PROJECT, BY AGE

Length of Time Expect to Use Sole Head Research Space	Total Faculty	Age[a]			
		30 years or less	31-40 years	41-50 years	51 years or older
Less than 5 years	32	(7)[b]	36	19	33
5 years-less than 10 years	9	(-)	7	8	17
10 years-less than 15 years	10	(-)	7	4	27
15 years or more	14	(-)	7	32	3
Indefinitely	31	(5)[b]	41	28	20
Don't know, can't say	4	(-)	2	9	-
Total per cent	100		100	100	100
Base for percentages	(134)	(12)	(44)	(47)	(30)
No answer	(12)	(2)	(3)	(2)	(4)
Have only co-head research space or no answer regarding type of allocation	(33)	(1)	(15)	(10)	(7)
Have no research space or no answer regarding research space.	(381)	(46)	(138)	(92)	(100)
Total number	(560)	(61)	(200)	(151)	(141)

[a]Does not include the seven faculty members who gave no information regarding age.

[b]Too few cases to report percentages.

TABLE B-143

SHARING OF RESEARCH SPACE OTHER THAN OFFICE(S), BY RANK

Sharing of Research Space Other Than Office(s)	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
No rooms shared	68	72	60	69	(6)[a]	(9)[a]
Some rooms shared	21	22	23	20	(1)[a]	(2)[a]
All rooms shared	11	6	17	11	(1)[a]	(3)[a]
Total per cent	100	100	100	100		
Base for percentages .	(165)	(78)	(30)	(35)	(8)	(14)
No answer	(14)	(5)	(2)	(4)	(1)	(2)
Have no research space or no answer regarding research space .	(381)	(120)	(73)	(98)	(49)	(41)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a]Too few cases to report percentages.

TABLE B-144

SHARING OF RESEARCH SPACE OTHER THAN OFFICE(S), BY AFFILIATION

Sharing of Research Space Other Than Office(s)	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
No rooms shared	68	79	(5)[a]	61	68	(7)[a]	(2)[a]
Some rooms shared	21	17	(-)	25	25	(1)[a]	(1)[a]
All rooms shared	11	4	(3)[a]	14	7	(1)[a]	(2)[a]
Total per cent	100	100		100	100		
Base for percentages . .	(165)	(48)	(8)	(51)	(44)	(9)	(5)
No answer	(14)	(5)	(-)	(5)	(4)	(-)	(-)
Have no research space or no answer regarding research space	(381)	(14)	(69)	(40)	(93)	(87)	(78)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a]Too few cases to report percentages.

TABLE B-145

SHARING OF RESEARCH SPACE OTHER THAN OFFICE(S), BY YEARS ON THE U. OF C. FACULTY

Sharing of Research Space Other Than Office(s)	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years-up to 10 years	10 years-up to 20 years	20 years or more
No rooms shared	68	66	69	65	84
Some rooms shared	21	22	23	25	8
All rooms shared	11	12	8	10	8
Total per cent	100	100	100	100	100
Base for percentages .	(165)	(50)	(39)	(49)	(25)
No answer	(14)	(3)	(5)	(4)	(2)
Have no research space or no answer regarding research space .	(381)	(179)	(60)	(86)	(52)
Total number	(560)	(232)	(104)	(139)	(79)

[a]Does not include the six faculty members who gave no information regarding the number of years they have been members of the University faculty.

TABLE B-146

SHARING OF RESEARCH SPACE OTHER THAN OFFICE(S), BY AGE

Sharing of Research Space Other Than Office(s)	Total Faculty	Age[a]			
		30 years or less	31-40 years	41-50 years	51 years or older
No rooms shared	68	(11)[b]	55	76	74
Some rooms shared	21	(2)[b]	30	22	6
All rooms shared	11	(1)[b]	14	2	20
Total per cent	100		100	100	100
Base for percentages	(165)	(14)	(56)	(58)	(35)
No answer	(14)	(1)	(6)	(1)	(6)
Have no research space or no answer regarding research space.	(381)	(46)	(138)	(92)	(100)
Total number	(560)	(61)	(200)	(151)	(141)

[a]Does not include the seven faculty members who gave no information regarding age.

[b]Too few cases to report percentages.

TABLE B-147

FACULTY MEMBERS' REPORT OF UNDESIRABLE CONSEQUENCES OF THE MULTIPLE ASSIGNMENT (SHARING) OF RESEARCH SPACE

Undesirable Consequences of Multiple Assignment (Sharing) of Research Space	Proportion of Faculty Sharing Research Space Who Mention Consequence Indicated
Report no undesirable consequences of sharing research space	30
Would depend on circumstances and with whom space is shared	3
Mention undesirable consequences of sharing research space	67
Insufficient amount of space, overcrowded	16
Conflicts over use or allocation of space	24
Inability to keep space clean, organized or orderly	8
Inability to control research conditions, conflict in research needs	16
Mutual interference or disturbance, noise and distractions	22
Reduction in productivity	8
Total per cent	100
Base for percentages	(37)
No answer	(15)
Have no shared research space or no answer regarding sharing	(127)
Have no research space or no answer regarding research space	(381)
Total number	(560)

TABLE B-148

SATISFACTION WITH RESEARCH SPACE, EXCLUDING CONSIDERATION OF AMOUNT OF SPACE, BY RANK

Satisfaction with Research Space	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof.Em.
Do not consider research space unsatisfactory	50	49	50	46	(6)[a]	(6)[a]
Consider research space unsatisfactory	50	51	50	54	(2)[a]	(6)[a]
Total per cent	100	100	100	100		
Base for percentages	(159)	(74)	(28)	(37)	(8)	(12)
No answer	(20)	(9)	(4)	(2)	(1)	(4)
Have no research space or no answer regarding research space	(381)	(120)	(73)	(98)	(49)	(41)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a]Too few cases to report percentages.

TABLE B-149

SATISFACTION WITH RESEARCH SPACE, EXCLUDING CONSIDERATION OF AMOUNT OF SPACE, BY AFFILIATION

Satisfaction with Research Space	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Do not consider research space unsatisfactory . . .	50	47	(5)[a]	47	56	(5)[a]	(1)[a]
Consider research space unsatisfactory	50	53	(3)[a]	53	44	(4)[a]	(4)[a]
Total per cent	100	100		100	100		
Base for percentages .	(159)	(49)	(8)	(49)	(39)	(9)	(5)
No answer	(20)	(4)	(-)	(7)	(9)	(-)	(-)
Have no research space or no answer regarding research space .	(381)	(14)	(69)	(40)	(93)	(87)	(78)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a]Too few cases to report percentages.

TABLE B-150

SATISFACTION WITH RESEARCH SPACE, EXCLUDING CONSIDERATION OF AMOUNT OF SPACE, BY YEARS ON U. OF C. FACULTY

Satisfaction with Research Space	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years - up to 10 years	10 years - up to 20 years	20 years or more
Do not consider research space unsatisfactory	50	44	57	50	50
Consider research space unsatisfactory	50	56	43	50	50
Total per cent	100	100	100	100	100
Base for percentages	(159)	(48)	(37)	(48)	(24)
No answer	(20)	(5)	(7)	(5)	(3)
Have no research space or no answer regarding research space	(381)	(179)	(60)	(86)	(52)
Total number	(560)	(232)	(104)	(139)	(79)

[a]Does not include the seven faculty members who gave no information regarding the years they have been members of the University faculty.

TABLE B-151

SATISFACTION WITH RESEARCH SPACE, EXCLUDING CONSIDERATION OF AMOUNT OF SPACE, BY AGE

Satisfaction with Research Space	Total Faculty	Age[a]			
		30 years or less	31 - 40 years	41 - 50 years	51 years or older
Do not consider research space unsatisfactory	50	(7)[b]	44	52	54
Consider research space unsatisfactory	50	(7)[b]	56	48	46
Total per cent	100		100	100	100
Base for percentages	(159)	(14)	(52)	(56)	(35)
No answer	(20)	(1)	(10)	(3)	(6)
Have no research space or no answer regarding research space	(381)	(46)	(138)	(92)	(100)
Total number	(560)	(61)	(200)	(151)	(141)

[a]Does not include the seven faculty members who have no information regarding age.

[b]Too few cases to report percentages.

TABLE B-152

REASONS OTHER THAN AMOUNT OF SPACE, GIVEN FOR CONSIDERING RESEARCH SPACE UNSATISFACTORY

Reasons for Considering Research Space Unsatisfactory	Proportion of Faculty Having Research Space Who Give Reason Indicated
Do not consider research space unsatisfactory	50
Consider research space unsatisfactory.	50
General statement of inadequacy or undesirability.	1
Rooms or building old, dilapidated--needs remodelling or renovating.	14
Lay-out or arrangement poor or inefficient	3
Location inconvenient or undesirable--too far from office or rest of department, too scattered	11
Research equipment inadequate, obsolete, in poor condition or lacking.	11
Windows not sealed or proofed against dirt and soot.	4
Maintenance or repair poor, inadequate or lacking	16
Lighting bad or inadequate	5
Absence of air-conditioning.	8
Heating system (heat control) bad or inadequate.	9
Utilities in poor condition or inadequate.	9
Presence of external or internal noises.	6
Assignment temporary	3
Miscellaneous reasons.	8
Total per cent	100
Base for percentages	(159)
No answer.	(20)
Have no research space or no answer regarding research space.	(381)
Total number	(560)
Faculty Who Consider Research Space Unsatisfactory	
General statement of inadequacy or undesirability.	2
Rooms or building old, dilapidated--needs re-modelling or renovating	28

(Q.30A and Q.30B)

TABLE B-152--(Continued)

Reasons for Considering Research Space Unsatisfactory	Proportion of Faculty Having Research Space Who Give Reason Indicated
Lay-out or arrangement poor or inefficient	6
Location inconvenient or undesirable--too far from office or rest of department, too scattered . .	23
Research equipment inadequate, obsolete, in poor condition or lacking.	22
Windows not sealed or proofed against dirt and soot.	8
Maintenance or repair poor, inadequate or lacking.	31
Lighting bad or inadequate	10
Absence of air-conditioning.	15
Heating system (heat control) bad or inadequate. .	19
Utilities in poor condition or inadequate	18
Presence of external or internal noises.	11
Assignment temporary	6
Miscellaneous reasons.	15
Total per cent (some give more than one reason)	155
Base for percentages	(80)

TABLE B-153

SATISFACTION WITH RESEARCH SPACE, EXCLUDING CONSIDERATION OF AMOUNT OF SPACE, BY IMPORTANCE OF RESEARCH FACILITIES IN CONSIDERING ANOTHER ACADEMIC POSITION[1]

Satisfaction with Research Space	Proportion of Faculty Indicating Each Response Among Faculty Who Report That They Have Research Space and in Deciding Whether to Accept Another Academic Position Would Rate Research Facilities As:			
	Crucial	Very important but not crucial	Fairly important	Not so important
Do not consider research space unsatisfactory	50	44	(6)[a]	(-)
Consider research space unsatisfactory	50	56	(3)[a]	(-)
Total per cent	100	100		
Base for percentages	(106)	(41)	(9)	(-)
No answer	(9)	(7)	(-)	(1)
Have no research space or no answer regarding research space	(112)	(134)	(74)	(47)
Total number	(227)	(182)	(83)	(48)

[1]Does not include the twenty faculty members who gave no information regarding the importance of research facilities in deciding whether to accept another academic position.

[a]Too few cases to report percentages.

TABLE B-154

ADDITIONAL SPACE REQUIREMENTS FOR ANTICIPATED NEW RESEARCH ACTIVITIES IN VERY NEAR FUTURE, BY RANK

Additional Space Requirements in Very Near Future	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc. Lecturer, Prof.Em.
No new research anticipated	29	29	30	23	26	40
Anticipate new research but will not need space other than office (and research space already have) . . .	48	45	46	54	60	40
Anticipate new research and will need more research space	23	26	24	23	14	20
Total per cent.	100	100	100	100	100	100
Base for percentages	(484)	(180)	(89)	(120)	(50)	(45)
No answer	(46)	(14)	(9)	(12)	(6)	(5)
No space requirements--leaving University	(19)	(3)	(5)	(5)	(2)	(4)
No space requirements--retiring	(11)	(6)	(2)	(-)	(-)	(3)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-155

ADDITIONAL SPACE REQUIREMENTS FOR ANTICIPATED NEW RESEARCH ACTIVITIES IN VERY NEAR FUTURE, BY AFFILIATION

Additional Space Requirements in Very Near Future	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
No new research anticipated . .	29	48	24	36	20	29	23
Anticipate new research but will not need space other than office (and research space already have)	48	19	64	31	46	63	63
Anticipate new research and will need (more) research space . .	23	33	12	33	34	8	14
Total per cent	100	100	100	100	100	100	100
Base for percentages . .	(484)	(58)	(69)	(83)	(122)	(79)	(73)
No answer.	(46)	(5)	(5)	(7)	(10)	(13)	(6)
No space requirements--leaving University . .	(19)	(3)	(1)	(4)	(6)	(2)	(3)
No space requirements--retiring	(11)	(1)	(2)	(2)	(3)	(2)	(1)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-156

ADDITIONAL SPACE REQUIREMENTS FOR ANTICIPATED NEW RESEARCH ACTIVITIES IN VERY NEAR FUTURE, BY YEARS ON U. OF C. FACULTY

Additional Space Requirements in Very Near Future	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years - up to 10 years	10 years - up to 20 years	20 years or more
No new research anticipated. . .	29	25	32	29	35
Anticipate new research but will not need space other than office (and research space already have)	48	52	40	48	47
Anticipate new research and will need (more) research space. .	23	23	28	23	18
Total per cent	100	100	100	100	100
Base for percentages . .	(484)	(201)	(89)	(124)	(68)
No answer.	(46)	(21)	(9)	(11)	(3)
No space requirements--leaving University. .	(19)	(10)	(5)	(3)	(1)
No space requirements--retiring.	(11)	(-)	(1)	(1)	(7)
Total number	(560)	(232)	(104)	(139)	(79)

[a]Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

TABLE B-157

ADDITIONAL SPACE REQUIREMENTS FOR ANTICIPATED NEW RESEARCH ACTIVITIES IN VERY NEAR FUTURE, BY AGE

Additional Space Requirements in Very Near Future	Total Faculty	Age[a]				
		30 years or less	31 - 40 years	41 - 50 years	51 - 60 years	61 years or older
No new research anticipated . . .	29	25	26	27	26	60
Anticipate new research but will not need space other than office (and research space already have).	48	56	54	40	52	32
Anticipate new research and will need (more) research space . .	23	19	20	33	22	8
Total per cent.	100	100	100	100	100	100
Base for percentages. . .	(484)	(52)	(178)	(134)	(77)	(38)
No answer	(46)	(4)	(14)	(14)	(8)	(4)
No space requirements--leaving University . .	(19)	(5)	(8)	(3)	(2)	(1)
No space requirements--retiring	(11)	(-)	(-)	(-)	(-)	(11)
Total number.	(560)	(61)	(200)	(151)	(87)	(54)

[a]Does not include the seven faculty members who gave no information regarding age.

TABLE B-158

ADDITIONAL SPACE REQUIREMENTS FOR ANTICIPATED NEW RESEARCH IN VERY NEAR FUTURE, BY POSSESSION OF RESEARCH SPACE OTHER THAN OFFICE(S) AT THE PRESENT TIME[1]

Additional Space Requirements in Very Near Future	Proportion of Faculty Giving Indicated Response Among Faculty Who Report That They	
	Have No Research Space Other Than Office(s)	Have Research Space Other Than Office(s)
No new research anticipated	26	33
Anticipate new research but will not need space other than office (and research space already have).	61	23
Anticipate new research and will need (more) research space.	13	44
Total per cent.	100	100
Base for percenages	(321)	(162)
No answer	(39)	(7)
No space requirements--leaving University	(12)	(7)
No space requirements--retiring .	(8)	(3)
Total number.	(380)	(179)

[1]Does not include the one faculty member who gave no information regarding research space.

TABLE B-159

ADDITIONAL SPACE REQUIREMENTS FOR ANTICIPATED NEW RESEARCH ACTIVITIES IN VERY NEAR FUTURE, BY NUMBER OF RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED[1]

Additional Space Requirements in Very Near Future	Proportion of Faculty Giving Indicated Response Among Faculty Whose Number of Research Grants, Awards or Prizes Received Is Reported As:		
	None	1 or 2	3 or more
No new research anticipated	39	26	24
Anticipate new research but will not need space other than office (and research space already have) . . .	50	56	41
Anticipate new research and will need (more) research space.	11	18	35
Total per cent.	100	100	100
Base for percentages.	(112)	(165)	(201)
No answer	(17)	(16)	(12)
No space requirements--leaving University	(4)	(9)	(6)
No space requirements--retiring	(2)	(4)	(4)
Total number.	(135)	(194)	(223)

[1]Does not include the eight faculty members who gave no information regarding the number of research grants, awards or prizes they have received.

TABLE B-160

ADDITIONAL SPACE REQUIREMENTS FOR ANTICIPATED NEW RESEARCH ACTIVITIES IN VERY NEAR FUTURE, BY NUMBER OF PAPERS DELIVERED AT PROFESSIONAL OR ACADEMIC MEETINGS DURING LAST FIVE YEARS[1]

Additional Space Requirements in Very Near Future	Proportion of Faculty Giving Indicated Response Among Faculty Whose Number of Papers Delivered at Professional or Academic Meetings During the Last Five Years Is Reported As:			
	None	1 or 2	3 or 4	5 or more
No new research anticipated	27	29	35	25
Anticipate new research but will not need space other than office (and research space already have) . . .	65	56	47	34
Anticipate new research and will need (more) research space.	8	15	18	41
Total per cent	100	100	100	100
Base for percentages.	(82)	(122)	(118)	(160)
No answer	(6)	(17)	(9)	(10)
No space requirements--leaving University	(4)	(5)	(5)	(5)
No space requirements--retiring.	(1)	(2)	(3)	(5)
Total number.	(93)	(146)	(135)	(180)

[1]Does not include the six faculty members who gave no information regarding the number of papers they have delivered at professional or academic meetings during the last five years.

TABLE B-161

AVERAGE LENGTH OF TIME EXPECT TO USE SPACE REQUIRED FOR ANTICIPATED RESEARCH ACTIVITIES IN VERY NEAR FUTURE, BY RANK

Average Length of Time Expect to Use Space Required for Research Activities in very Near Future	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Less than 5 years	43	30	(8)[a]	54	(3)[a]	(4)[a]
5 years-less than 10 years . .	17	23	(3)[a]	13	(1)[a]	(-)
10 years-less than 15 years . .	7	5	(4)[a]	-	(-)	(-)
15 years or more	5	12	(-)	-	(-)	(-)
Indefinitely	22	28	(2)[a]	25	(1)[a]	(1)[a]
Can't say, don't know	6	2	(1)[a]	8	(2)[a]	(-)
Total per cent	100	100		100		
Base for percentages	(94)	(40)	(18)	(24)	(7)	(5)
No answer	(18)	(7)	(3)	(4)	(-)	(4)
No additional space requirements for research activities in very near future or no answer regarding such requirements	(448)	(156)	(84)	(109)	(51)	(48)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a]Too few cases to report percentages.

TABLE B-162

AVERAGE LENGTH OF TIME EXPECT TO USE SPACE REQUIRED FOR ANTICIPATED RESEARCH ACTIVITIES IN VERY NEAR FUTURE, BY AFFILIATION

Average Length of Time Expect to Use Space Required for Research Activities in Very Near Future	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Less than 5 years	43	(3)[a]	(1)[a]	22	67	(1)[a]	(4)[a]
5 years-less than 10 years	17	(5)[a]	(2)[a]	4	18	(1)[a]	(-)
10 years-less than 15 years	7	(3)[a]	(-)	4	5	(-)	(-)
15 years or more	5	(2)[a]	(-)	13	-	(-)	(-)
Indefinitely	22	(1)[a]	(3)[a]	44	10	(-)	(3)[a]
Can't say, don't know	6	(1)[a]	(-)	13	-	(-)	(2)[a]
Total per cent	100			100	100		
Base for percentages	(94)	(15)	(6)	(23)	(39)	(2)	(9)
No answer	(18)	(4)	(2)	(4)	(3)	(4)	(1)
No additional space requirements for research activities in very near future or no answer regarding such requirements	(448)	(48)	(69)	(69)	(99)	(90)	(73)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a]Too few cases to report percentages.

TABLE B-163

AVERAGE LENGTH OF TIME EXPECT TO USE SPACE REQUIRED FOR ANTICIPATED RESEARCH ACTIVITIES IN VERY NEAR FUTURE, BY YEARS ON U. OF C. FACULTY

Average Length of Time Expect to Use Space Required for Research Activities in Very Near Future	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years - up to 10 years	10 years up to 20 years	20 years or more
Less than 5 years	43	39	(11)[b]	40	(3)[b]
5 years-less than 10 years	17	20	(2)[b]	12	(3)[b]
10 years-less than 15 years	7	5	(1)[b]	4	(2)[b]
15 years or more	5	-	(-)	20	(-)
Indefinitely	22	29	(2)[b]	24	(1)[b]
Can't say, don't know . . .	6	7	(2)[b]	-	(1)[b]
Total per cent	100	100		100	
Base for percentages . .	(94)	(41)	(18)	(25)	(10)
No answer	(18)	(5)	(7)	(4)	(2)
No additional space requirements for research activities in very near future or no answer regarding such requirements	(448)	(186)	(79)	(110)	(67)
Total number	(560)	(232)	(104)	(139)	(79)

[a]Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

[b]Too few cases to report percentages.

TABLE B-164

AVERAGE LENGTH OF TIME EXPECT TO USE SPACE REQUIRED FOR ANTICIPATED RESEARCH ACTIVITIES IN VERY NEAR FUTURE, BY AGE

Average Length of Time Expect to Use Space Required for Research Activities in Very Near Future	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51 years or older
Less than 5 years	43	(5)[b]	49	41	(5)[b]
5 years-less than 10 years	17	(-)	19	9	(7)[b]
10 years-less than 15 years	7	(-)	7	6	(2)[b]
15 years or more	5	(-)	-	15	(-)
Indefinitely	22	(3)[b]	19	23	(3)[b]
Can't say, don't know	6	(2)[b]	6	6	(-)
Total per cent	100		100	100	
Base for percentages	(94)	(10)	(31)	(34)	(17)
No answer	(18)	(-)	(5)	(10)	(3)
No additional requirements for research activities in very near future or no answer regarding such requirements.	(448)	(51)	(164)	(107)	(121)
Total number	(560)	(61)	(200)	(151)	(141)

[a]Does not include the seven faculty members who gave no information regarding age.

[b]Too few cases to report percentages.

TABLE B-165

NEEDS FOR ADDITIONAL RESEARCH SPACE IN FIVE YEARS AS COMPARED WITH THE PRESENT, BY RANK

Needs for Additional Research Space in Five Years as Compared with the Present	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
No current needs, none anticipated	38	36	40	34	56	34
Increase considerably . . .	12	11	18	11	4	14
Increase somewhat	40	41	35	45	36	39
Not change	9	11	6	9	4	11
Decrease somewhat	*	1	-	-	-	-
Decrease considerably . . .	1	-	1	1	-	2
Total per cent	100	100	100	100	100	100
Base for percentages .	(450)	(158)	(83)	(117)	(48)	(44)
No answer	(56)	(17)	(12)	(15)	(8)	(4)
Leaving the University	(19)	(3)	(5)	(5)	(2)	(4)
Retiring prior to terminal year	(35)	(25)	(5)	(-)	(-)	(5)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

*Less than 0.5 per cent.

TABLE B-166

NEEDS FOR ADDITIONAL RESEARCH SPACE IN FIVE YEARS AS COMPARED WITH THE PRESENT, BY AFFILIATION

Needs for Additional Research Space in Five Years as Compared with the Present	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. schl.	College
No current needs, none anticipated	38	4	63	27	32	46	61
Increase considerably . .	12	16	15	9	11	13	8
Increase somewhat	40	61	17	45	47	37	28
No change	9	19	5	16	8	3	3
Decrease somewhat	*	-	-	-	1	1	-
Decrease considerably . .	1	-	-	3	1	-	-
Total per cent	100	100	100	100	100	100	100
Base for percentages	(450)	(57)	(59)	(77)	(117)	(75)	(65)
No answer	(56)	(5)	(7)	(10)	(12)	(13)	(9)
Leaving the University	(19)	(3)	(1)	(4)	(6)	(2)	(3)
Retiring prior to terminal year	(35)	(2)	(10)	(5)	(6)	(6)	(6)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

*Less than 0.5 per cent.

TABLE B-167

NEEDS FOR ADDITIONAL RESEARCH SPACE IN FIVE YEARS AS COMPARED WITH THE PRESENT, BY YEARS ON U. OF C. FACULTY

Needs for Additional Research Space in Five Years as Compared with the Present	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years - up to 10 years	10 years - up to 20 years	20 years or more
No current needs, none anticipated	38	39	30	37	47
Increase considerably . .	12	12	14	10	11
Increase somewhat	40	43	43	41	25
Not change	9	5	10	11	17
Decrease somewhat	*	-	1	1	-
Decrease considerably . .	1	1	2	-	-
Total per cent	100	100	100	100	100
Base for percentages .	(450)	(196)	(86)	(113)	(53)
No answer	(56)	(25)	(11)	(14)	(4)
Leaving the University	(19)	(10)	(5)	(3)	(1)
Retiring prior to terminal years . . .	(35)	(1)	(2)	(9)	(21)
Total Number	(560)	(232)	(104)	(139)	(79)

[a]Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

*Less than 0.5 per cent.

TABLE B-168

NEEDS FOR ADDITIONAL RESEARCH SPACE IN FIVE YEARS AS COMPARED WITH THE PRESENT, BY AGE

Needs for Additional Research Space in Five Years as Compared with the Present	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
No current needs, none anticipated	38	33	43	30	44	55
Increase considerably	12	9	11	15	12	5
Increase somewhat	40	56	39	43	33	15
Not change	9	2	6	10	11	25
Decrease somewhat	*	-	-	1	-	-
Decrease considerably	1	-	1	1	-	-
Total per cent	100	100	100	100	100	100
Base for percentages	(450)	(52)	(169)	(135)	(70)	(20)
No answer	(56)	(4)	(23)	(13)	(13)	(2)
Leaving the University	(19)	(5)	(8)	(3)	(2)	(1)
Retiring prior to terminal year	(35)	(-)	(-)	(-)	(2)	(31)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a]Does not include the seven faculty members who gave no information regarding age.

*Less than 0.5 per cent.

TABLE B-169

NEEDS FOR ADDITIONAL RESEARCH SPACE IN TEN YEARS AS COMPARED WITH THE PRESENT, BY RANK

Needs for Additional Research Space in Ten Years as Compared with the Present	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer Prof. Em.
No current needs, none anticipated	36	35	37	30	52	38
Increase considerably	16	12	18	19	9	20
Increase somewhat	39	39	38	45	37	30
Not change	7	11	5	5	2	10
Decrease somewhat	1	3	1	-	-	-
Decrease considerably	1	-	1	1	-	2
Total per cent	100	100	100	100	100	100
Base for percentages	(416)	(142)	(77)	(111)	(46)	(40)
No answer	(76)	(22)	(17)	(21)	(10)	(6)
Leaving the University	(19)	(3)	(5)	(5)	(2)	(4)
Retiring prior to terminal year	(49)	(36)	(6)	(-)	(-)	(7)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-170

NEEDS FOR ADDITIONAL RESEARCH SPACE IN TEN YEARS AS COMPARED WITH THE PRESENT, BY AFFILIATION

Needs for Additional Research Space in Ten Years as Compared with the Present	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
No current needs, none anticipated	36	4	64	24	30	41	60
Increase considerably	16	21	16	7	16	22	10
Increase somewhat	39	56	18	54	41	35	28
Not change	7	17	2	11	10	1	2
Decrease somewhat	1	2	-	1	2	1	-
Decrease considerably	1	-	-	3	1	-	-
Total per cent	100	100	100	100	100	100	100
Base for percentages	(416)	(52)	(56)	(74)	(108)	(69)	(57)
No answer	(76)	(6)	(8)	(10)	(20)	(16)	(16)
Leaving the University	(19)	(3)	(1)	(4)	(6)	(2)	(3)
Retiring prior to terminal year	(49)	(6)	(12)	(8)	(7)	(9)	(7)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-171

NEEDS FOR ADDITIONAL RESEARCH SPACE IN TEN YEARS AS COMPARED WITH THE PRESENT, BY YEARS ON U. OF C. FACULTY

Needs for Additional Research Space in Ten Years as Compared with the Present	Total Faculty	Years on U. of C. Faculty			
		Less than 5 years	5 years up to 10 years	10 years up to 20 years	20 years or more
No current needs, none anticipated . . .	36	36	29	36	50
Increase considerably	16	18	22	9	11
Increase somewhat	39	43	39	42	15
Not change	7	3	6	11	20
Decrease somewhat	1	-	1	2	4
Decrease considerably	1	*	3	-	-
Total per cent	100	100	100	100	100
Base for percentages	(416)	(186)	(79)	(103)	(46)
No answer	(76)	(34)	(17)	(16)	(7)
Leaving the University	(19)	(10)	(5)	(3)	(1)
Retiring prior to terminal year . . .	(49)	(2)	(3)	(17)	(25)
Total number	(560)	(232)	(104)	(139)	(79)

[a]Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

*Less than 0.5 per cent.

TABLE B-172

NEEDS FOR ADDITIONAL RESEARCH SPACE IN TEN YEARS AS COMPARED WITH THE PRESENT, BY AGE

Needs for Additional Research Space in Ten Years as Compared with the Present	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
No current needs, none anticipated	36	32	39	28	43	(10)[b]
Increase considerably	16	18	16	17	10	(1)[b]
Increase somewhat	39	50	40	41	32	(1)[b]
Not change	7	-	4	11	12	(3)[b]
Decrease somewhat	1	-	-	2	3	(-)
Decrease considerably	1	-	1	1	-	(-)
Total per cent	100	100	100	100	100	
Base for percentages	(416)	(50)	(162)	(128)	(59)	(15)
No answer	(76)	(6)	(30)	(20)	(15)	(2)
Leaving the University	(19)	(5)	(8)	(3)	(2)	(1)
Retiring prior to terminal year	(49)	(-)	(-)	(-)	(11)	(36)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a]Does not include the seven faculty members who gave no information regarding age.

[b]Too few cases to report percentages.

TABLE B-173

NEEDS FOR ADDITIONAL RESEARCH SPACE IN FIVE YEARS AS COMPARED WITH THE PRESENT, BY POSSESSION OF RESEARCH SPACE OTHER THAN OFFICE(S) AT PRESENT TIME[1]

Needs for Additional Research Space in Five Years as Compared with the Present	Proportion of Faculty Giving Indicated Response Among Faculty Who Report That They	
	Have No Research Space Other Than Office(s)	Have Research Space Other Than Office(s)
No current needs, none anticipated	59	-
Increase considerably	9	17
Increase somewhat	31	57
Not change	1	23
Decrease somewhat	*	1
Decrease considerably	-	2
Total per cent	100	100
Base for percentages . . .	(292)	(157)
No answer	(47)	(9)
Leaving the University . .	(12)	(7)
Retiring prior to terminal year	(29)	(6)
Total number	(380)	(179)

[1]Does not include the one faculty member who gave no information regarding research space.

TABLE B-174

NEEDS FOR ADDITIONAL RESEARCH SPACE IN TEN YEARS AS COMPARED WITH THE PRESENT, BY POSSESSION OF RESEARCH SPACE OTHER THAN OFFICE(S) AT PRESENT TIME[1]

Needs for Additional Research Space in Ten Years as Compared with the Present	Proportion of Faculty Giving Indicated Response Among Faculty Who Report That They	
	Have No Research Space Other Than Office(s)	Have Research Space Other Than Office(s)
No current needs, none anticipated	56	-
Increase considerably	14	19
Increase somewhat	28	59
Not change	1	18
Decrease somewhat	1	2
Decrease considerably	-	2
Total per cent	100	100
Base for percentages . . .	(269)	(146)
No answer	(62)	(14)
Leaving the University . .	(12)	(7)
Retiring prior to terminal date	(37)	(12)
Total number	(380)	(179)

[1]Does not include the one faculty member who gave no information regarding research space.

TABLE B-175

NEEDS FOR ADDITIONAL RESEARCH SPACE IN FIVE YEARS AS COMPARED WITH THE PRESENT, BY NUMBER OF RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED[1]

Needs for Additional Research Space in Five Years as Compared with the Present	Proportion of Faculty Giving Indicated Response Among Faculty Whose Number of Research Grants, Awards or Prizes Is Reported As:		
	None	1 or 2	3 or more
No current needs, none anticipated	55	44	24
Increase considerably	8	7	18
Increase somewhat	33	40	44
Not change	4	7	13
Decrease somewhat	-	1	-
Decrease considerably	-	1	1
Total per cent	100	100	100
Base for percentages .	(105)	(150)	(189)
No answer	(19)	(19)	(17)
Leaving the University	(4)	(9)	(6)
Retiring prior to terminal year . . .	(7)	(16)	(11)
Total number	(135)	(194)	(223)

[1]Does not include the eight faculty members who gave no information regarding the number of research grants, awards or prizes they have received.

TABLE B-176

NEEDS FOR ADDITIONAL RESEARCH SPACE IN TEN YEARS AS COMPARED WITH THE PRESENT, BY NUMBER OF RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED[1]

Needs for Additional Research Space in Ten Years as Compared with the Present	Proportion of Faculty Giving Indicated Response Among Faculty Whose Number of Research Grants, Awards or Prizes Is Reported As:		
	None	1 or 2	3 or more
No current needs, none anticipated	55	37	25
Increase considerably	12	11	21
Increase somewhat	30	42	42
Not change	3	7	10
Decrease somewhat	-	2	1
Decrease considerably	-	1	1
Total per cent	100	100	100
Base for percentages..	(96)	(136)	(179)
No answer	(25)	(28)	(22)
Leaving the University	(4)	(9)	(6)
Retiring prior to terminal year . . .	(10)	(21)	(16)
Total number	(135)	(194)	(223)

[1]Does not include the eight faculty members who gave no information regarding the number of research grants, awards or prizes they have received.

TABLE B-177

NEEDS FOR ADDITIONAL RESEARCH SPACE IN FIVE YEARS AS COMPARED WITH THE PRESENT, BY NUMBER OF PAPERS DELIVERED AT PROFESSIONAL OR ACADEMIC MEETINGS DURING THE LAST FIVE YEARS[1]

Needs for Additional Research Space in Five Years as Compared with the Present	Proportion of Faculty Giving Indicated Response Among Faculty Whose Number of Papers Delivered at Professional or Academic Meetings During the Last Five Years Is Reported As:			
	None	1 or 2	3 or 4	5 or more
No current needs, none anticipated	64	47	42	16
Increase considerably . .	8	5	10	19
Increase somewhat	25	37	39	51
Not change	3	9	8	12
Decrease somewhat	-	1	-	1
Decrease considerably . .	-	1	1	1
Total per cent . .	100	100	100	100
Base for percentages	(72)	(115)	(109)	(152)
No answer	(9)	(20)	(11)	(12)
Leaving the University . . .	(4)	(5)	(5)	(5)
Retiring prior to terminal year .	(8)	(6)	(10)	(11)
Total number	(93)	(146)	(135)	(180)

[1]Does not include the six faculty members who gave no information regarding the number of papers they have delivered at professional or academic meetings during the last five years.

TABLE B-178

NEEDS FOR ADDITIONAL RESEARCH SPACE IN TEN YEARS AS COMPARED WITH THE PRESENT, BY NUMBER OF PAPERS DELIVERED AT PROFESSIONAL OR ACADEMIC MEETINGS DURING THE LAST FIVE YEARS[1]

Needs for Additional Research Space in Ten Years as Compared with the Present	Proportion of Faculty Giving Indicated Response Among Faculty Whose Number of Papers Delivered at Professional or Academic Meetings During the Last Five Years Is Reported As:			
	None	1 or 2	3 or 4	5 or more
No current needs, none anticipated	63	46	40	14
Increase considerably .	12	7	19	20
Increase somewhat . . .	23	39	32	52
Not change	2	6	7	11
Decrease somewhat . . .	-	1	1	2
Decrease considerably .	-	1	1	1
Total per cent .	100	100	100	100
Base for percentages . . .	(65)	(104)	(100)	(145)
No answer	(14)	(27)	(17)	(14)
Leaving the University . .	(4)	(5)	(5)	(5)
Retiring prior to terminal year .	(10)	(10)	(13)	(16)
Total number . .	(93)	(146)	(135)	(180)

[1]Does not include the six faculty members who gave no information regarding the number of papers they have delivered at professional or academic meetings during the last five years.

(Q. 33A)

TABLE B-179

USE OR ANTICIPATED USE OF GENERAL RESEARCH FACILITY, BY RANK

Use or Anticipated Use of General Research Facility	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Have used or might use general research facility	48	47	50	54	35	45
Have not used or do not expect to use general research facility	52	53	50	46	65	55
Total per cent	100	100	100	100	100	100
Base for percentages	(504)	(180)	(99)	(127)	(51)	(57)
No answer	(56)	(23)	(6)	(10)	(7)	(10)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

(Q. 33B)

TABLE B-180

ADEQUACY OF AVAILABLE GENERAL RESEARCH FACILITY, BY RANK

Adequacy of Available General Research Facility	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Entirely adequate	36	34	41	30	(8)[a]	(9)[a]
Somewhat inadequate	52	46	48	60	(10)[a]	(10)[a]
Entirely inadequate	12	20	11	10	(-)	(-)
Total per cent	100	100	100	100		
Base for percentages	(230)	(82)	(44)	(67)	(18)	(19)
No answer	(11)	(3)	(5)	(1)	(-)	(2)
Have not used, do not expect to use or no answer regarding use of general research facility	(319)	(118)	(56)	(69)	(40)	(36)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a]Too few cases to report percentages.

TABLE B-181

USE OR ANTICIPATED USE OF GENERAL RESEARCH FACILITY, BY AFFILIATION

Use or Anticipated Use of General Research Facility	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Have used or might use general research facility	48	76	16	59	56	58	16
Have not used or do not expect to use general research facility .	52	24	84	41	44	42	84
Total per cent	100	100	100	100	100	100	100
Base for percentages . . .	(504)	(63)	(70)	(88)	(128)	(79)	(76)
No answer	(56)	(4)	(7)	(8)	(13)	(17)	(7)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

(Q. 33B)

TABLE B-182

ADEQUACY OF AVAILABLE GENERAL RESEARCH FACILITY, BY AFFILIATION

Adequacy of Available General Research Facility	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Entirely adequate	36	38	(3)[a]	18	46	42	(3)[a]
Somewhat inadequate	52	49	(3)[a]	70	47	51	(5)[a]
Entirely inadequate	12	13	(5)[a]	12	7	7	(3)[a]
Total per cent	100	100		100	100	100	
Base for percentages . . .	(230)	(45)	(11)	(49)	(69)	(45)	(11)
No answer	(11)	(3)	(-)	(3)	(3)	(1)	(1)
Have not used, do not expect to use or no answer regarding use of general research facility . . .	(319)	(19)	(66)	(44)	(69)	(50)	(71)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a]Too few cases to report percentages.

(Q. 33A)

TABLE B-183

USE OR ANTICIPATED USE OF GENERAL RESEARCH FACILITY, BY YEARS ON U. OF C. FACULTY

Use or Anticipated Use of General Research Facility	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years- up to 10 years	10 years- up to 20 years	20 years or more
Have used or might use general research facility	48	53	52	43	37
Have not used or do not expect to use general research facility	52	47	48	57	63
Total per cent	100	100	100	100	100
Base for percentages . .	(504)	(212)	(94)	(127)	(68)
No answer	(56)	(20)	(10)	(12)	(11)
Total number	(560)	(232)	(104)	(139)	(79)

(Q. 33B)

TABLE B-184

ADEQUACY OF AVAILABLE GENERAL RESEARCH FACILITY, BY YEARS ON U. OF C. FACULTY

Adequacy of Available General Research Facility	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years- up to 10 years	10 years- up to 20 years	20 years or more
Entirely adequate	36	35	40	37	35
Somewhat inadequate	52	54	56	46	43
Entirely inadequate	12	11	4	17	22
Total per cent	100	100	100	100	100
Base for percentages . .	(230)	(107)	(48)	(52)	(23)
No answer	(11)	(5)	(1)	(3)	(2)
Have not used, do not expect to use or no answer regarding the use of general research facility . . .	(319)	(120)	(55)	(84)	(54)
Total number	(560)	(232)	(104)	(139)	(79)

[a]Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

(Q. 33A)

TABLE B-185

USE OR ANTICIPATED USE OF GENERAL RESEARCH FACILITY, BY AGE

Use or Anticipated Use of General Research Facility	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Have used or might use general research facility	48	43	51	57	40	21
Have not used or do not expect to use general research facility	52	57	49	43	60	79
Total per cent	100	100	100	100	100	100
Base for percentages	(504)	(56)	(187)	(140)	(72)	(43)
No answer	(56)	(5)	(13)	(11)	(15)	(11)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

(Q. 33B)

TABLE B-186

ADEQUACY OF AVAILABLE GENERAL RESEARCH FACILITY, BY AGE

Adequacy of Available General Research Facility	Total Faculty	Age[a] 30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Entirely adequate	36	48	35	35	30	(4)[b]
Somewhat inadequate	52	48	57	48	48	(4)[b]
Entirely inadequate	12	4	8	17	22	(-)
Total per cent	100	100	100	100	100	
Base for percentages	(230)	(23)	(93)	(75)	(27)	(8)
No answer	(11)	(1)	(2)	(5)	(2)	(1)
Have not used, do not expect to use or no answer regarding use of general research facility	(319)	(37)	(105)	(71)	(58)	(45)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a]Does not include the seven faculty members who gave no information regarding age.

[b]Too few cases to report percentages.

TABLE B-187

SUFFICIENCY OF ACCESS TO GENERAL RESEARCH FACILITY, BY RANK

Sufficiency of Access to General Research Facility	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Sufficient access	73	72	67	71	(16)[a]	75
Somewhat insufficient access . .	18	16	21	23	(2)[a]	15
Definitely insufficient access..	9	12	12	6	(-)	10
Total per cent	100	100	100	100		100
Base for percentages . .	(226)	(79)	(43)	(66)	(18)	(20)
No answer	(15)	(6)	(6)	(2)	(-)	(1)
Have not used, do not expect to use or no answer regarding the use of general research facility	(319)	(118)	(56)	(69)	(40)	(36)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

(Q. 33D)

TABLE B-188

IMPORTANCE OF AVAILABILITY OF GENERAL RESEARCH FACILITY, BY RANK

Importance of Availability of General Research Facility	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Very important	87	89	89	84	(14)[a]	95
Somewhat important	12	10	11	15	(3)[a]	5
Not so important	1	1	-	1	(-)	-
Total per cent	100	100	100	100		100
Base for percentages . .	(232)	(82)	(46)	(67)	(17)	(20)
No answer	(9)	(3)	(3)	(1)	(1)	(1)
Have not used, do not expect to use or no answer regarding the use of general research facility	(319)	(118)	(56)	(69)	(40)	(36)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a]Too few cases to report percentages.

(Q.33C)

TABLE B-189

SUFFICIENCY OF ACCESS TO GENERAL RESEARCH FACILITY, BY AFFILIATION

Sufficiency of Access to General Research Facility	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Sufficient access	73	68	(7)[a]	69	77	80	(6)[a]
Somewhat insufficient access	18	16	(1)[a]	25	16	18	(3)[a]
Definitely insufficient access	9	16	(2)[a]	6	7	2	(2)[a]
Total per cent	100	100		100	100	100	
Base for percentages	(226)	(44)	(10)	(48)	(69)	(44)	(11)
No answer	(15)	(4)	(1)	(4)	(3)	(2)	(1)
Have not used, do not expect to use or no answer regarding the use of general research facility	(319)	(19)	(66)	(44)	(69)	(50)	(71)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

(Q.33D)

TABLE B-190

IMPORTANCE OF AVAILABILITY OF GENERAL RESEARCH FACILITY, BY AFFILIATION

Importance of Availability of General Research Facility	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Very important	87	87	(11)[a]	90	88	78	(12)[a]
Somewhat important	12	13	(-)	10	12	18	(-)
Not so important	1	-	(-)	-	-	4	(-)
Total per cent	100	100		100	100	100	
Base for percentages	(232)	(46)	(11)	(49)	(69)	(45)	(12)
No answer	(9)	(2)	(-)	(3)	(3)	(1)	(-)
Have not used, do not expect to use or no answer regarding the use of general research facility	(319)	(19)	(66)	(44)	(69)	(50)	(71)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a]Too few cases to report percentages.

(Q.33C)

TABLE B-191

SUFFICIENCY OF ACCESS TO GENERAL RESEARCH FACILITY, BY YEARS ON U. OF C. FACULTY

Sufficiency of Access to General Research Facility	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years - up to 10 years	10 years - up to 20 years	20 years or more
Sufficient access	73	74	75	73	59
Somewhat insufficient access	18	19	21	15	18
Definitely insufficient access	9	7	4	12	23
Total per cent	100	100	100	100	100
Base for percentages	(226)	(104)	(48)	(52)	(22)
No answer	(15)	(8)	(1)	(3)	(3)
Have not used, do not expect to use or no answer regarding the use of general research facility	(319)	(120)	(55)	(84)	(54)
Total number	(560)	(232)	(104)	(139)	(79)

(Q.33D)

TABLE B-192

IMPORTANCE OF AVAILABILITY OF GENERAL RESEARCH FACILITY, BY YEARS ON U. OF C. FACULTY

Importance of Availability of General Research Facility	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years- up to 10 years	10 years- up to 20 years	20 years or more
Very important	87	84	94	85	96
Somewhat important	12	14	6	15	4
Not so important	1	2	-	-	-
Total per cent	100	100	100	100	100
Base for percentages	(232)	(107)	(49)	(53)	(23)
No answer	(9)	(5)	(-)	(2)	(2)
Have not used, do not expect to use or no answer regarding the use of general research facility	(319)	(120)	(55)	(84)	(54)
Total number	(560)	(232)	(104)	(139)	(79)

[a]Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

TABLE B-193

SUFFICIENCY OF ACCESS TO GENERAL RESEARCH FACILITY, BY AGE

Sufficiency of Access to General Research Facility	Total Faculty	Age[a]				
		30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Sufficient access	73	83	76	67	65	(6)[b]
Somewhat insufficient access.	18	13	20	23	8	(1)[b]
Definitely insufficient access.	9	4	4	10	27	(1)[b]
Total per cent	100	100	100	100	100	
Base for percentages	(226)	(24)	(91)	(73)	(26)	(8)
No answer.	(15)	(-)	(4)	(7)	(3)	(1)
Have not used, do not expect to use or no answer regarding the use of general research facility	(319)	(37)	(105)	(71)	(58)	(45)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

(Q.33D)

TABLE B-194

IMPORTANCE OF AVAILABILITY OF GENERAL RESEARCH FACILITY, BY AGE

Importance of Availability of General Research Facility	Total Faculty	Age[a]				
		30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Very important.	87	91	83	87	100	(8)[b]
Fairly important.	12	9	16	12	-	(-)
Not so important.	1	-	1	1	-	(-)
Total per cent	100	100	100	100	100	
Base for percentages	(232)	(23)	(93)	(77)	(27)	(8)
No answer.	(9)	(1)	(2)	(3)	(2)	(1)
Have not used, do not expect to use or no answer regarding the use of general research facility	(319)	(37)	(105)	(71)	(58)	(45)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a]Does not include the seven faculty members who gave no information regarding age.

[b]Too few cases to report percentages.

(Q.33D and Q.33B)

TABLE B-195

ADEQUACY OF AVAILABLE GENERAL RESEARCH FACILITY, BY IMPORTANCE OF AVAILABILITY OF GENERAL RESEARCH FACILITY[1]

Adequacy of Available General Research Facility	Proportion of Faculty Indicating Each Degree of Adequacy Among Faculty Who Have Ever Used or Might Ever Use a General Research Facility and Consider Its Availability To Be:		
	Very important	Somewhat important	Not so important
Entirely adequate	36	33	(2)[a]
Somewhat inadequate	51	63	(-)
Entirely inadequate	13	4	(-)
Total per cent	100	100	
Base for percentages	(200)	(27)	(2)
No answer	(3)	(-)	(-)
Total number	(203)	(27)	(2)

(Q.33D and Q.33C)

TABLE B-196

SUFFICIENCY OF ACCESS TO GENERAL RESEARCH FACILITY, BY IMPORTANCE OF AVAILABILITY OF GENERAL RESEARCH FACILITY[1]

Sufficiency of Access to General Research Facility	Proportion of Faculty Indicating Each Degree of Access Among Faculty Who Have Ever Used or Might Ever Use a General Research Facility and Consider Its Availability To Be:		
	Very important	Somewhat important	Not so important
Sufficient access	70	89	(2)[a]
Somewhat insufficient access	20	11	(-)
Definitely insufficient access	10	-	(-)
Total per cent	100	100	
Base for percentages	(196)	(27)	(2)
No answer	(7)	(-)	(-)
Total number	(203)	(27)	(2)

[1]Does not include the nine faculty members who gave no information regarding the importance of the availability of a general research facility and the 319 faculty members who report they have not used or do not expect to use a general research facility or gave no answer regarding the use of such a facility.

[a]Too few cases to report percentages.

TABLE B-197

USE OR ANTICIPATED USE OF GENERAL RESEARCH FACILITY, BY NUMBER OF PAPERS DELIVERED AT PROFESSIONAL OR ACADEMIC MEETINGS DURING THE LAST FIVE YEARS[1]

Use or Anticipated Use of General Research Facility	Proportion of Faculty Giving Indicated Response Among Faculty Whose Number of Papers Delivered at Professional or Academic Meetings During the Last Five Years Is Reported As:			
	None	1 or 2	3 or 4	5 or more
Have used or might use general research facility	24	40	49	65
Have not used or do not expect to use general research facility	76	60	51	35
Total per cent	100	100	100	100
Base for percentages . .	(88)	(130)	(118)	(165)
No answer.	(5)	(16)	(17)	(15)
Total number	(93)	(146)	(135)	(180)

(Q.33B and Q.50)

TABLE B-198

ADEQUACY OF AVAILABLE GENERAL RESEARCH FACILITY, BY NUMBER OF PAPERS DELIVERED AT PROFESSIONAL OR ACADEMIC MEETINGS DURING THE LAST FIVE YEARS[1]

Adequacy of Available General Research Facility	Proportion of Faculty Indicating Each Degree of Adequacy Among Faculty Who Have Used or Might Use General Research Facility and Whose Number of Papers Delivered at Professional or Academic Meetings Is Reported As:			
	None	1 or 2	3 or 4	5 or more
Entirely adequate.	50	47	42	26
Somewhat inadequate.	40	51	49	56
Entirely inadequate.	10	2	9	18
Total per cent	100	100	100	100
Base for percentages . .	(20)	(51)	(53)	(104)
No answer.	(1)	(1)	(5)	(4)
Have not used, do not expect to use or no answer regarding the use of general research facility	(72)	(94)	(77)	(72)
Total number	(93)	(146)	(135)	(180)

[1]Does not include the six faculty members who gave no information regarding the number of papers they have delivered at professional or academic meetings during the last five years.

TABLE B-199

SUFFICIENCY OF ACCESS TO GENERAL RESEARCH FACILITY, BY NUMBER OF PAPERS DELIVERED AT PROFESSIONAL OR ACADEMIC MEETINGS DURING THE LAST FIVE YEARS[1]

Sufficiency of Access to General Research Facility	Proportion of Faculty Indicating Each Degree of Access Among Faculty Who Have Used or Might Use General Research Facility and Whose Number of Papers Delivered at Professional or Academic Meetings Is Reported As:			
	None	1 or 2	3 or 4	5 or more
Sufficient access	80	78	74	69
Somewhat insufficient access. .	10	22	22	16
Definitely insufficient access.	10	-	4	15
Total per cent	100	100	100	100
Base for percentages . . .	(20)	(49)	(53)	(102)
No answer.	(1)	(3)	(5)	(6)
Have not used, do not expect to use or no answer regarding use of general research facility. . . .	(72)	(94)	(77)	(72)
Total number	(93)	(146)	(135)	(180)

(Q.33D and Q.50)

TABLE B-200

IMPORTANCE OF AVAILABILITY OF GENERAL RESEARCH FACILITY, BY NUMBER OF PAPERS DELIVERED AT PROFESSIONAL OR ACADEMIC MEETINGS DURING THE LAST FIVE YEARS[1]

Importance of Availability of General Research Facility	Proportion of Faculty Indicating Each Degree of Importance Among Faculty Who Have Used or Might Use General Research Facility and Whose Number of Papers Delivered at Professional or Academic Meetings Is Reported As:			
	None	1 or 2	3 or 4	5 or more
Very important.	90	90	78	90
Somewhat important.	10	8	20	10
Not so important.	-	2	2	-
Total per cent	100	100	100	100
Base for percentages . . .	(21)	(50)	(54)	(105)
No answer.	(-)	(2)	(4)	(3)
Have not used, do not expect to use or no answer regarding use of general research facility.....	(72)	(94)	(77)	(72)
Total number	(93)	(146)	(135)	(180)

[1]Does not include the six faculty members who gave no information regarding the number of papers they have delivered at professional or academic meetings during the last five years.

(Q. 33A and Q. 48)

TABLE B-201

USE OR ANTICIPATED USE OF GENERAL RESEARCH FACILITY, BY NUMBER OF RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED[1]

Use or Anticipated Use of General Research Facility	Proportion of Faculty Giving Indicated Response Among Faculty Whose Number of Research Grants, Awards or Prizes Received is Reported As:		
	None	1 or 2	3 or more
Have used or might ever use general research facility	42	43	57
Have not used or do not expect to use general research facility . .	58	57	43
Total per cent	100	100	100
Base for percentages	(115)	(178)	(205)
No answer	(20)	(16)	(18)
Total number	(135)	(194)	(223)

(Q. 33B and Q. 48)

TABLE B-202

ADEQUACY OF AVAILABLE GENERAL RESEARCH FACILITY, BY NUMBER OF RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED[1]

Adequacy of Available General Research Facility	Proportion of Faculty Indicating Each Degree of Adequacy Among Faculty Who Have Used or Might Use General Research Facility and Whose Number of Research Grants, Awards or Prizes Received Is Reported As:		
	None	1 or 2	3 or more
Entirely adequate	45	38	30
Somewhat inadequate	42	55	54
Entirely inadequate	13	7	16
Total per cent	100	100	100
Base for percentages	(47)	(73)	(109)
No answer	(1)	(3)	(7)
Have not used, do not expect to use or no answer regarding the use of general research facility	(87)	(118)	(107)
Total number	(135)	(194)	(223)

[1]Does not include the eight faculty members who gave no information regarding the number of research grants, awards or prizes they have received.

(Q. 33C and Q. 48)

TABLE B-203

SUFFICIENCY OF ACCESS TO GENERAL RESEARCH FACILITY, BY NUMBER OF RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED[1]

Sufficiency of Access to General Research Facility	Proportion of Faculty Indicating Each Degree of Access Among Faculty Who Have Used or Might Use General Research Facility and Whose Number of Research Grants, Awards or Prizes Received Is Reported As:		
	None	1 or 2	3 or more
Sufficient access	83	82	62
Somewhat insufficient access	13	14	24
Definitely insufficient access	4	4	14
Total per cent	100	100	100
Base for percentages	(46)	(71)	(108)
No answer	(2)	(5)	(8)
Have not used, do not expect to use or no answer regarding use of general research facility	(87)	(118)	(107)
Total number	(135)	(194)	(223)

(Q. 33D and Q. 48)

TABLE B-204

IMPORTANCE OF AVAILABILITY OF GENERAL RESEARCH FACILITY, BY NUMBER OF RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED[1]

Importance of Availability of General Research Facility	Proportion of Faculty Indicating Each Degree of Importance Among Faculty Who Have Used or Might Use General Research Facility and Whose Number of Research Grants, Awards, or Prizes Is Reported As:		
	None	1 or 2	3 or more
Very important	85	80	94
Somewhat important	13	19	6
Not so important	2	1	-
Total per cent	100	100	100
Base for percentages	(47)	(73)	(111)
No answer	(1)	(3)	(5)
Have not used, do not expect to use or no answer regarding use of general research facility	(87)	(118)	(107)
Total number	(135)	(194)	(223)

[1]Does not include the eight faculty members who gave no information regarding the number of research grants, awards or prizes.

TABLE B-205

ADEQUACY OF ACCESS TO SERVICES OF SPECIALIZED RESEARCH EQUIPMENT (COMPUTER OR IBM INSTALLATIONS, ETC.), BY RANK

Adequacy of Access to Services of Specialized Research Equipment	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof.Em.
Adequate access	36	39	45	35	28	23
Adequate access but not on campus	1	1	-	1	2	-
Inadequate access	13	13	14	13	10	15
No need for such services	50	47	41	51	60	62
Total per cent	100	100	100	100	100	100
Base for percentages	(489)	(175)	(92)	(124)	(50)	(48)
No answer	(71)	(28)	(13)	(13)	(8)	(9)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

(Q. 34B)

TABLE B-206

NEED TO USE SERVICES OF SPECIALIZED RESEARCH EQUIPMENT IN FIVE YEARS AS COMPARED WITH PRESENT, BY RANK

Need to Use Services of Specialized Research Equipment in Five Years As Compared with Present	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc. Lecturer, Prof.Em.
No current needs, none anticipated	40	35	33	41	49	50
Increase considerably	19	18	22	23	8	18
Increase somewhat	30	35	29	28	28	23
Not change	11	12	15	7	15	7
Decrease somewhat	*	-	1	-	-	-
Decrease considerably	*	-	-	1	-	2
Total per cent	100	100	100	100	100	100
Base for percentages	(426)	(145)	(81)	(109)	(47)	(44)
No answer	(80)	(30)	(14)	(23)	(9)	(4)
Leaving the University	(19)	(3)	(5)	(5)	(2)	(4)
Retiring prior to terminal year	(35)	(25)	(5)	(-)	(-)	(5)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

*Less than 0.5 per cent.

TABLE B-207

NEED TO USE SERVICES OF SPECIALIZED RESEARCH EQUIPMENT IN TEN YEARS AS COMPARED WITH PRESENT, BY RANK

Need to Use Services of Specialized Research Equipment in Ten Years As Compared With Present	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc. Lecturer Prof.Em.
No current needs, none anticipated	38	34	32	38	53	50
Increase considerably.	24	23	25	29	11	25
Increase somewhat.	26	32	26	26	20	18
Not change	10	11	14	6	16	5
Decrease somewhat.	1	-	3	-	-	-
Decrease considerably.	1	-	-	1	-	2
Total per cent	100	100	100	100	100	100
Base for percentages	(401)	(135)	(76)	(105)	(45)	(40)
No answer.	(91)	(29)	(18)	(27)	(11)	(6)
Leaving the University . . .	(19)	(3)	(5)	(5)	(2)	(4)
Retiring prior to terminal years.	(49)	(36)	(6)	(-)	(-)	(7)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-208

ADEQUACY OF ACCESS TO SERVICES OF SPECIALIZED RESEARCH EQUIPMENT (COMPUTER OR IBM INSTALLATIONS, ETC.), BY AFFILIATION

Adequacy of Access to Services of Specialized Research Equipment	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Adequate access	36	31	13	33	57	56	10
Adequate access but not on campus	1	-	-	4	-	-	-
Inadequate access	13	11	3	27	14	12	5
No need for such services	50	58	84	36	29	32	85
Total per cent	100	100	100	100	100	100	100
Base for percentages	(489)	(61)	(67)	(89)	(127)	(77)	(68)
No answer	(71)	(6)	(10)	(7)	(14)	(19)	(15)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

(Q. 34B)

TABLE B-209

NEED TO USE SERVICES OF SPECIALIZED RESEARCH EQUIPMENT IN FIVE YEARS AS COMPARED WITH PRESENT, BY AFFILIATION

Need to Use Services of Specialized Research Equipment in Ten Years as Compared with Present	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
No current needs, none anticipated	40	39	80	26	23	20	74
Increase considerably	19	13	11	30	24	23	4
Increase somewhat	30	43	7	32	38	36	12
Not change	11	5	2	9	14	21	10
Decrease somewhat	*	-	-	-	1	-	-
Decrease considerably	*	-	-	3	-	-	-
Total per cent	100	100	100	100	100	100	100
Base for percentages	(426)	(54)	(55)	(77)	(112)	(70)	(58)
No answer	(80)	(8)	(11)	(10)	(17)	(18)	(16)
Leaving the University	(19)	(3)	(1)	(4)	(6)	(2)	(3)
Retiring prior to terminal year	(35)	(2)	(10)	(5)	(6)	(6)	(6)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

*Less than 0.5 per cent.

TABLE B-210

NEED TO USE SERVICES OF SPECIALIZED RESEARCH EQUIPMENT IN TEN YEARS AS COMPARED WITH PRESENT, BY AFFILIATION

Need to Use Services of Specialized Research Equipment in Ten Years as Compared With Present	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
No current needs, none anticipated	38	37	82	24	22	19	76
Increase considerably	24	20	8	34	28	34	6
Increase somewhat	26	37	8	32	35	26	9
Not change	10	6	2	7	13	21	9
Decrease somewhat	1	-	-	-	2	-	-
Decrease considerably	1	-	-	3	-	-	-
Total per cent	100	100	100	100	100	100	100
Base for percentages	(401)	(49)	(51)	(70)	(110)	(68)	(53)
No answer	(91)	(9)	(13)	(14)	(18)	(17)	(20)
Leaving the University	(19)	(3)	(1)	(4)	(6)	(2)	(3)
Retiring prior to terminal year	(49)	(6)	(12)	(8)	(7)	(9)	(7)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

(Q.34A and Q.48)

TABLE B-211

ADEQUACY OF ACCESS TO SERVICES OF SPECIALIZED RESEARCH EQUIPMENT (COMPUTER OR IBM INSTALLATIONS, ETC.), BY NUMBER OF RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED[1]

Adequacy of Access to Services of Specialized Research Equipment	Proportion of Faculty Indicating Each Degree of Adequacy Among Faculty Whose Number of Research Grants, Awards or Prizes Received is Reported As:		
	None	1 or 2	3 or more
Adequate access	29	33	44
Adequate access but not on campus	1	1	1
Inadequate access	10	10	17
No need for such services	60	56	38
Total per cent	100	100	100
Base for percentages	(111)	(172)	(200)
No answer	(24)	(22)	(23)
Total number	(135)	(194)	(223)

(Q.34B and Q.48)

TABLE B-212

NEED TO USE SERVICES OF SPECIALIZED RESEARCH EQUIPMENT IN FIVE YEARS AS COMPARED WITH PRESENT, BY NUMBER OF RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED[1]

Need to Use Services of Specialized Research Equipment in Five Years as Compared With Present	Proportion of Faculty Reporting Indicated Need Among Faculty Whose Number of Research Grants, Awards or Prizes Received Is Reported As:		
	None	1 or 2	3 or more
No current needs, none anticipated	51	44	29
Increase considerably	11	17	26
Increase somewhat	26	28	32
Not change	12	10	11
Decrease somewhat	-	-	1
Decrease considerably	-	1	1
Total per cent	100	100	100
Base for percentages	(98)	(146)	(176)
No answer	(26)	(23)	(30)
Leaving the University	(4)	(9)	(6)
Retiring prior to terminal year	(7)	(16)	(11)
Total number	(135)	(194)	(223)

[1]Does not include the eight faculty members who gave no information regarding the number of research grants, awards or prizes they have received.

TABLE B-213

NEED TO USE SERVICES OF SPECIALIZED RESEARCH EQUIPMENT IN TEN YEARS AS COMPARED WITH PRESENT, BY NUMBER OF RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED[1]

Need to Use Services of Specialized Research Equipment in Ten Years as Compared With Present	Proportion of Faculty Reporting Indicated Need Among Faculty Whose Number of Research Grants, Awards or Prizes Received Is Reported As:		
	None	1 or 2	3 or more
No current needs, none anticipated . . .	52	42	28
Increase considerably.	14	22	31
Increase somewhat.	23	24	29
Not change	11	10	10
Decrease somewhat.	-	1	1
Decrease considerably.	-	1	1
Total per cent.	100	100	100
Base for percentages.	(92)	(136)	(168)
No answer	(29)	(28)	(33)
Leaving the University.	(4)	(9)	(6)
Retiring prior to terminal year . .	(10)	(21)	(16)
Total number	(135)	(194)	(223)

[1]Does not include the eight faculty members who gave no information regarding the number of research grants, awards or prizes they have received.

TABLE B-214

ADEQUACY OF ACCESS TO SERVICES OF SPECIALIZED RESEARCH EQUIPMENT (COMPUTER OR IBM INSTALLATIONS, ETC.), BY NUMBER OF PAPERS DELIVERED AT PROFESSIONAL OR ACADEMIC MEETINGS DURING THE LAST FIVE YEARS[1]

Adequacy of Access to Services of Specialized Research Equipment	Proportion of Faculty Indicating Each Degree of Adequacy Among Faculty Whose Number of Papers Delivered at Professional or Academic Meetings Is Reported As:			
	None	1 or 2	3 or 4	5 or more
Adequate access	21	35	38	45
Adequate access but not on campus	-	2	-	1
Inadequate access	2	8	12	23
No need for such services	77	55	50	31
Total per cent	100	100	100	100
Base for percentages	(83)	(128)	(115)	(161)
No answer	(10)	(18)	(20)	(19)
Total number	(93)	(146)	(135)	(180)

(Q.34B and Q.50)

TABLE B-215

NEED TO USE SERVICES OF SPECIALIZED RESEARCH EQUIPMENT IN FIVE YEARS AS COMPARED WITH PRESENT, BY NUMBER OF PAPERS DELIVERED AT PROFESSIONAL OR ACADEMIC MEETINGS DURING THE LAST FIVE YEARS[1]

Need to Use Services of Specialized Research Equipment in Five Years as Compared With Present	Proportion of Faculty Reporting Indicated Need Among Faculty Whose Number of Papers Delivered at Professional or Academic Meetings Is Reported As:			
	None	1 or 2	3 or 4	5 or more
No current needs, none anticipated	67	49	36	21
Increase considerably	5	15	18	29
Increase somewhat	12	22	37	39
Not change	16	13	8	10
Decrease somewhat	-	-	-	1
Decrease considerably	-	1	1	-
Total per cent	100	100	100	100
Base for percentages	(67)	(115)	(101)	(141)
No answer	(14)	(20)	(19)	(23)
Leaving the University	(4)	(5)	(5)	(5)
Retiring prior to terminal year	(8)	(6)	(10)	(11)
Total number	(93)	(146)	(135)	(180)

[1]Does not include the six faculty members who gave no information regarding the number of papers they have delivered at professional or academic meetings during the last five years.

TABLE B-216

NEED TO USE SERVICES OF SPECIALIZED RESEARCH EQUIPMENT IN TEN YEARS AS COMPARED WITH PRESENT, BY NUMBER OF PAPERS DELIVERED AT PROFESSIONAL OR ACADEMIC MEETINGS DURING THE LAST FIVE YEARS[1]

Need to Use Services of Specialized Research Equipment in Ten Years as Compared with Present	Proportion of Faculty Reporting Indicated Need Among Faculty Whose Number of Papers Delivered at Professional or Academic Meetings Is Reported As:			
	None	1 or 2	3 or 4	5 or more
No current needs, none anticipated	67	47	35	22
Increase considerably	7	21	25	32
Increase somewhat	10	19	31	36
Not change	16	12	8	8
Decrease somewhat	-	-	-	2
Decrease considerably	-	1	1	-
Total per cent	100	100	100	100
Base for percentages	(61)	(107)	(97)	(134)
No answer	(18)	(24)	(20)	(25)
Leaving the University	(4)	(5)	(5)	(5)
Retiring prior to terminal year	(10)	(10)	(13)	(16)
Total number	(93)	(146)	(135)	(180)

[1]Does not include the six faculty members who gave no information regarding the number of papers they have delivered at professional or academic meetings during the last five years.

TABLE B-217

NEED TO USE SERVICES OF SPECIALIZED RESEARCH EQUIPMENT IN FIVE AND TEN YEARS AS COMPARED WITH PRESENT, BY ADEQUACY OF ACCESS TO SUCH SERVICES[1]

Need to Use Services of Specialized Research Equipment	Proportion of Faculty Reporting Indicated Need Among Faculty Whose Access to Services of Specialized Research Equipment Is Reported As:			
	Adequate	Adequate but not on campus	Inadequate	Not needed
Need in five years as compared with present				
No current needs, none anticipated	-	(-)	-	83
Increase considerably	25	(1)[a]	61	2
Increase somewhat	47	(2)[a]	32	15
Not change	27	(1)[a]	5	-
Decrease somewhat	-	(-)	2	-
Decrease considerably	1	(-)	-	*
Total per cent	100		100	100
Base for percentages	(160)	(4)	(56)	(202)
No answer	(9)	(-)	(-)	(18)
Leaving the University	(5)	(-)	(5)	(6)
Retiring prior to terminal year	(5)	(-)	(2)	(17)
Total number	(179)	(4)	(63)	(243)
Need in ten years as compared with present				
No current needs, none anticipated	-	(-)	-	82
Increased considerably	30	(2)[a]	70	4
Increase somewhat	44	(1)[a]	22	14
Not change	25	(1)[a]	6	-
Decrease somewhat	*	(-)	2	-
Decrease considerably	1	(-)	-	*
Total per cent	100		100	100
Base for percentages	(151)	(4)	(54)	(189)
No answer	(14)	(-)	(1)	(24)
Leaving the University	(5)	(-)	(5)	(6)
Retiring prior to terminal year	(9)	(-)	(3)	(24)
Total number	(179)	(4)	(63)	(243)

[1]Does not include the 71 faculty members who gave no information regarding the adequacy of access to services of specialized research equipment.

[a]Too few cases to report percentages.

*Less than 0.5 per cent.

TABLE B-218

SUFFICIENCY OF RESEARCH SPACE FOR ALL GRADUATE STUDENTS WHOSE RESEARCH PROJECTS ARE DIRECTED BY FACULTY, BY RANK

Sufficiency of Research Space for Graduate Students	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof.Em.
Sufficient research space for graduate students	61	60	60	61	(14)[a]	(11)[a]
Insufficient research space for graduate students	39	40	40	39	(4)[a]	(8)[a]
Total per cent	100	100	100	100		
Base for percentages	(347)	(157)	(77)	(76)	(18)	(19)
No answer	(44)	(27)	(4)	(8)	(1)	(4)
Do not direct research projects of graduate students	(169)	(19)	(24)	(53)	(39)	(34)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

(Q.35B)

TABLE B-219

SATISFACTION WITH OTHER ASPECTS OF GRADUATE STUDENT RESEARCH SPACE ASIDE FROM AMOUNT OF SPACE, BY RANK

Satisfaction with Other Than Amount of Graduate Student Research Space	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof.Em.
Very satisfactory	22	26	18	16	(2)[a]	(3)[a]
Fairly satisfactory	62	61	58	68	(8)[a]	(4)[a]
Fairly unsatisfactory	15	13	20	16	(1)[a]	(-)
Very unsatisfactory	1	-	4	-	(-)	(-)
Total per cent	100	100	100	100		
Base for percentages	(192)	(85)	(45)	(44)	(11)	(7)
No answer	(19)	(9)	(1)	(2)	(3)	(4)
Do not direct research projects of graduate students or no answer regarding such research space	(349)	(109)	(59)	(91)	(44)	(46)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a]Too few cases to report percentages.

(Q.35A)

TABLE B-220

SUFFICIENCY OF RESEARCH SPACE FOR GRADUATE STUDENTS WHOSE RESEARCH PROJECTS ARE DIRECTED BY FACULTY, BY AFFILIATION

Sufficiency of Research Space for Graduate Students	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Sufficient research space for graduate students	61	76	61	71	45	66	(7)[a]
Insufficient research space for graduate students	39	24	39	29	55	34	(6)[a]
Total per cent.	100	100	100	100	100	100	
Base for percentages.	(347)	(50)	(49)	(69)	(105)	(61)	(13)
No answer	(44)	(1)	(11)	(3)	(17)	(10)	(2)
Do not direct research projects of graduate students	(169)	(16)	(17)	(24)	(19)	(25)	(68)
Total number.	(560)	(67)	(77)	(96)	(141)	(96)	(83)

(Q.35B)

TABLE B-221

SATISFACTION WITH OTHER ASPECTS OF GRADUATE STUDENT RESEARCH SPACE ASIDE FROM AMOUNT OF SPACE, BY AFFILIATION

Satisfaction with Other Than Amount of Graduate Student Research Space	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Very satisfactory	22	28	21	22	17	16	(4)[a]
Fairly satisfactory	62	66	54	56	64	76	(2)[a]
Fairly unsatisfactory	15	6	17	22	19	8	(1)[a]
Very unsatisfactory	1	-	8	-	-	-	(-)
Total per cent.	100	100	100	100	100	100	
Base for percentages.	(192)	(35)	(24)	(46)	(42)	(38)	(7)
No answer	(19)	(3)	(6)	(3)	(5)	(2)	(-)
Do not direct research projects of graduate students, do not have sufficient research space for graduate students or no answer regarding such research space	(349)	(29)	(47)	(47)	(94)	(56)	(76)
Total number.	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a]Too few cases to report percentages.

TABLE B-222

SUFFICIENCY OF RESEARCH SPACE FOR GRADUATE STUDENTS WHOSE RESEARCH PROJECTS ARE DIRECTED BY FACULTY, BY NUMBER OF DISSERTATIONS OR RESEARCH PROJECTS DIRECTED AS MAJOR SPONSOR[1]

Sufficiency of Research Space for Graduate Students	Proportion of Faculty Giving Indicated Response Among Faculty Whose Number of Dissertations or Research Projects Supervised for Graduate Students Is Reported As:			
	None	1 - 5	6 - 10	11 or more
Sufficient research space for graduate students	77[a]	65	46	(4)[b]
Insufficient research space for graduate students	23[a]	35	54	(11)[b]
Total per cent.	100	100	100	
Base for percentages.	(35)	(224)	(68)	(15)
No answer	(-)	(26)	(9)	(3)
Do not direct research projects of graduate students.	(166)	(3)[c]	(-)	(-)
Total number	(201)	(253)	(77)	(18)

[1]Does not include the eleven faculty members who gave no information regarding the number of dissertations or research projects of graduate students which they supervise as major sponsor.

[a]Seemingly contradictory answers given by 35 faculty members to the two questions, Q.35A and Q.46 may be accounted for by their particular interpretations of the wording of the questions.

[b]Too few cases to report percentages.

[c]As in the case of faculty members referred to in footnote "a" above, three faculty members may have given a particularly limited interpretation to Q.35A.

TABLE B-223

NEED FOR RESEARCH SPACE FOR GRADUATE STUDENTS IN FIVE AND TEN YEARS AS COMPARED WITH PRESENT, BY RANK

Need for Research Space for Graduate Students in Five and Ten Years as Compared With Present	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof.Em.
In five years as compared with present						
No current need, none anticipated	14	6	9	14	30	39
Increase considerably	22	19	32	28	12	15
Increase somewhat	47	53	43	49	45	22
Not change	17	22	15	8	13	24
Decrease somewhat	*	-	1	-	-	-
Decrease considerably	*	-	-	1	-	-
Total per cent	100	100	100	100	100	100
Base for percentages	(424)	(156)	(86)	(101)	(40)	(41)
No answer	(82)	(19)	(9)	(31)	(16)	(7)
Leaving the University	(19)	(3)	(5)	(5)	(2)	(4)
Retiring prior to terminal year	(35)	(25)	(5)	(-)	(-)	(5)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
In ten years as compared with present						
No current need, none anticipated	14	6	9	12	29	44
Increase considerably	33	26	50	39	29	11
Increase somewhat	37	48	23	39	37	20
Not change	15	19	17	9	5	25
Decrease somewhat	1	1	1	-	-	-
Decrease considerably	*	-	-	1	-	-
Total per cent	100	100	100	100	100	100
Base for percentages	(398)	(145)	(81)	(98)	(38)	(36)
No answer	(94)	(19)	(13)	(34)	(18)	(10)
Leaving the University	(19)	(3)	(5)	(5)	(2)	(4)
Retiring prior to terminal year	(49)	(36)	(6)	(-)	(-)	(7)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

*Less than 0.5 per cent.

TABLE B-224

NEED FOR RESEARCH SPACE FOR GRADUATE STUDENTS IN FIVE AND TEN YEARS AS COMPARED WITH PRESENT, BY AFFILIATION

Need for Research Space for Graduate Students in Five and Ten Years as Compared with Present	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
In five years as compared with present							
No current need, none anticipated	14	11	16	8	5	6	59
Increase considerably	22	30	29	18	20	24	16
Increase somewhat	47	45	32	60	55	50	19
Not change	17	14	23	13	19	20	6
Decrease somewhat	*	-	-	-	1	-	-
Decrease considerably	*	-	-	1	-	-	-
Total per cent	100	100	100	100	100	100	100
Base for percentages	(424)	(56)	(56)	(78)	(115)	(70)	(49)
No answer	(82)	(6)	(10)	(9)	(14)	(18)	(25)
Leaving the University	(19)	(3)	(1)	(4)	(6)	(2)	(3)
Retiring prior to terminal year	(35)	(2)	(10)	(5)	(6)	(6)	(6)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
In ten years as compared with present							
No current need, none anticipated	14	10	15	8	6	6	59
Increase considerably	33	38	36	34	30	38	20
Increase somewhat	37	40	26	46	46	35	14
Not change	15	10	23	11	17	21	7
Decrease somewhat	1	2	-	-	1	-	-
Decrease considerably	*	-	-	1	-	-	-
Total per cent	100	100	100	100	100	100	100
Base for percentages	(398)	(52)	(53)	(72)	(109)	(68)	(44)
No answer	(94)	(6)	(11)	(12)	(19)	(17)	(29)
Leaving the University	(19)	(3)	(1)	(4)	(6)	(2)	(3)
Retiring prior to terminal year	(49)	(6)	(12)	(8)	(7)	(9)	(7)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

*Less than 0.5 per cent.

TABLE B-225

NEED FOR RESEARCH SPACE FOR GRADUATE STUDENTS IN FIVE AND TEN YEARS AS COMPARED WITH PRESENT, BY SUFFICIENCY OF RESEARCH SPACE FOR GRADUATE STUDENTS WHOSE RESEARCH PROJECTS ARE DIRECTED BY FACULTY[1]

Need for Research Space for Graduate Students in Five and Ten Years as Compared With Present	Proportion of Faculty Giving Indicated Response Among Faculty Who Report That They Have:		
	Sufficient Research Space for Graduate Students	Insufficient Research Space for Graduate Students	No Graduate Students Whose Research They Direct
In five years as compared with present			
No current need, none anticipated	-	-	61
Increase considerably	16	37	16
Increase somewhat	55	52	23
Not change	28	10	-
Decrease somewhat	-	1	-
Decrease considerably	1	-	-
Total per cent	100	100	100
Base for percentages	(190)	(126)	(97)
No answer	(4)	(2)	(54)
Leaving the University	(6)	(4)	(7)
Retiring prior to terminal year	(11)	(4)	(11)
Total number	(211)	(136)	(169)
In ten years as compared with present			
No current need, none anticipated	-	-	59
Increase considerably	30	45	24
Increase somewhat	44	42	17
Not change	25	11	-
Decrease somewhat	-	2	-
Decrease considerably	1	-	-
Total per cent	100	100	100
Base for percentages	(176)	(121)	(91)
No answer	(10)	(4)	(58)
Leaving the University	(6)	(4)	(7)
Retiring prior to terminal year	(19)	(7)	(13)
Total number	(211)	(136)	(169)

[1]Does not include the 44 faculty members who gave no information regarding the sufficiency of research space for graduate students whose research projects they are directing.

TABLE B-226

DIFFERENCE MORE SATISFACTORY OFFICE AND RESEARCH SPACE WOULD MAKE TO QUALITY OF ACADEMIC WORK, BY RANK

Difference More Satisfactory Office and Research Space Would Make to Academic Work	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc. Lecturer, Prof.Em.
More satisfactory office space						
Not much difference because already have satisfactory space.	58	59	64	59	54	47
Not much difference even though have some complaints about current space.	16	20	14	8	18	21
Might make some difference but not a great deal	19	17	17	23	26	16
Probably make a great deal of difference	7	4	5	10	2	16
Total per cent	100	100	100	100	100	100
Base for percentages	(527)	(192)	(99)	(131)	(54)	(51)
No answer	(33)	(11)	(6)	(6)	(4)	(6)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
More satisfactory research space						
Not much difference because already have satisfactory space	48	45	52	49	52	46
Not much difference even though have some complaints about current space.	15	19	13	9	16	16
Might make some difference but not a great deal.	19	18	18	18	25	22
Probably make a great deal of difference.	18	18	17	24	7	16
Total per cent	100	100	100	100	100	100
Base for percentages	(431)	(162)	(84)	(104)	(44)	(37)
No answer	(129)[a]	(41)	(21)	(33)	(14)	(20)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

[a]Includes 116 faculty members who probably did not answer this question because they have no research space other than their offices.

TABLE B-227

DIFFERENCE MORE SATISFACTORY OFFICE AND RESEARCH SPACE WOULD MAKE TO QUALITY OF ACADEMIC WORK, BY AFFILIATION

Difference More Satisfactory Office and Research Space Would Make to Quality of Academic Work	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
More satisfactory office space							
Not much difference because already have satisfactory space	58	52	41	61	66	59	62
Not much difference even though have some complaints about current space	16	24	14	17	17	12	13
Might make some difference but not a great deal	19	16	30	19	13	22	19
Probably make a great deal of difference	7	8	15	3	4	7	6
Total per cent	100	100	100	100	100	100	100
Base for percentages	(527)	(62)	(69)	(90)	(137)	(90)	(79)
No answer	(33)	(5)	(8)	(6)	(4)	(6)	(4)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
More satisfactory research space							
Not much difference because already have satisfactory space	48	37	42	39	49	61	59
Not much difference even though have some complaints about current space	15	20	18	14	18	9	9
Might make some difference but not a great deal	19	29	20	18	21	16	10
Probably make a great deal of difference	18	14	20	29	12	14	22
Total per cent	100	100	100	100	100	100	100
Base for percentages	(431)	(59)	(45)	(79)	(115)	(74)	(59)
No answer	(129)[a]	(8)	(32)	(17)	(26)	(22)	(24)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

[a]Includes 116 faculty members who probably did not answer this question because they have no research space other than their offices.

TABLE B-228

DIFFERENCE MORE SATISFACTORY OFFICE SPACE WOULD MAKE TO QUALITY OF ACADEMIC WORK, BY SIZE OF OFFICE OF FACULTY WHO HAVE ONLY NON-SHARED OFFICE SPACE[1]

Difference More Satisfactory Office Space Would Make To Academic Work	Proportion of Faculty Indicating Each Response Among Faculty Who Report Their Office(s) As:		
	Small 40-99 Sq. Ft.	Medium 100-199 Sq. Ft.	Large 200-900 Sq. Ft.
Not much difference because already have satisfactory space	46	61	65
Not much difference even though have some complaints about current space .	17	18	15
Might make some difference but not a great deal.	27	16	17
Probably make a great deal of difference.	10	5	3
Total per cent.	100	100	100
Base for percentages.	(71)	(192)	(139)
No answer	(4)	(13)	(4)
Total number.	(75)	(205)	(143)

[1]Does not include the nineteen faculty members with only non-shared office space who gave no information regarding the number of square feet of space they have, the 42 faculty members who have both shared and non-shared offices, and the 76 faculty members who have no office, have only shared office or gave no answer regarding sharing of office.

TABLE B-229

DIFFERENCE MORE SATISFACTORY OFFICE SPACE WOULD MAKE TO QUALITY OF ACADEMIC WORK, BY SIZE OF NON-SHARED OFFICE(S) OF FACULTY WHO HAVE ONLY NON-SHARED OFFICE SPACE AND FACULTY WHO HAVE BOTH SHARED AND NON-SHARED OFFICE SPACE[1]

Difference More Satisfactory Office Space Would Make to Academic Work	Proportion of Faculty Giving Indicated Response Among Faculty Who Report Their Non-Shared Office(s) As:		
	Small 40-99 Sq. Ft.	Medium 100-199 Sq. Ft.	Large 200-900 Sq. Ft.
Not much difference because already have satisfactory space	45	64	66
Not much difference even though have some complaints about current space	19	16	15
Might make some difference but not a great deal	27	15	16
Probably make a great deal of difference .	9	5	3
Total per cent	100	100	100
Base for percentages	(78)	(214)	(148)
No answer	(4)	(15)	(5)
Total number	(82)	(229)	(153)

[1] Does not include the nineteen faculty members with only non-shared office space who gave no information regarding the number of square feet of space they have, the one faculty member with both shared and non-shared office space who gave no information regarding the number of square feet of non-shared office space he has, and the 76 faculty members who have no office, have only shared office or gave no answer regarding sharing of office.

TABLE B-230

DIFFERENCE MORE SATISFACTORY OFFICE SPACE WOULD MAKE TO QUALITY OF ACADEMIC WORK, BY SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE OF FACULTY WITH ONLY NON-SHARED OFFICE(S) AND FACULTY WITH BOTH SHARED AND NON-SHARED OFFICE SPACE[1]

Difference More Satisfactory Office Space Would Make to Academic Work	Proportion of Faculty Giving Indicated Response Among Faculty Who Report The Amount of Non-Shared Office Space They Have As Being:			
	Very Satisfactory	Fairly Satisfactory	Fairly Unsatisfactory	Very Unsatisfactory
Not much difference because already have satisfactory space	87	42	15	(-)
Not much difference even though have some complaints about current space	7	24	36	(1)[a]
Might make some difference but not a great deal. . . .	6	29	34	(3)[a]
Probably make a great deal of difference.	*	5	15	(6)[a]
Total per cent. . . .	100	100	100	
Base for percentages.	(245)	(124)	(67)	(10)
No answer	(12)	(10)	(2)	(-)
Total number.	(257)	(134)	(69)	(10)

[1]Does not include the fourteen faculty members with non-shared office space who gave no information regarding their satisfaction with the amount of non-shared office space they have and the 76 faculty members who have no office, have only shared office or gave no answer regarding sharing of office.

[a]Too few cases to report percentages.

*Less than 0.5 per cent.

TABLE B-231

DIFFERENCE MORE SATISFACTORY RESEARCH SPACE WOULD MAKE TO QUALITY OF ACADEMIC WORK, BY ADEQUACY OF AMOUNT OF RESEARCH SPACE ALLOCATED TO FACULTY AS SOLE HEAD OF RESEARCH PROJECT[1]

Difference More Satisfactory Research Space Would Make to Academic Work	Proportion of Faculty Giving Indicated Response Among Faculty Who Report Amount of Research Space Allocated to Them as Sole Head of Project as Being:	
	Adequate	Inadequate
Not much difference because already have satisfactory space.	55	5
Not much difference even though have some complaints about current space.	18	20
Might make some difference but not a great deal	16	22
Probably make a great deal of difference.	11	53
Total per cent	100	100
Base for percentages	(74)	(59)
No answer.	(4)	(7)
Total number	(78)	(66)

[1]Does not include the two faculty members who gave no information regarding the adequacy of amount of research space allocated to them as sole heads of research projects, the 33 faculty who have only research space allocated to them as co-heads or gave no answer regarding the type of allocation of research space, and the 381 faculty members who have no research space or gave no answer regarding research space.

TABLE B-232

DIFFERENCE MORE SATISFACTORY RESEARCH SPACE WOULD MAKE TO QUALITY OF ACADEMIC WORK, BY SATISFACTION WITH RESEARCH SPACE, EXCLUDING CONSIDERATION OF AMOUNT OF SPACE[1]

Difference More Satisfactory Research Space Would Make to Academic Work	Proportion of Faculty Giving Indicated Response Among Faculty Who Consider Their Research Space, Aside from Amount of Space, As Being:	
	Satisfactory	Unsatisfactory
Not much difference because already have satisfactory space.	50	16
Not much difference even though have some complaints about current space.	15	18
Might make some difference but not a great deal	15	29
Probably make a great deal of difference.	20	37
Total per cent	100	100
Base for percentages	(75)	(76)
No answer.	(4)	(4)
Total number	(79)	(80)

[1] Does not include the twenty faculty members who gave no information regarding their satisfaction with their research space and the 381 faculty members who have no research space other than their offices or gave no answer regarding research space.

TABLE B-233

DIFFERENCE MORE SATISFACTORY RESEARCH SPACE WOULD MAKE TO QUALITY OF ACADEMIC WORK, BY SHARING OF RESEARCH SPACE[1]

Difference More Satisfactory Research Space Would Make to Academic Work	Proportion of Faculty Giving Indicated Response Among Faculty Who Report:	
	No Research Space Shared	Some or All Research Space Shared
Not much difference because already have satisfactory space	35	25
Not much difference even though have some complaints about current space	22	8
Might make some difference but not a great deal.	21	21
Probably make a great deal of difference.	22	46
Total per cent	100	100
Base for percentages	(106)	(48)
No answer.	(7)	(4)
Total number	(113)	(52)

[1]Does not include the fourteen faculty members who gave no information regarding the sharing of research space and the 381 faculty members who have no research space other than their offices or gave no answer regarding research space.

TABLE B-234

IMPORTANCE OF LOCATION OF RESEARCH SPACE TO DEGREE OF COLLABORATION AND EXCHANGE OF IDEAS WITH FACULTY IN SAME FIELD AND FACULTY IN RELATED FIELDS, BY RANK

Importance of Location of Research Space to Collaboration and Exchange of Ideas	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof.Em.
With faculty in same field						
Very important	59	60	54	60	62	59
Fairly important	28	29	26	27	23	33
Not so important	13	11	20	13	15	8
Total per cent	100	100	100	100	100	100
Base for percentages	(517)	(191)	(96)	(126)	(52)	(52)
No answer	(43)	(12)	(9)	(11)	(6)	(5)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
With faculty in related fields						
Very important	25	25	17	31	20	28
Fairly important	43	48	44	36	45	43
Not so important	32	27	39	33	35	29
Total per cent	100	100	100	100	100	100
Base for percentages	(506)	(188)	(94)	(124)	(51)	(49)
No answer	(54)	(15)	(11)	(13)	(7)	(8)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-235

IMPORTANCE OF LOCATION OF RESEARCH SPACE TO DEGREE OF COLLABORATION AND EXCHANGE OF IDEAS WITH FACULTY IN SAME FIELD AND FACULTY IN RELATED FIELDS, BY AFFILIATION

Importance of Location of Research Space to Collaboration and Exchange of Ideas	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
With faculty in same field							
Very important	59	61	69	67	56	57	46
Fairly important	28	28	21	26	29	28	35
Not so important	13	11	10	7	15	15	19
Total per cent	100	100	100	100	100	100	100
Base for percentages	(517)	(64)	(70)	(91)	(136)	(84)	(72)
No answer	(43)	(3)	(7)	(5)	(5)	(12)	(11)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
With faculty in related fields							
Very important	25	31	28	22	24	21	24
Fairly important	43	44	43	51	42	42	39
Not so important	32	25	29	27	34	37	37
Total per cent	100	100	100	100	100	100	100
Base for percentages	(506)	(64)	(67)	(90)	(131)	(84)	(70)
No answer	(54)	(3)	(10)	(6)	(10)	(12)	(13)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-236

IMPORTANCE OF LOCATION OF RESEARCH SPACE TO DEGREE OF COLLABORATION AND EXCHANGE OF IDEAS WITH FACULTY IN SAME FIELD AND FACULTY IN RELATED FIELDS, BY AGE

Importance of Location of Research Space to Collaboration and Exchange of Ideas	Total	Age[a]				
		30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
With faculty in same field						
Very important	59	60	59	53	69	63
Fairly important	28	33	25	32	26	20
Not so important	13	7	16	15	5	17
Total per cent	100	100	100	100	100	100
Base for percentages	(517)	(57)	(186)	(147)	(80)	(41)
No answer	(43)	(4)	(14)	(4)	(7)	(13)
Total number	(560)	(61)	(200)	(151)	(87)	(54)
With faculty in related fields						
Very important	25	27	26	28	18	20
Fairly important	43	34	42	40	60	41
Not so important	32	39	32	32	22	39
Total per cent	100	100	100	100	100	100
Base for percentages	(506)	(56)	(183)	(145)	(78)	(39)
No answer	(54)	(5)	(17)	(6)	(9)	(15)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a]Does not include the seven faculty members who gave no information regarding age.

TABLE B-237

IMPORTANCE OF LOCATION OF RESEARCH SPACE TO DEGREE OF COLLABORATION AND EXCHANGE OF IDEAS WITH FACULTY IN SAME FIELD AND FACULTY IN RELATED FIELDS, BY YEARS ON U. OF C. FACULTY

Importance of Location of Research Space to Collaboration and Exchange of Ideas	Total Faculty	Years on U. of C. Faculty[a]			
		Less Than 5 years	5 years- up to 10 years	10 years up to 20 years	20 years or more
With faculty in same field					
Very important	59	57	63	54	69
Fairly important	28	31	19	31	24
Not so important	13	12	18	15	7
Total per cent	100	100	100	100	100
Base for percentages	(517)	(216)	(97)	(131)	(71)
No answer	(43)	(16)	(7)	(8)	(8)
Total number	(560)	(232)	(104)	(139)	(79)
With faculty in related fields					
Very important	25	27	25	23	21
Fairly important	43	39	44	46	55
Not so important	32	34	31	31	24
Total per cent	100	100	100	100	100
Base for percentages	(506)	(210)	(96)	(131)	(67)
No answer	(54)	(22)	(8)	(8)	(12)
Total number	(560)	(232)	(104)	(139)	(79)

[a]Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

(Q. 39A)

TABLE B-238

NUMBER OF HOURS SPENT IN OFFICE DURING AVERAGE WEEK, BY RANK

Number of Hours Spent in Office During Average Week	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Less than 10 hours	8	2	4	16	14	10
10 hours-less than 20 hours	15	15	17	13	16	18
20 hours-less than 30 hours	20	18	23	23	19	18
30 hours-less than 40 hours	26	31	21	24	33	14
40 hours or more	31	34	35	24	18	40
Total per cent	100	100	100	100	100	100
Base for percentages	(543)	(199)	(103)	(134)	(57)	(50)
No answer	(17)	(4)	(2)	(3)	(1)	(7)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

(Q. 39B)

TABLE B-239

WHETHER WOULD SPEND MORE TIME IN OFFICE IF OFFICE SPACE MORE SATISFACTORY, BY RANK

Whether Spend More Time in Office if Office Space More Satisfactory	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Would spend great deal more time in office	9	4	8	11	18	16
Would spend somewhat more time in office	20	13	20	27	24	17
Would not spend more time in office	71	83	72	62	58	67
Total per cent	100	100	100	100	100	100
Base for percentages	(525)	(190)	(102)	(132)	(50)	(51)
No answer	(35)	(13)	(3)	(5)	(8)	(6)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

(Q. 39A)

TABLE B-240

NUMBER OF HOURS SPENT IN OFFICE DURING AVERAGE WEEK, BY AFFILIATION

Number of Hours Spent In Office During Average Week	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Less than 10 hours	8	6	8	5	5	7	17
10 hours-less than 20 hours . .	15	27	20	11	8	12	23
20 hours-less than 30 hours . .	20	25	15	18	24	20	19
30 hours-less than 40 hours . .	26	13	18	30	29	33	26
40 hours or more	31	29	39	36	34	28	15
Total per cent	100	100	100	100	100	100	100
Base for percentages .	(543)	(63)	(74)	(91)	(139)	(94)	(82)
No answer	(17)	(4)	(3)	(5)	(2)	(2)	(1)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

(Q. 39B)

TABLE B-241

WHETHER WOULD SPEND MORE TIME IN OFFICE IF OFFICE SPACE MORE SATISFACTORY, BY AFFILIATION

Whether Would Spend More Time in Office if Office Space More Satisfactory	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Would spend great deal more time in office	9	5	17	2	7	8	17
Would spend somewhat more time in office	20	16	17	20	13	31	22
Would not spend more time in office	71	79	66	78	80	61	61
Total per cent	100	100	100	100	100	100	100
Base for percentages .	(525)	(58)	(71)	(89)	(137)	(92)	(78)
No answer	(35)	(9)	(6)	(7)	(4)	(4)	(5)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-242

NUMBER OF HOURS SPENT IN OFFICE DURING AVERAGE WEEK, BY YEARS ON U. OF C. FACULTY

Number of Hours Spent in Office During Average Week	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years-up to 10 years	10 years-up to 20 years	20 years or more
Less than 10 hours	8	13	8	3	1
10 hours-less than 20 hours . .	15	15	15	15	20
20 hours-less than 30 hours . .	20	21	21	20	20
30 hours-less than 40 hours . .	26	27	30	20	25
40 hours or more	31	24	26	42	34
Total per cent	100	100	100	100	100
Base for percentages . .	(543)	(227)	(101)	(136)	(75)
No answer	(17)	(5)	(3)	(3)	(4)
Total number	(560)	(232)	(104)	(139)	(79)

(Q. 39B)

TABLE B-243

WHETHER WOULD SPEND MORE TIME IN OFFICE IF OFFICE SPACE MORE SATISFACTORY, BY YEARS ON U. OF C. FACULTY

Whether Would Spend More Time in Office if Office Space More Satisfactory	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years-up to 10 years	10 years-up to 20 years	20 years or more
Would spend great deal more time in office	9	11	14	3	6
Would spend somewhat more time in office	20	27	17	15	10
Would not spend more time in office	71	62	69	82	84
Total per cent	100	100	100	100	100
Base for percentages .	(525)	(219)	(102)	(131)	(71)
No answer	(35)	(13)	(2)	(8)	(8)
Total number	(560)	(232)	(104)	(139)	(79)

[a]Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

(Q.39A)

TABLE B-244

NUMBER OF HOURS SPENT IN OFFICE DURING AVERAGE WEEK, BY AGE

Number of Hours Spent in Office During Average Week	Total Faculty	Age[a]				
		30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Less than 10 hours	8	22	9	5	3	4
10 hours-less than 20 hours. .	15	10	15	19	14	16
20 hours-less than 30 hours. .	20	22	21	19	19	25
30 hours-less than 40 hours. .	26	19	28	26	30	20
40 hours or more	31	27	27	31	34	35
Total per cent	100	100	100	100	100	100
Base for percentages .	(543)	(59)	(197)	(146)	(86)	(49)
No answer	(17)	(2)	(3)	(5)	(1)	(5)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

(Q.39B)

TABLE B-245

WHETHER WOULD SPEND MORE TIME IN OFFICE IF OFFICE SPACE MORE SATISFACTORY, BY AGE

Whether Would Spend More Time in Office if Office Space More Satisfactory	Total Faculty	Age[a]				
		30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Would spend great deal more time in office	9	18	11	7	3	2
Would spend somewhat more time in office.	20	28	24	19	12	9
Would not spend more time in office	71	54	65	74	85	89
Total per cent	100	100	100	100	100	100
Base for percentages .	(525)	(54)	(192)	(145)	(85)	(44)
No answer.	(35)	(7)	(8)	(6)	(2)	(10)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a]Does not include the seven faculty members who gave no information regarding age.

TABLE B-246

WHETHER WOULD SPEND MORE TIME IN OFFICE IF OFFICE SPACE MORE SATISFACTORY, BY NUMBER OF HOURS SPENT IN OFFICE DURING AVERAGE WEEK[1]

Whether Would Spend More Time in Office if Office Space More Satisfactory	Proportion of Faculty Giving Indicated Response Among Faculty Who Report Number of Hours Spent in Office During Average Week As:				
	Less than 10 hours	10 hours-less than 20 hours	20 hours-less than 30 hours	30 hours-less than 40 hours	40 hours or more
Would spend great deal more time in office	40	16	6	4	2
Would spend somewhat more time in office	24	35	21	18	11
Would not spend more time in of office	36	49	73	78	87
Total per cent	100	100	100	100	100
Base for percentages	(42)	(78)	(106)	(136)	(157)
No answer	(1)	(6)	(5)	(4)	(8)
Total number	(43)	(84)	(111)	(140)	(165)

[1]Does not include the seventeen faculty members who gave no information regarding the number of hours they spend in their office during an average week.

(Q's. 39B and 23B)

TABLE B-247

WHETHER WOULD SPEND MORE TIME IN OFFICE IF OFFICE SPACE MORE SATISFACTORY, BY SATISFACTION WITH AMOUNT OF OFFICE SPACE OF FACULTY WHO HAVE ONLY NON-SHARED OFFICE SPACE[1]

Whether Would Spend More Time in Office if Office Space More Satisfactory	Proportion of Faculty Giving Indicated Response Among Faculty Who Have Only Non-Shared Office Space and Consider the Amount of Space To Be:			
	Very Satisfactory	Fairly Satisfactory	Fairly Unsatisfactory	Very Unsatisfactory
Would spend great deal more time in office	4	5	14	(2)[a]
Would spend somewhat more time in office	8	24	33	(5)[a]
Would not spend more time in office	88	71	53	(3)[a]
Total per cent	100	100	100	
Base for percentages	(218)	(114)	(64)	(10)
No answer	(16)	(5)	(1)	(-)
Total number	(234)	(119)	(65)	(10)

[1]Does not include the fourteen faculty members who gave no answer regarding satisfaction with amount of non-shared office space, the 42 faculty members who have both shared and non-shared office space and the 76 faculty members who have no office, have only shared office space or gave no answer regarding sharing of office.

[a]Too few cases to report percentages.

(Q's. 39A and 23A)

TABLE B-248

NUMBER OF HOURS SPENT IN OFFICE DURING AVERAGE WEEK, BY SIZE OF OFFICE OF FACULTY WHO HAVE ONLY NON-SHARED OFFICE SPACE[1]

Number of Hours Spent in Office During Average Week	Proportion of Faculty Reporting Hours Indicated Among Faculty Who Report Their Office(s) As:		
	Small 40-99 Sq. Ft.	Medium 100-199 Sq.Ft.	Large 200-900 Sq.Ft.
Less than 10 hours	15	6	1
10 hours-less than 20 hours	21	17	9
20 hours-less than 30 hours	24	20	19
30 hours-less than 40 hours	22	29	31
40 hours or more	18	28	40
Total per cent	100	100	100
Base for percentages	(72)	(199)	(140)
No answer	(3)	(6)	(3)
Total number	(75)	(205)	(143)

(Q's. 39B and 23A)

TABLE B-249

WHETHER WOULD SPEND MORE TIME IN OFFICE IF OFFICE SPACE MORE SATISFACTORY, BY SIZE OF OFFICE OF FACULTY WHO HAVE ONLY NON-SHARED OFFICE SPACE[1]

Whether Would Spend More Time in Office if Office Space More Satisfactory	Proportion of Faculty Giving Indicated Response Among Faculty Who Report Their Office(s) As:		
	Small 40-99 Sq. Ft.	Medium 100-199 Sq.Ft.	Large 200-900 Sq.Ft.
Would spend great deal more time in office	12	7	1
Would spend somewhat more time in office	32	16	12
Would not spend more time in office	56	77	87
Total per cent	100	100	100
Base for percentages	(72)	(189)	(139)
No answer	(3)	(16)	(4)
Total number	(75)	(205)	(143)

[1]Does not include the nineteen faculty members with only non-shared office space who gave no information regarding the size of their office, the 42 faculty members who have both shared and non-shared offices, and the 76 faculty members who have no office, have only shared office or gave no answer regarding sharing of office.

TABLE B-250

IMPORTANCE OF CERTAIN ITEMS IN DECISION TO ACCEPT ACADEMIC POSITION, BY RANK

Importance of Certain Items in Accepting Academic Position	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof.Em.
Teaching load (hours per week)						
Crucial	48	49	50	48	49	44
Very important but not crucial	42	42	38	44	40	45
Fairly important	9	8	10	8	9	9
Not so important	1	1	2	-	2	2
Total per cent	100	100	100	100	100	100
Base for percentages	(544)	(198)	(103)	(133)	(57)	(53)
No answer	(16)	(5)	(2)	(4)	(1)	(4)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
Quality of students						
Crucial	41	50	41	37	27	32
Very important but not crucial	49	43	54	53	52	51
Fairly important	9	7	3	10	21	15
Not so important	1	-	2	-	-	2
Total per cent	100	100	100	100	100	100
Base for percentages	(545)	(199)	(102)	(135)	(56)	(53)
No answer	(15)	(4)	(3)	(2)	(2)	(4)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
Salary Scale						
Crucial	31	37	35	30	19	17
Very important but not crucial	54	50	56	56	53	66
Fairly important	12	12	5	12	23	13
Not so important	3	1	4	2	5	4
Total per cent	100	100	100	100	100	100
Base for percentages	(547)	(198)	(104)	(135)	(57)	(53)
No answer	(13)	(5)	(1)	(2)	(1)	(4)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-250 (continued)

Importance of Certain Items in Accepting Academic Position	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc. Lecturer, Prof.Em.
Housing available for faculty						
Crucial	14	19	17	11	9	5
Very important but not crucial	44	47	39	41	37	53
Fairly important	30	25	35	34	34	21
Not so important	12	9	9	14	20	21
Total per cent	100	100	100	100	100	100
Base for percentages	(539)	(195)	(102)	(133)	(56)	(53)
No answer	(21)	(8)	(3)	(4)	(2)	(4)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
Quality of faculty in own field						
Crucial	56	59	58	53	56	48
Very important but not crucial	36	31	38	37	39	42
Fairly important	7	8	2	8	5	10
Not so important	1	2	2	2	-	-
Total per cent	100	100	100	100	100	100
Base for percentages	(545)	(199)	(104)	(134)	(56)	(52)
No answer	(15)	(4)	(1)	(3)	(2)	(5)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
Research facilities (space and equipment)						
Crucial	42	46	44	38	29	46
Very important but not crucial	34	36	30	30	36	38
Fairly important	15	12	14	22	24	4
Not so important	9	6	12	10	11	12
Total per cent	100	100	100	100	100	100
Base for percentages	(540)	(195)	(103)	(135)	(55)	(52)
No answer	(20)	(8)	(2)	(2)	(3)	(5)
	(560)	(203)	(105)	(137)	(58)	(57)
Opportunities for professional communication						
Crucial	35	35	33	37	36	31
Very important but not crucial	43	44	50	40	44	40
Fairly important	19	18	15	19	20	27
Not so important	3	3	2	4	-	2
Total per cent	100	100	100	100	100	100
Base for percentages	(541)	(197)	(103)	(134)	(55)	(52)
No answer	(19)	(6)	(2)	(3)	(3)	(5)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-250 (continued)

Importance of Certain Items in Accepting Academic Position	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof.Em.
Type of office available						
Crucial	5	7	7	4	-	4
Very important but not crucial	23	28	24	17	14	25
Fairly important	46	46	48	47	49	33
Not so important	26	19	21	32	37	38
Total per cent	100	100	100	100	100	100
Base for percentages	(545)	(198)	(103)	(135)	(57)	(52)
No answer	(15)	(5)	(2)	(2)	(1)	(5)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
Faculty-administration relations						
Crucial	23	30	27	18	7	21
Very important but not crucial	39	48	38	34	30	31
Fairly important	30	20	30	36	40	40
Not so important	8	2	5	12	23	8
Total per cent	100	100	100	100	100	100
Base for percentages	(543)	(198)	(103)	(133)	(57)	(52)
No answer	(17)	(5)	(2)	(4)	(1)	(5)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
General reputation of University						
Crucial	34	45	39	28	9	27
Very important but not crucial	47	38	46	53	63	52
Fairly important	16	13	13	18	21	15
Not so important	3	4	2	1	7	6
Total per cent	100	100	100	100	100	100
Base for percentages	(545)	(199)	(103)	(134)	(57)	(52)
No answer	(15)	(4)	(2)	(3)	(1)	(5)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-251

IMPORTANCE OF RESEARCH FACILITIES (SPACE AND EQUIPMENT AND TYPE OF OFFICE AVAILABLE) IN DECISION TO ACCEPT ACADEMIC POSITION, BY AFFILIATION

Importance of research facilities and type of office available in accepting academic position	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Research facilities (space and equipment)							
Crucial	42	73	60	46	36	20	30
Very important but not crucial	34	25	20	31	39	43	38
Fairly important	15	2	11	13	17	27	17
Not so important	9	-	9	10	8	10	15
Total per cent	100	100	100	100	100	100	100
Base for percentages	(540)	(64)	(75)	(93)	(137)	(91)	(80)
No answer	(20)	(3)	(2)	(3)	(4)	(5)	(3)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
Type of office available							
Crucial	5	2	16	2	7	2	4
Very important but not crucial	23	17	23	22	29	23	18
Fairly important	46	48	39	45	39	57	48
Not so important	26	33	22	31	25	18	30
Total per cent	100	100	100	100	100	100	100
Base for percentages	(545)	(64)	(74)	(94)	(138)	(93)	(82)
No answer	(15)	(3)	(3)	(2)	(3)	(3)	(1)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-252

IMPORTANCE OF RESEARCH FACILITIES (SPACE AND EQUIPMENT) AND TYPE OF OFFICE AVAILABLE IN DECISION TO ACCEPT ACADEMIC POSITION, BY YEARS ON U. OF C. FACULTY

Importance of Research Facilities and Type of Office Available in Accepting Academic Position	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years - up to 10 years	10 years - up to 20 years	20 years or more
Research facilities (space and equipment)					
Crucial	42	39	41	43	50
Very important but not crucial	34	29	35	38	38
Fairly important	15	20	16	12	5
Not so important	9	12	8	7	7
Total per cent	100	100	100	100	100
Base for percentages	(540)	(226)	(102)	(137)	(74)
No answer	(20)	(6)	(2)	(2)	(5)
Total number	(560)	(232)	(104)	(139)	(79)
Type of office available					
Crucial	5	3	6	5	13
Very important but not crucial	23	17	22	28	32
Fairly important	46	43	48	50	43
Not so important	26	37	24	17	12
Total per cent	100	100	100	100	100
Base for percentages	(545)	(229)	(103)	(137)	(75)
No answer	(15)	(3)	(1)	(2)	(4)
Total number	(560)	(232)	(104)	(139)	(79)

[a]Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

TABLE B-253

IMPORTANCE OF RESEARCH FACILITIES (SPACE AND EQUIPMENT) AND TYPE OF OFFICE AVAILABLE IN DECISION TO ACCEPT ACADEMIC POSITION, BY AGE

Importance of Research Facilities and Type of Office Available in Accepting Academic Position	Total Faculty	Age[a]				
		30 years or less	31 - 40 years	41 - 50 years	51 - 60 years	61 years or older
Research facilities (space and equipment)						
Crucial	42	38	39	48	36	49
Very important but not crucial	34	30	31	32	46	30
Fairly important	15	24	18	13	13	11
Not so important	9	8	12	7	5	10
Total per cent	100	100	100	100	100	100
Base for percentages	(540)	(60)	(192)	(151)	(84)	(47)
No answer	(20)	(1)	(8)	(-)	(3)	(7)
Total number	(560)	(61)	(200)	(151)	(87)	(54)
Type of office available						
Crucial	5	-	5	4	6	19
Very important but not crucial	23	13	16	26	35	32
Fairly important	46	42	47	46	46	43
Not so important	26	45	32	24	13	6
Total per cent	100	100	100	100	100	100
Base for percentages	(545)	(60)	(197)	(151)	(85)	(47)
No answer	(15)	(1)	(3)	(-)	(2)	(7)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a]Does not include the seven faculty members who gave no answer regarding age.

TABLE B-254

IMPORTANCE OF RESEARCH FACILITIES (SPACE AND EQUIPMENT) AND TYPE OF OFFICE AVAILABLE IN DECISION TO ACCEPT ACADEMIC POSITION, BY RECEIPT OF ACADEMIC HONORS[1]

Importance of Research Facilities and Type of Office Available in Accepting Academic Position	Proportion of Faculty Indicating Each Degree of Importance Among Faculty Who Report That They:	
	Have Received Academic Honors	Have Not Received Academic Honors
Research facilities (space and equipment)		
Crucial	42	42
Very important but not crucial	37	33
Fairly important	14	16
Not so important	7	9
Total per cent	100	100
Base for percentages	(71)	(465)
No answer	(5)	(13)
Total number	(76)	(478)
Type of office available		
Crucial	11	5
Very important but not crucial	33	21
Fairly important	41	46
Not so important	15	28
Total per cent	100	100
Base for percentages	(73)	(468)
No answer	(3)	(10)
Total number	(76)	(478)

[1]Does not include the six faculty members who gave no information regarding academic honors received.

TABLE B-255

IMPORTANCE OF RESEARCH FACILITIES (SPACE AND EQUIPMENT) AND TYPE OF OFFICE AVAILABLE IN DECISION TO ACCEPT ACADEMIC POSITION, BY NUMBER OF RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED[1]

Importance of Research Facilities and Type of Office Available in Accepting Academic Position	Proportion of Faculty Indicating Each Degree of Importance Among Faculty Whose Number of Research Grants, Awards and Prizes Received Is Reported As:		
	None	1 or 2	3 or more
Research facilities (space and equipment)			
Crucial	30	36	54
Very important but not crucial	40	36	28
Fairly important	18	17	12
Not so important	12	11	6
Total per cent	100	100	100
Base for percentages	(128)	(188)	(219)
No answer	(7)	(6)	(4)
Total number	(135)	(194)	(223)
Type of office available			
Crucial	4	3	8
Very important but not crucial	23	22	24
Fairly important	46	47	44
Not so important	27	28	24
Total per cent	100	100	100
Base for percentages	(131)	(191)	(217)
No answer	(4)	(3)	(6)
Total number	(135)	(194)	(223)

[1]Does not include the eight faculty members who gave no information regarding the number of research grants, awards or prizes they have received.

TABLE B-256

IMPORTANCE OF RESEARCH FACILITIES (SPACE AND EQUIPMENT) AND TYPE OF OFFICE AVAILABLE IN DECISION TO ACCEPT ACADEMIC POSITION, BY NUMBER OF PAPERS DELIVERED AT PROFESSIONAL OR ACADEMIC MEETINGS DURING LAST FIVE YEARS[1]

Importance of Research Facilities and Type of Office Available in Accepting Academic Position	Proportion of Faculty Indicating Each Degree of Importance Among Faculty Whose Number of Papers Delivered at Professional Meetings Is Reported As:			
	None	1 or 2	3 or 4	5 or more
Research facilities (space and equipment)				
Crucial	26	40	38	55
Very important but not crucial	33	35	40	29
Fairly important	20	18	14	11
Not so important	21	7	8	5
Total per cent	100	100	100	100
Base for percentages	(91)	(138)	(133)	(175)
No answer	(2)	(8)	(2)	(5)
Total number	(93)	(146)	(135)	(180)
Type of office available				
Crucial	5	3	7	5
Very important but not crucial	17	20	25	26
Fairly important	43	48	46	46
Not so important	35	29	22	23
Total per cent	100	100	100	100
Base for percentages	(93)	(141)	(134)	(174)
No answer	(-)	(5)	(1)	(6)
Total number	(93)	(146)	(135)	(180)

[1]Does not include the six faculty members who gave no information regarding the number of papers they have delivered at professional or academic meetings during the last five years.

TABLE B-257

NUMBER OF YEARS ON UNIVERSITY OF CHICAGO FACULTY AND NUMBER OF COLLEGES OR UNIVERSITIES AT WHICH FACULTY MEMBER PRIOR TO COMING TO UNIVERSITY, BY RANK

Number of Years on University of Chicago Faculty and Number of Colleges and Universities in Which Faculty Member Prior to University	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Number of years on University of Chicago faculty						
Less than 5 years	42	12	23	72	98	53
5 years--up to 10 years	19	8	36	27	2	22
10 years--up to 20 years	25	48	34	1	-	9
20 years--up to 30 years	9	21	7	-	-	7
30 years or more	5	11	-	-	-	9
Total per cent	100	100	100	100	100	100
Base for percentages	(554)	(201)	(104)	(136)	(58)	(55)
No answer	(6)	(2)	(1)	(1)	(-)	(2)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
Number of colleges or universities at which faculty member prior to coming to University						
None	45	38	36	49	61	58
One	28	28	34	26	29	18
Two	15	16	16	16	5	15
Three	8	12	9	7	3	7
Four or more	4	6	5	2	2	2
Total per cent	100	100	100	100	100	100
Base for percentages	(553)	(201)	(103)	(136)	(58)	(55)
No answer	(7)	(2)	(2)	(1)	(-)	(2)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-258

NUMBER OF YEARS ON UNIVERSITY OF CHICAGO FACULTY AND NUMBER OF COLLEGES OR UNIVERSITIES AT WHICH FACULTY MEMBER PRIOR TO COMING TO UNIVERSITY, BY AFFILIATION

Number of Years on U. of C. Faculty and Number of Colleges and Universities at which Faculty Member Prior to University	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Number of years on University of Chicago faculty							
Less than 5 years	42	41	32	42	42	47	46
5 years--up to 10 years . . .	19	20	15	17	17	28	17
10 years--up to 20 years. . .	25	23	25	25	27	20	29
20 years--up to 30 years. . .	9	9	20	10	9	4	7
30 years or more.	5	7	8	6	5	1	1
Total per cent	100	100	100	100	100	100	100
Base for percentages. .	(554)	(66)	(75)	(96)	(140)	(94)	(83)
No answer	(6)	(1)	(2)	(-)	(1)	(2)	(-)
Total number.	(560)	(67)	(77)	(96)	(141)	(96)	(83)
Number of colleges or universities at which faculty member prior to coming to University							
None.	45	56	44	42	42	45	42
One	28	21	28	30	26	27	35
Two	15	12	14	18	14	17	14
Three	8	6	9	7	14	7	4
Four or more.	4	5	5	3	4	4	5
Total per cent.	100	100	100	100	100	100	100
Base for percentages. .	(553)	(66)	(75)	(95)	(140)	(94)	(83)
No answer	(7)	(1)	(2)	(1)	(1)	(2)	(-)
Total number.	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-259

NUMBER OF DISSERTATIONS OR RESEARCH PROJECTS OF GRADUATE STUDENTS SUPERVISING AS MAJOR SPONSOR, BY RANK

Number of Dissertations or Research Projects of Graduate Students Supervising as Major Sponsor	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof.Em.
None	37	14	27	47	79	67
1 - 5	46	57	54	44	18	29
6 - 10	14	24	16	7	3	4
11 - 15	2	3	1	1	-	-
16 or more	2	2	2	1	-	-
Total per cent.	100	100	100	100	100	100
Base for percentages.	(549)	(198)	(104)	(135)	(57)	(55)
No answer	(11)	(5)	(1)	(2)	(1)	(2)
Total number.	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-260

NUMBER OF DISSERTATIONS OR RESEARCH PROJECTS OF GRADUATE STUDENTS SUPERVISING AS MAJOR SPONSOR, BY AFFILIATION

Number of Dissertations or Research Projects of Graduate Students Supervising as Major Sponsor	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
None	37	29	28	34	19	36	86
1 - 5	46	64	63	61	40	43	12
6 - 10	14	7	9	5	30	19	2
11 - 15	2	-	-	-	6	-	-
16 or more	2	-	-	-	5	2	-
Total per cent	100	100	100	100	100	100	100
Base for percentages	(549)	(66)	(76)	(95)	(139)	(90)	(83)
No answer	(11)	(1)	(1)	(1)	(2)	(6)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-261

ACADEMIC HONORS AND RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED, BY RANK

Academic Honors and Research Grants, Awards or Prizes Received	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof.Em.
Academic honors						
Have received academic honor(s)	14	31	7	1	-	12
Have not received academic honor(s)	86	69	93	99	100	88
Total per cent.	100	100	100	100	100	100
Base for percentages.	(554)	(199)	(104)	(137)	(58)	(56)
No answer	(6)	(4)	(1)	(-)	(-)	(1)
Total number	(560)	(203)	(105)	(137)	(58)	(57)
Number of research grants, awards or prizes received						
None	24	11	22	32	47	36
1 or 2	35	29	41	37	43	33
3 or more	41	60	37	31	10	31
Total per cent.	100	100	100	100	100	100
Base for percentages.	(552)	(200)	(103)	(136)	(58)	(55)
No answer	(8)	(3)	(2)	(1)	(-)	(2)
Total number.	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-262

ACADEMIC HONORS AND RESEARCH GRANTS, AWARDS OR PRIZES RECEIVED, BY AFFILIATION

Academic Honors and Research Grants, Awards or Prizes Received	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Academic honors							
Have received academic honor(s)	14	9	11	17	16	14	13
Have not received academic honor(s)	86	91	89	83	84	86	87
Total per cent . . .	100	100	100	100	100	100	100
Base for percentages	(554)	(66)	(75)	(95)	(140)	(95)	(83)
No answer.	(6)	(1)	(2)	(1)	(1)	(1)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
Number of research grants, awards or prizes received							
None	24	21	28	21	15	34	33
1 or 2	35	20	43	29	30	44	45
3 or more.	41	59	29	50	55	22	22
Total per cent . . .	100	100	100	100	100	100	100
Base for percentages	(552)	(66)	(76)	(93)	(140)	(95)	(82)
No answer.	(8)	(1)	(1)	(3)	(1)	(1)	(1)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-263

NUMBER OF TIMES HELD OFFICE IN PROFESSIONAL OR ACADEMIC SOCIETIES AND NUMBER OF PAPERS DELIVERED AT PROFESSIONAL OR ACADEMIC MEETINGS DURING LAST FIVE YEARS, BY RANK

Number of Times Held Professional Office and Number of Papers Given at Professional Meetings	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc. Lecturer, Prof.Em.
Number of times held office in professional or academic societies						
None	55	27	51	78	92	63
1 or 2 times	26	38	33	18	3	19
3 or more times	19	35	16	4	5	18
Total per cent.	100	100	100	100	100	100
Base for percentages.	(553)	(200)	(104)	(137)	(58)	(54)
No answer	(7)	(3)	(1)	(-)	(-)	(3)
Total number.	(560)	(203)	(105)	(137)	(58)	(57)
Number of papers delivered at professional or academic meetings during last five years						
None	17	6	14	21	46	21
1 or 2	26	20	21	32	39	34
3 or 4	24	26	27	24	12	25
5 or more	33	48	38	23	3	20
Total per cent.	100	100	100	100	100	100
Base for percentages.	(554)	(200)	(105)	(136)	(57)	(56)
No answer	(6)	(3)	(-)	(1)	(1)	(1)
Total number.	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-264

NUMBER OF TIMES HELD OFFICE IN PROFESSIONAL OR ACADEMIC SOCIETIES AND NUMBER OF PAPERS DELIVERED AT PROFESSIONAL OR ACADEMIC MEETINGS DURING THE LAST FIVE YEARS, BY AFFILIATION

Number of Times Held Professional Office and Number of Papers Given at Professional Meetings	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Number of times held office in professional or academic societies							
None	55	62	45	59	42	47	82
1 or 2 times	26	27	32	24	34	24	12
3 or more times	19	11	23	17	24	29	6
Total per cent	100	100	100	100	100	100	100
Base for percentages	(553)	(66)	(75)	(94)	(139)	(96)	(83)
No answer	(7)	(1)	(2)	(2)	(2)	(-)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)
Number of papers delivered at professional or academic meetings during last five years							
None	17	3	17	10	11	13	50
1 or 2	26	18	36	14	25	34	31
3 or 4	24	28	30	21	25	30	13
5 or more	33	51	17	55	39	23	6
Total per cent	100	100	100	100	100	100	100
Base for percentages	(554)	(65)	(77)	(95)	(140)	(94)	(83)
No answer	(6)	(2)	(-)	(1)	(1)	(2)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-265

AGE OF FACULTY, BY RANK

Age of Faculty	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc. Lec-turer, Prof.Em.
30 years or less	11	-	-	17	48	18
31 - 40 years.	36	11	40	68	50	29
41 - 50 years.	27	38	42	14	2	21
51 - 60 years.	16	32	13	1	-	12
61 years or older.	10	19	5	-	-	20
Total per cent. . . .	100	100	100	100	100	100
Base for percentages.	(553)	(199)	(104)	(136)	(58)	(56)
No answer	(7)	(4)	(1)	(1)	(-)	(1)
Total number.	(560)	(203)	(105)	(137)	(58)	(57)

TABLE B-266

AGE OF FACULTY, BY AFFILIATION

Age of Faculty	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
30 years or less	11	15	5	17	8	5	18
31 - 40 years.	36	34	26	34	40	38	40
41 - 50 years.	27	28	24	27	30	32	21
51 - 60 years.	16	15	28	9	13	19	14
61 years or older.	10	8	17	13	9	6	7
Total per cent	100	100	100	100	100	100	100
Base for percentages .	(553)	(67)	(75)	(96)	(138)	(95)	(82)
No answer.	(7)	(-)	(2)	(-)	(3)	(1)	(1)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-267

RANK OF FACULTY, BY AFFILIATION

Rank of Faculty	Affiliation					
	Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	College
Professor	39	42	46	39	35	16
Associate Professor	12	18	18	16	25	23
Assistant Professor	16	21	21	26	29	31
Instructor.	9	6	9	8	8	22
Research Associate, Lecturer, Professor Emeritus.	24	13	6	11	3	8
Total per cent.	100	100	100	100	100	100
Total number.	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-268

SATISFACTION WITH AMOUNT OF NON-SHARED OFFICE SPACE, BY IMPORTANCE OF TYPE OF OFFICE AVAILABLE IN DECISION TO ACCEPT ACADEMIC POSITION[1]

Satisfaction with Amount of Non-Shared Office Space	Proportion of Faculty Indicating Each Degree of Satisfaction Among Faculty Who Report That in Deciding Whether to Accept an Academic Position They Would Rate the Type of Office Available as:			
	Crucial	Very Important But Not Crucial	Fairly Important	Not So Important
Very satisfactory	33	63	50	60
Fairly satisfactory	38	22	31	24
Fairly unsatisfactory . . .	25	13	15	16
Very unsatisfactory	4	2	4	-
Total per cent . . .	100	100	100	100
Base for percentages	(24)	(92)	(193)	(108)
No answer.	(1)	(4)	(5)	(3)
Total number	(25)	(96)	(198)	(111)

[1]Does not include the twelve faculty members who gave no information regarding the importance they would assign to the type of office available in deciding whether to accept an academic position. Also excluded are the 42 faculty members who have both shared and non-shared office space and the 76 faculty members who have no office, have only shared office or gave no answer regarding sharing of office.

TABLE B-269

SATISFACTION WITH TEACHING FACILITIES, BY RANK

Satisfaction with Teaching Facilities	Total Faculty	Rank				
		Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Res. Assoc., Lecturer, Prof. Em.
Entirely satisfactory	48	55	37	42	42	69
Moderately satisfactory	44	39	59	44	44	27
Unsatisfactory	8	6	4	14	14	4
Total per cent	100	100	100	100	100	100
Base for percentages	(462)	(172)	(94)	(118)	(52)	(26)
No answer	(44)	(24)	(7)	(7)	(3)	(3)
Do not teach; teach only off-campus or on sub-collegiate level	(54)	(7)	(4)	(12)	(3)	(28)
Total number	(560)	(203)	(105)	(137)	(58)	(57)

(Q. 9G)

TABLE B-270

SATISFACTION WITH TEACHING FACILITIES, BY AFFILIATION

Satisfaction with Teaching Facilities	Total Faculty	Affiliation					
		Biol. Sci.	Hum.	Phy. Sci.	Soc. Sci.	Prof. Schl.	Col-lege
Entirely satisfactory	48	41	42	63	60	47	23
Moderately satisfactory	44	57	51	28	34	45	61
Unsatisfactory	8	2	7	9	6	8	16
Total per cent	100	100	100	100	100	100	100
Base for percentages	(462)	(42)	(69)	(75)	(119)	(75)	(82)
No answer	(44)	(11)	(2)	(14)	(9)	(7)	(1)
Do not teach; teach only off-campus or on sub-collegiate level	(54)	(14)	(6)	(7)	(13)	(14)	(-)
Total number	(560)	(67)	(77)	(96)	(141)	(96)	(83)

TABLE B-271

SATISFACTION WITH TEACHING FACILITIES, BY AGE

Satisfaction with Teaching Facilities	Total Faculty	Age[a]				
		30 years or less	31-40 years	41-50 years	51-60 years	61 years or older
Entirely satisfactory	48	39	45	47	54	60
Moderately satisfactory	44	47	45	45	42	38
Unsatisfactory	8	14	10	8	4	2
Total per cent	100	100	100	100	100	100
Base for percentages	(462)	(51)	(168)	(129)	(69)	(40)
No answer	(44)	(4)	(13)	(10)	(11)	(5)
Do not teach; teach only off-campus or on sub-collegiate level	(54)	(6)	(19)	(12)	(7)	(9)
Total number	(560)	(61)	(200)	(151)	(87)	(54)

[a]Does not include the seven faculty members who gave no information regarding age.

(Q. 9G)

TABLE B-272

SATISFACTION WITH TEACHING FACILITIES, BY YEARS ON U. OF C. FACULTY

Satisfaction with Teaching Facilities	Total Faculty	Years on U. of C. Faculty[a]			
		Less than 5 years	5 years-up to 10 years	10 years-up to 20 years	20 years or more
Entirely satisfactory	48	46	48	46	54
Moderately satisfactory	44	43	47	47	40
Unsatisfactory	8	11	5	7	6
Total per cent	100	100	100	100	100
Base for percentages	(462)	(191)	(83)	(120)	(65)
No answer	(44)	(14)	(10)	(13)	(7)
Do not teach; teach only off-campus or on sub-collegiate level	(54)	(27)	(11)	(6)	(7)
Total number	(560)	(232)	(104)	(139)	(79)

[a]Does not include the six faculty members who gave no information regarding the years they have been members of the University faculty.

TABLE B-273

SATISFACTION WITH TEACHING FACILITIES, BY NUMBER OF COURSES TAUGHT IN QUARTER REPORTED ON[1]

Satisfaction with Teaching Facilities	Total Faculty	Proportion of Faculty Indicating Each Degree of Satisfaction Among Faculty Who Report Teaching:		
		One Course	Two Courses	Three to Five Courses
Entirely satisfactory	48	55	47	29
Moderately satisfactory	44	38	47	55
Unsatisfactory	8	7	6	16
Total per cent	100	100	100	100
Base for percentages	(462)	(209)	(173)	(80)

[1]Does not include the 44 faculty members who gave no information regarding the classes they taught and the 54 faculty members who do not teach or teach only off-campus or on a sub-collegiate level.

FACULTY QUESTIONNAIRE

NATIONAL OPINION RESEARCH CENTER
University of Chicago

Survey 435
April, 1961

CONFIDENTIAL

FACULTY QUESTIONNAIRE

NAME _____

Your questionnaire is identified by name solely to enable us to avoid duplication in estimations of office and/or research space needs; this information is particularly essential when dealing with cases involving joint appointments and/or multiple occupancy of office or research space. We assure you that your questionnaire will not be seen or handled by members of the faculty or administration of the University. The information you provide will be presented in the form of statistical summaries; your identity will not be revealed in any way.

We suggest that you leaf through the questionnaire once before entering your responses. It may be that some questions or problems which occur to you may anticipate questions that appear later in the questionnaire.

The questions have been formulated, in most cases, so as to require a single response; specific instructions indicate where multiple responses are permitted. For questions with printed alternate responses, circle the number which appears immediately to the right of the response (or responses) which best reflects your situation or attitude. The small numbers in the margins to the right of the black vertical line are there simply for coding and processing purposes; disregard them as you fill out the questionnaire. We appreciate that the formulation of the questions and alternate responses may force you to select a response which does not embody entirely the complex or qualified character of your judgment. Whenever you desire to amplify your views, feel free to utilize the marginal space to do so.

If you have a Joint Appointment, and have office space allocated by each administrative entity involved, answer questions about such space in terms of what you consider your primary affiliation (see Q. 4). Comments regarding your other office space may be entered in the marginal space.

All questions are asked with reference to the Quadrangles. Do not take into consideration conditions which exist downtown at the University College.

We would appreciate your returning the completed questionnaire as soon as possible. An addressed envelope is enclosed for this purpose.

Card 1
1-3____
4 ____

1. Were you in or out of residence Winter Quarter, 1961?

In residence . . . . . 1 — 5
Out of residence . . . 2

2. Do you have a permanent faculty appointment (tenure)?

Have tenure . . . . . 4 — 6
Do not have tenure . . 5

3. Are you employed full-time or part-time by the University?

Full-time . . . . . 7 — 7
Part-time 8

4. In what department(s) is your appointment? (If you are paid out of more than one budget, please indicate your other divisional, professional school or college appointments. If College appointment, indicate in which of the four sections of the College your appointment is. List first that appointment which you consider your primary affiliation.)

A. Primary Affiliation _____ 8-11

B. _____ 12-15

C. _____ 16-19

D. _____ 20-23

5. A. Do you officially hold any of the positions listed below?

None . . . . . 0 — 24
*Dean 1
*Assistant or Associate Dean . . 2
*Chairman of Department 3
*Secretary of Department 4

*IF DO HOLD ONE OF POSITIONS LISTED, ANSWER B:

B. About how many hours per week did you spend on the work connected with this position (during Winter Quarter, 1961)?

_____ hrs. — 25-26

6. Aside from the hours spent on administrative work indicated in Q. 5, how is the time spent on various University-connected activities distributid during your average week? (GIVE YOUR BEST ESTIMATE IN TERMS OF HOURS PER WEEK SPENT ON EACH ACTIVITY DURING WINTER QUARTER, 1961.)

IF OUT OF RESIDENCE DURING WINTER QUARTER, ANSWER IN TERMS OF LAST QUARTER (NOT INCLUDING SUMMER QUARTER) IN RESIDENCE:

A. Preparation, teaching, etc. of courses	_____ hrs.	27-28
B. Research	_____	29-30
C. Consultation with students (re: theses, courses, etc.); reading theses	_____	31-32
D. Staff conferences, committee work, etc.	_____	33-34
E. Other (SPECIFY) _____	_____	35-36
_____	_____	37-38

7. On the whole, how would you characterize the items listed below as they currently exist at the University?

CIRCLE ONLY ONE NUMBER OR LETTER FOR EACH ITEM

	Excellent	Good	Fair	Poor	Very bad	
A. Quality of students	y	X	0	1	2	39
B. Salaries	4	5	6	7	8	40
C. Housing for faculty	y	X	0	1	2	41
D. Opportunities for communication with other faculty members	4	5	6	7	8	42
E. Faculty-administration relations	y	X	0	1	2	43
F. Quality of faculty in own field	4	5	6	7	8	44
G. Faculty-student relations	y	X	0	1	2	45
H. General reputation of University	4	5	6	7	8	46
I. Retirement policy	y	X	0	1	2	47

8. During the last few years, have you been teaching only graduate courses, only undergraduate courses, or some combination of graduate and undergraduate courses? CIRCLE ONLY ONE RESPONSE

No teaching (research or administrative only)	0	48
Only graduate courses	1	
Mainly graduate courses, but some undergraduate . . .	2	
About half graduate courses and half undergraduate . .	3	
Mainly undergraduate courses but some graduate	4	
Only undergraduate courses	5	

Classroom Space

9. INFORMATION ABOUT CLASSES TAUGHT DURING WINTER QUARTER, 1961

IF OUT OF RESIDENCE during quarter specified, answer in terms of courses taught during last quarter in residence (excluding Summer Quarter).

IF NO TEACHING (in answer to Q. 8), skip to Q. 16.

Information is to be given only about courses taught on campus; do not include those taught at the Downtown College.

For Introductory undergraduate courses which involve lectures and sections for discussion and/or laboratory and a staff of faculty members assigned to the course, information about the lecture session(s) should be provided only by the head or chairman of the course. Other members of the staff should provide information about each particular discussion and/or laboratory section for which they were responsible.

Faculty members with joint appointments in the School of Medicine should confine their entries to non-clinical courses.

	Course No. (and section No.)	Course No. (and section No.)	Course No. (and section No.)	Course No. (and section No.)	Course No. (and section No.)
A. Course level: Undergraduate	1	1	1	1	1
Graduate	2	2	2	2	2
B. Number of students in class (section) . .					
C. Structure of class:					
Primarily discussion	1	1	1	1	1
Primarily lecture	2	2	2	2	2
Primarily laboratory	3	3	3	3	3
Lecture & discussion	4	4	4	4	4
Lecture & laboratory	5	5	5	5	5
Lecture, discussion & laboratory . . .	6	6	6	6	6
Discussion & laboratory	7	7	7	7	7
Reading course	8	8	8	8	8
Thesis	9	9	9	9	9
D. 1) Was this course (section) taught jointly with one or more other faculty members or were you the only person responsible for it? *Taught jointly . .	y	y	y	y	y
Taught alone . . .	X	X	X	X	X
*2) IF "JOINTLY" to 1): Indicate person (or persons) who taught the course (section of the course) with you . .					
E. In what building(s) was classroom located?					
F. Was classroom located in same building as most other courses of (Dept.)(Div.)(Prof. School)(College)?					
Yes	1	1	1	1	1
No	2	2	2	2	2
G. Satisfaction with teaching facility (size, location, physical arrangements, etc.)					
*Entirely satisfactory	1	1	1	1	1
*Somewhat unsatisfactory . . .	2	2	2	2	2
*Highly unsatisfactory	3	3	3	3	3

9. G. Continued

*IF ANY COURSE GIVEN IN ROOM CONSIDERED "SOMEWHAT UNSATISFACTORY" OR "HIGHLY UNSATISFACTORY," ANSWER 1):

1). In what way(s) was the room (were the rooms) unsatisfactory for the course(s) given? 59-60

#IF ALL ROOMS USED CONSIDERED "ENTIRELY SATISFACTORY," ANSWER 2):

2) Were there any rooms in which your courses were given during Fall Quarter, 1960 which you considered in any way unsatisfactory? 61

##Yes . . . . . y
No X

##IF "YES," ANSWER a):

a) In what way(s) (was it) (were they) unsatisfactory? 62-63

10. A. During the current academic year, have you held any of your classes in your own office? 64

*Yes . . . . . y
No X

*IF "YES," ANSWER B:

B. Did you hold them there because you preferred to or because you were unable to obtain other satisfactory space for the classes? 65

Preferred it 1
Unable to get other satisfactory space . 2
Other (SPECIFY)_____

11. A. About how many times have you made a complaint to your Chairman, Dean, or someone else involved in room assignments, about the rooms to which your courses were assigned during the current academic year? (DO NOT INCLUDE COMPLAINTS ABOUT SCHEDULING OF DAYS OR HOURS) 66

*One or two times 1
*Three or more times 2
#No complaints made but was dissatisfied with room(s) at times . 3
No complaints made and not dissatisfied with any room X

*IF MADE COMPLAINT(S), ANSWER B:

B. In general, how satisfied were you with what was done to meet your complaints? 67

Completely satisfied 5
Somewhat satisfied 6
Somewhat dissatisfied 7
Completely dissatisfied 8

#IF NO COMPLAINTS MADE BUT WAS DISSATISFIED WITH ANY ROOM, ANSWER C:

C. Why didn't you make a complaint if you were dissatisfied? 68-69

Begin Card 2 1-3

12. In general, to what extent do each of the following aspects of a classroom detract from the effectiveness of teaching a class?

	Great deal	Somewhat	Hardly at all	
A. Poor lighting	y	X	0	10
B. Uncomfortable chairs	2	3	4	11
C. Drab, dirty condition of room	6	7	8	12
D. Poor ventilation	y	X	0	13
E. Too large a room for size of class	2	3	4	14
F. Inadequate equipment for instructor (podium, blackboards, etc.)	6	7	8	15
G. Wrong type of room for course given (classroom seating rather than round table for seminar, etc.)	y	X	0	16
H. Poor acoustics	2	3	4	17
I. Inadequate heat control	6	7	8	18
J. Presence of external noises (street or student traffic, B & G crews)	y	X	0	19

13. A. In general, does it make any difference to you where your classrooms are situated?

*Great deal . . . . . 1 — 20
Somewhat 2
Hardly any at all . . 3

*IF "GREAT DEAL," ANSWER B:

B. In what way(s) would the location of your classrooms make a difference? What makes some locations less desirable than others?

21-22

14. On the whole, how satisfactory has been the scheduling of your classes--as to days and hours--during the current academic year?

	Very satisfactory	Fairly satisfactory	Fairly unsatisfactory	Very unsatisfactory	
A. Scheduling of days	0	1	2	3	23
B. Scheduling of hours	5	6	7	8	24

15. An increased student enrollment may necessitate a fuller and more efficient utilization of classroom space at the University. How acceptable would it be to you if your course(s) were scheduled:

	Acceptable	Acceptable but not like it	Definitely unacceptable	
A. On a Monday evening (6:00-9:30)	y	X	0	25
B. On a Friday evening (6:00-9:30)	2	3	4	26
C. Any other weekday evening (6:00-9:30)	6	7	8	27
D. In both A.M. and P.M. on a given day	y	X	0	28
E. On every day of the week, M-F	2	3	4	29
F. On Saturday	6	7	8	30
G. Early A.M. (8:30)	y	X	0	31
H. Late afternoon (4:30 or 5:00)	2	3	4	32

In the next series of questions (Q's. 16-33) we are concerned with office space and other research space which you now utilize or for which you anticipate a need in the future:

Q's. 18-26: Office space (which may also be used for research purposes)

Q's. 28-32: Additional research space (not including any space used as an office)

Q. 33: General (common) research facility (not assigned to an individual faculty member)

We are completely aware of the fact that some of these questions have little or no applicability to some faculty members; we hope you will bear in mind that this questionnaire has to elicit the necessary information about varied situations prevailing in all parts of the University. We know that many faculty members, particularly those in the Humanities and Social Sciences, conduct virtually all of their research within the office(s) assigned to them. Such faculty members would respond "No" to Q. 27, skip the questions about additional research space (28-30) and start again with Q. 31. The faculty member in the Physical or Biological Sciences whose office is in his laboratory and who has no other space assigned to him would follow the same procedure. If this same faculty member has a combined office-laboratory and, in addition, has a room assigned to him which is not used as an office but which is used by him and/or members of his staff to conduct experiments, etc., this room would be accounted for in Q's. 27-30. A faculty member in the Social Sciences who has an office which he personally uses and, in addition, has assigned to him a room which he and/or his staff use for work on materials associated with his particular research activity would account for this additional room in Q's. 28-30.

NOTE: Please do not account for any particular area (room or rooms) more than once so as to avoid duplication. If it is covered in Q's. 18-26, do not take it into consideration in answering Q's. 28-30.

OFFICE SPACE

16. A. In your opinion, what (criterion) (criteria) determine(s) the office space allocated to a faculty member? CIRCLE AS MANY AS APPLY.

B. What (criterion) (criteria) should determine the allocation? CIRCLE AS MANY AS APPLY.

	A. Does	B. Should	
Academic rank	1	1	33-34
Tenure	2	2	
Seniority--years at the University	3	3	
Teaching load	4	4	
Extent of research activities	5	5	
Pure chance	6	6	
Other (SPECIFY) _____			

17. Do you feel that the present method of allocating office space is satisfactory?

Very satisfactory	y	35
Fairly satisfactory	X	
Fairly unsatisfactory	0	
Very unsatisfactory	1	

18. NOTE: In answering this question you are to take into account all offices whether shared or not. The question of sharing will be taken up in Q. 22. If you have an official position with an organization, agency or group which has an office (or offices) assigned for its activities, include that office (those offices) as assigned to you if you personally conduct some of your activities in the office (offices). For example, if you are editor of a journal which is assigned specific office space (other than your own office) in which you work at times, include it as one of your offices.

If you have a joint appointment in the School of Medicine and have an office in one of the medical buildings, include that office in the total number of offices you have.

A. At the present time, do you have only one office or more than one office assigned to you which you personally use in connection with your various academic activities?

*Have one office (or a desk in only one office)	1	36
#Have more than one office	2	

*IF "ONE OFFICE," ANSWER B AND C:

B. In what building is this office located? _____ 37-39

C. Is this office you are currently using considered to be permanently assigned to you or are you using it only while someone else is out of residence?

Permanently assigned	1	40
**Using while someone else out of residence	2	

**IF "USING WHILE SOMEONE ELSE OUT OF RESIDENCE," ANSWER 1):

1) Do you feel that this is a handicap in carrying out your academic responsibilities?

Very great handicap	4	41
Somewhat of a handicap	5	
Not much of a handicap	6	
No handicap at all	7	

#IF "MORE THAN ONE OFFICE," ANSWER D AND E:

D. How many offices are officially assigned to you? _____ offices 42

E. Do you use one for your teaching-related activities and the other(s) for other activities or do you personally use each of your offices for a variety of activities? CIRCLE AS MANY AS APPLY.

	Office #1	Office #2	Office #3	
Building located in				43-46
Activities office used for				
Teaching-related	1	1	1	47-50
Research	2	2	2	
Administration	3	3	3	
Editorial	4	4	4	51-54
Other (SPECIFY)_____	5	5	5	
_____	6	6	6	

19. A. Is there any other office space that you personally use which is not officially assigned to you but which you use through an informal arrangement?

*Yes . . . . y | 55
No X

*IF "YES," ANSWER B-D:

B. How does it happen that you are using this office space? | 56

C. How long have you been using this space? _____ months or ____ year(s) | 57

D. Have you requested that it be assigned to you officially?

Yes . . . . 1 | 58
No 2

20. Is your office (one of your offices) located in the same building as most other faculty offices in your (Dept.)(Div.)(School)(College)?

Yes . . . . 3 | 59
No 4

21. How important is it that your office be located in the same building as those of most other faculty members in your (Dept.)(Div.)(School)(College)?

Very important . . . . . 6 | 60
Fairly important 7
Not so important 8

Begin Card 3 1-3

22. Do you share an office with another faculty member (other faculty members) or with some agency, organization or group? CIRCLE ONLY ONE RESPONSE.

*Do not share any office space with other faculty or other agency, organization, group . . . . . 1 | 10

**Share some office space but also have office which is not shared (have more than one office) 2

#All office space is shared X

*IF YOU ONLY HAVE OFFICE SPACE WHICH IS NOT SHARED, ANSWER Q. 23 THEN SKIP TO Q. 25.

**IF YOU HAVE MORE THAN ONE OFFICE AND ONE IS SHARED AND ONE IS NOT SHARED, ANSWER QUESTIONS ASKED OF THOSE WHO DO SHARE AS WELL AS THOSE ASKED OF THOSE WHO DO NOT SHARE (Q's. 23 AND 24).

#IF YOU ONLY HAVE OFFICE SPACE WHICH IS SHARED, SKIP TO Q. 24.

23. OFFICE SPACE WHICH IS NOT SHARED:

A. About how many square feet of office space do you have? (Approximation will suffice.)

_____ sq. ft. | 11-13

23. Continued

B. Do you consider the amount of office space you have to be satisfactory?

Very satisfactory 5	14
Fairly satisfactory 6	
*Fairly unsatisfactory 7	
*Very unsatisfactory 8	

*IF "FAIRLY UNSATISFACTORY" OR "VERY UNSATISFACTORY," ANSWER 1) - 2):

1) How much more space do you think you need?

_____ sq. ft. 15-17

2) Have you ever requested that you be given more office space?

Yes 1	18
#No 2	

#IF "NO," ANSWER a):

a) Why haven't you requested that you be given more office space?

19

C. Are any persons connected with your academic activities (secretaries, assistants, etc., but not faculty members) accommodated in your office?

Yes 7	20
No 8	

D. Would it make any difference to your academic activities if you had to share an office with another faculty member?

+Great deal 1	21
+Somewhat 2	
Hardly at all 3	

+IF "GREAT DEAL" OR "SOMEWHAT," ANSWER 1):

1) In what way(s) would it make a difference?

22

24. IF SHARE OFFICE:

A. With how many other faculty members and/or other agency, organization or group do you share your office space? ____ 23

B. Indicate name(s) of faculty member(s) and/or other agency, organization or group with whom you share office space. 24-26 27-29 30-32

C. Do you have your own desk or do you share a desk?

Own desk 7	33
Share desk 8	

D. About how many square feet of office space do you share?

_____ sq. ft. 34-3

24. Continued

E. Do you consider the amount of space you have to be satisfactory?

Very satisfactory	1	37
Fairly satisfactory . . .	2	
*Fairly unsatisfactory . .	3	
*Very unsatisfactory . . .	4	

*IF "FAIRLY UNSATISFACTORY" OR "VERY UNSATISFACTORY," ANSWER 1) - 2):

1) How much more space do you think you need? _____ sq. ft. 38-40

2) Have you ever asked for more office space?

Yes	7	41
No	8	

F. Have you ever asked for a private office?

Yes	1	42
No	2	
No, because have another office which is not shared.	3	

G. In your opinion, would not having to share this office with other faculty member(s) make any difference to your academic activities?

†Great difference . . .	5	43
†Some difference	6	
Not much difference . .	7	
No difference	8	

†IF "GREAT DIFFERENCE" OR "SOME DIFFERENCE," ANSWER 1):

1) In what way(s) would it make a difference?

44

25. Aside from the amount of space, how satisfactory is your office space in other respects?

	Very satisfactory	Fairly satisfactory	Fairly unsatisfactory	Very unsatisfactory	
Absence of external noises .	0	1	2	3	45
Lighting	5	6	7	8	46
Proximity to offices of other department members	0	1	2	3	47
Proximity to library or other research facilities	5	6	7	8	48
Heating	0	1	2	3	49
Maintenance, janitorial services	5	6	7	8	50

26. Apart from things covered thus far, are there any ways in which you consider your office space unsatisfactory? What are they?

51-52

ADDITIONAL RESEARCH SPACE

The next series of questions are concerned with your utilization of and need for additional research space. We are not concerned here with any general (common) research facility which a faculty member may use periodically but which is not allocated specifically to him or any of his research activities; such general facilities will be covered in Q. 33.

We realize that for many faculty members research is a completely individual activity or perhaps a matter of collaboration with another faculty member. It may or may not involve the use of assistants. There are, however, research activities of a more extensive and structured character; such projects may involve one or more faculty members who are considered to be in charge of the research (head or co-heads, sponsor or co-sponsors), other faculty members or research associates with faculty status who may participate in the research but are not considered to have general responsibility for the research, research associates and assistants, laboratory technicians, clerical workers, etc. Q's. 28-29 represent an effort to take into account these variations and to pinpoint allocations of research space. For purposes of this study, we are using the term "research project" to denote any research activity. Thus, even if you are engaged in individual research activity which does not involve other personnel with faculty status, consider yourself the sole head of a project.

In Q's. 28-29 you would account for all research space allocated to you (other than the office space already covered in Q's. 18-26) under two categories:

1. Space allocated to you as sole head.

   Includes space used for individual research activities or projects of which you are sole head.

   Space used for the "joint enterprise" of faculty member and graduate student is viewed administratively as being allocated to the faculty member and should be considered as belonging in this category.

2. Space allocated to you as co-head.

   Includes space used by you as a member of a joint research enterprise (with other faculty members) or as co-head of a research project.

It may be that your research activities will involve space allocations of both categories, in which case you would answer the questions relevant to both categories.

Normally, the only persons who would answer "No" to Q. 27 and skip Q's. 28-30 are faculty members who have no research space besides their offices and faculty members who, aside from any research carried on in their offices, may be involved in research projects but are not co-heads and, therefore, are not responsible for the research project and the space allocated to it.

Begin Card 4 1-3

27. A. Aside from the office space referred to in Q's. 18-26, is there any other space allocated to you for your research activities (and that of your staff)?

10

Yes . . . y

No . . . X

IF "YES," ANSWER Q's. 28-30.

IF "NO," SKIP TO Q. 31.

28. A. Is this research space allocated to you for your individual research activity (as sole head of a project) or is it allocated to you as co-head of a research project?

NOTE: Do not at this point take into consideration whether certain rooms you use are also assigned to another research project in which you do not participate. Such sharing of research space will be covered in Q. 29. If one of your rooms is also assigned to the research projects of other faculty members, report the total square footage of the room in question, regardless of the footage of the particular portion you use.

All allocated to you as sole head of project	1	(ANSWER B-E)	11
Some allocated to you as sole head of project and some allocated to you as co-head of project	2	(ANSWER B-E AND F-J)	
All allocated to you as co-head of project	3	(ANSWER F-J)	

IF ALL OR SOME RESEARCH SPACE ALLOCATED TO YOU AS SOLE HEAD OF PROJECT, ANSWER B-E:

B. How many square feet of this type of space are allocated to you? _____ sq. ft. 12-15

C. How many persons does it accommodate (including all levels of research personnel, administrative and clerical personnel)? _____ 16-17

D. Is the amount of research space adequate to accommodate all of your personnel, files, research materials, and equipment?

Entirely adequate	y	18
*Somewhat inadequate	4	
*Entirely inadequate	5	

*IF "SOMEWHAT INADEQUATE" OR "ENTIRELY INADEQUATE," ANSWER 1):

1) How much more space do you feel you need now--how many square feet?

_____ sq. ft. 19-22

E. For how many more (months)(years) do you expect to use this space?

Sq. Ft. of Space	Indicate No. of Months	Years	
_____	_____	_____	23-28
_____	_____	_____	29-34
_____	_____	_____	

Turn to next page for Q. 28 F-J.

Q. 28. Continued

IF ALL OR SOME RESEARCH SPACE ALLOCATED TO YOU AS CO-HEAD OF RESEARCH PROJECT, ANSWER F-J:

F. Give name(s) of co-head(s) for each research project. If more than one such project uses identical space, lump information for all together--names and information requested in F-J.

G. Indicate number of personnel of all kinds accommodated by space.

H. For how many square feet of space are you responsible with co-head(s)?

I. Indicate for how many more (months)(years) you expect to use the space.

J. For those projects for which space you now have is somewhat or entirely inadequate, indicate amount of additional space in square feet you need.

F.	G.	H.	I.		J.	
Name(s) of Co-head(s)	No. persons accommodated	Square feet now have	Expect to use for		Additional square feet needed	24-27
			months	years		
						28-31
						32-34
						35-37
						38-40

23

29. A. Are all the rooms you use (indicated in Q. 28) assigned only to your research activity or are some of them also assigned to research projects in which you do not participate?

No rooms shared . . . . . y

*Some rooms shared 4

*All rooms shared 5

41

*IF "SOME ROOMS SHARED" OR "ALL ROOMS SHARED," ANSWER B-D:

B. How many square feet (of space reported in Q. 28) are also assigned to the research projects of other faculty members?

C. To what other faculty members is the space also assigned?

NOTE: Please report the total square footage of the room in question, regardless of the footage of the particular portion of the room you use.

Type of allocation of research space	B. Amount of space assigned also to other faculty's project	C. Faculty member(s) to whom space also assigned
Allocated to you as sole head . . .		
Allocated to you as co-head with:		
1.		
2.		
3.		

42-45

46-49

Q. 29. D. continued on next page.

Q. 29. Continued

*IF "SOME ROOMS SHARED" OR "ALL ROOMS SHARED," ANSWER B-D: Continued

D. What, if any, are the undesirable consequences of the multiple assignment (sharing) of research space?

50-51

30. A. Aside from the amount of space, are there any ways in which you consider your research space (covered in Q. 28) unsatisfactory?

*Yes 3 52

No . . . . . y

*IF "YES," ANSWER B:

B. In what particular way(s) is it unsatisfactory?

53-54

31. A. Do you anticipate (any)(any new) research activities within the near future that would require space other than that already assigned to you?

No new research anticipated . . . . . y 55

Anticipate research but will not need space other than my office 0

*Anticipate new research and will need (more) research space 1

*IF ANTICIPATE NEW RESEARCH PROJECT(S) THAT WOULD REQUIRE (MORE) RESEARCH SPACE, ANSWER B-F:

B. Indicate whether you anticipate this space to be assigned to you as sole head or to you as co-head of project(s); and where other faculty members are expected to be involved, please give their names.

C. Indicate how many square feet would be needed (including needs for files, research materials, equipment, etc.).

D. Indicate total number of personnel of all kinds to be accommodated.

E. Indicate anticipated length of time space is to be used.

B. Type of allocation of research space	C. No. sq. ft.	D. No. persons	E. Length of time needed	
			months	years
Allocated to you as sole head				
Allocated to you as co-head with:				
1.				
2.				
3.				

56-59

60-61

62-65

66-67

32. A. What do you think will happen to your needs for additional research space in five years as compared with the present?

B. In ten years as compared with the present?

	A. In five years	B. In ten years	
No current needs, none anticipated	0	0	68-69
Increase considerably	1	1	
Increase somewhat	2	2	
Not change	3	3	
Decrease somewhat	4	4	
Decrease considerably	5	5	

Some faculty may have access to what we call general research facilities. Such a facility is normally not assigned to an individual faculty member but rather to a department, division, or an institute, but the individual faculty member is free to use this research space and its equipment (usually specialized) when needed. We have in mind such research facilities as the X-ray diffraction and analytical laboratories, high-pressure laboratory, and low-temperature laboratory in the Institute for the Study of Metals which is available for use by faculty members from various departments. Similarly, a statistics laboratory with a variety of calculators which is used on and off by various social scientists would be a general research facility.

Facilities which provide primarily services, such as computer or IBM installations which do data processing are not to be included here but will be covered in Q. 34.

33. A. Have you ever used or might you ever use a general research facility such as described above?

*Yes	y	70
No	X	

*IF "YES," ANSWER B-D:

B. Do you feel that the available research space of this type is, on the whole, adequate (as to amount of space, equipment, etc.)?

Entirely adequate .	1	71
Somewhat inadequate.	2	
Entirely inadequate.	3	

C. Do you have sufficient access to this type of research space?

Sufficient	5	72
Somewhat insufficient . . .	6	
Definitely insufficient . .	7	

D. How important do you think it is that research space of this type be made available?

Very important	1	73
Somewhat important	2	
Not so important	3	

34. A. Some faculty members or members of their research staff periodically need access for only a limited time to the services of specialized research equipment--i.e., computer or IBM installations. Do you currently have adequate access to such services?

Yes, adequate access	1	74
No, inadequate access	2	
No need for such services	3	

B. What do you think will happen to your need to utilize such specialized equipment <u>in five years as compared with the present</u>?

C. <u>In ten years as compared with the present</u>?

	B. In five years	C. In ten years	
No current needs, none anticipated	0	0	75-76
Increase considerably	1	1	
Increase somewhat	2	2	
Not change	3	3	
Decrease somewhat	4	4	
Decrease considerably	5	5	

35. A. Is there sufficient research space for all the graduate students whose research projects you are directing?

Begin Card 5 1-3

*Yes	y	10
No	X	
Do not direct any research projects of graduate students	0	

*<u>IF "YES," ANSWER 1)</u>:

1) Is this space satisfactory (i.e., amount of privacy, location, etc.)?

Very satisfactory	3	11
Fairly satisfactory	4	
Fairly unsatisfactory	5	
Very unsatisfactory	6	

36. A. What do you think will happen to your need for research space for your graduate students <u>in five years as compared with the present</u>?

B. <u>In ten years as compared with the present</u>?

	A. In five years	B. In ten years	
No current need, none anticipated	0	0	12-13
Increase considerably	1	1	
Increase somewhat	2	2	
Not change	3	3	
Decrease somewhat	4	4	
Decrease considerably	5	5	

37. How much difference do you think it would make to the quality of your academic work if you had more satisfactory office and research space?

	Office space	Research space	
Not much difference because already have satisfactory space . .	1	5	14-15
Not much difference even though have some complaints about current space	2	6	
Might make some difference but not a great deal	3	7	
Probably make a great deal of difference	4	8	

38. In your opinion, how important is the location of research space to the degree of collaboration and exchange of ideas with faculty in the same field? With faculty in related fields?

	Very important	Fairly important	Not so important	
A. With faculty in same field	1	2	3	16-
B. With faculty in related fields	5	6	7	17-

39. A. How many hours during the average week do you spend in your office(s)?

_____ hrs. per average week 18-19

B. If your office space were more satisfactory (as to degree of privacy, size, location, etc.), would you spend more time in your office?

Yes, a great deal more . 4 20
Yes, somewhat more . . . 5
No 6

40. A. How often do you meet informally with colleagues and discuss professional matters?

Quite frequently 1 21
Fairly frequently 2
*Not frequently enough . . 3

*IF "NOT FREQUENTLY ENOUGH," ANSWER B:

B. How much difference does the location of your office and of your classes make in this respect?

Great deal 5 22
Somewhat 6
Hardly any at all 7

41. Suppose you were debating whether to accept an offer from an academic institution. For each item listed below, indicate whether it would be crucial, very important but not crucial, fairly important, or not so important to you in making your decision.

	Crucial	Very important but not crucial	Fairly important	Not so important	
A. Teaching load (hrs. per week)	y	X	0	1	23
B. Quality of students	4	5	6	7	24
C. Salary scale	y	X	0	1	25
D. Housing available for faculty	4	5	6	7	26
E. Quality of faculty in own field . . .	y	X	0	1	27
F. Research facilities (space and equipment)	4	5	6	7	28
G. Opportunities for professional communication	y	X	0	1	29
H. Type of office available	4	5	6	7	30
I. Faculty-administration relations . . .	y	X	0	1	31
J. General reputation of University . . .	4	5	6	7	32

42. How long have you been teaching as a faculty member in colleges or universities (exclusive of any teaching assistantships or fellowships you may have held)? (If you have never taught, answer in terms of research appointments with faculty status.)

Less than 5 years . . . . . 1 | 33
5 years--up to 10 years 2
10 years--up to 20 years 3
20 years--up to 30 years 4
30 years or more 5

43. How long have you been a teaching faculty member (engaged in research, if have not taught) at the University of Chicago (exclusive of any teaching assistantships or fellowships or research assistantships or fellowships that did not involve faculty status)?

Less than 5 years . . . . . 4 | 34
5 years--up to 10 years 5
10 years--up to 20 years 6
20 years--up to 30 years 7
30 years or more 8

44. In how many different colleges or universities were you (a teaching faculty member) (a research faculty member) before coming to the University?

None . . . . . 0 | 35

45. Are you now or have you ever been a Department Chairman here?

Yes, now . . . . . 6 | 36
Yes, once was . . . 7
No 8

46. About how many dissertations or research projects of graduate students are you now supervising as major sponsor?

_____ 37-38

47. Have you had any academic honors bestowed upon you (i.e., endowed professorship, honorary degree)?

Yes . . y 39
No . . . X

48. Have you ever received any research grants, awards or prizes? How many?

None . . . 1 40
1 or 2 . . 2
3 or more . 3

49. Have you ever held office in professional or academic societies? How many times?

None . . . 5 41
1 or 2 . . 6
3 or more . 7

50. Have you delivered papers at the meetings of any professional or academic society during the last five years? How many?

None . . . 0 42
1 or 2 . . 1
3 or 4 . . 2
5 or more . 3

51. Age _____ yrs. 43-44

52. Sex

Male . . . 1 45
Female . . 2

53. How long does it normally take you to get from your home to the University?

Less than 15 minutes . . . 3 46
15 to 29 minutes 4
30 to 44 minutes 5
45 to 59 minutes 6
1 hour to 1-1/2 hours . . . 7
More than 1-1/2 hours . . . 8

54. Are there any additional comments you care to make about your particular space needs and problems? It may be that there are some problems peculiar to your situation which have not been covered adequately in the questionnaire.