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Faculty Survey 2004-2005 Results and Analysis for USC Aiken

*Conducted as Part of the Triennial National Faculty Survey
Administered by the Higher Education Research Institute,
Los Angeles, California*

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University Mission

Founded in 1961, the University of South Carolina Aiken (USCA) is a comprehensive liberal arts institution committed to active learning through excellence in teaching, faculty and student scholarship, research, creative activities and service. In this stimulating academic community, USCA challenges students to acquire and develop the skills, knowledge, and values necessary for success in a dynamic global environment.

The university offers degrees in the arts and sciences and in the professional disciplines of business, education, and nursing. All courses of study are grounded in a liberal arts and sciences core curriculum. USCA also encourages interdisciplinary studies and collaborative endeavors.

Emphasizing small classes and individual attention, USCA provides students with opportunities to maximize individual achievement in both academic and co-curricular settings. The institution challenges students to think critically and creatively, to communicate effectively, to learn independently, and to acquire depth of knowledge in chosen fields. The university values honesty, integrity, initiative, hard work, accomplishments, responsible citizenship, respect for diversity, and cross-cultural understanding.

USC Aiken attracts students of varying ages and diverse cultural backgrounds who have demonstrated the potential to succeed in a challenging academic environment. In addition to serving the Savannah River area, USCA actively seeks student enrollment from all parts of South Carolina as well as from other states and countries.

As a senior public institution of the University of South Carolina, USCA combines the advantages of a smaller institution with the resources of a major university system. Located in beautiful, historic Aiken, South Carolina, USCA is an institution of moderate size (2,500-5,000 students) that offers baccalaureate degrees in a number of disciplines, completion baccalaureate degrees at University of South Carolina regional campuses, and master's degrees in selected programs.

The USCA World Wide Web Home Page is: <http://www.usca.edu>

The USCA Office of Institutional Effectiveness World Wide Web Home Page is: <http://ie.usca.edu>

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Executive Summary

This report presents a summary and analysis of findings about faculty at the University of South Carolina Aiken (USCA) from the 2004-05 Faculty Survey conducted through the Higher Education Research Institute (HERI) at the University of California, Los Angeles. The 2004-05 administration of this survey represents the first time that USCA has participated in this triennial national study since the study's inception in 1989. A total of 97 full-time faculty at USCA participated in the survey. Major findings from this study include:

Demographic Diversity. Demographics of USCA full-time faculty mirrored those at other institutions nationwide: just over 45% were women and about 15% reported belonging to one or more racial or ethnic minority group

Rank and Tenure. While about a third of respondents nationwide held the rank of Full Professor, only about one quarter of USCA faculty were Full Professors. Additionally, 55% of USCA faculty earned tenure before 1991, compared to about a third of faculty at other public four-year colleges, and the proportion of faculty at USCA who have earned tenure in subsequent years appears to be declining, especially in reference to comparison groups of faculty at similar institutions.

Retirement. A significant proportion of full-time faculty at USCA and at other institutions indicated they will likely retire in the next few years. Four out of ten USCA faculty members are over age 55; 15% plan to retire in the next three years and 30% have considered early retirement in past two years. Significantly, 36.6% of faculty at other institutions were also over age 55, with 12-14% planning to retire in the next three years. The sector-wide retirement of this generation of faculty will likely lead to teaching shortages in various disciplinary areas.

High Levels of Job Satisfaction. A total of 82.5% of USCA faculty reported their overall job satisfaction as satisfactory or very satisfactory, compared to about 75% of faculty at other public four-year institutions.

- Highly rated aspects of the job included availability of child care, autonomy and independence, opportunity to develop new ideas, and relationships with other faculty.
- Poorly rated aspects of the job included teaching load, opportunities for scholarship, quality of students, and salary and benefits. Teaching load was the #1 source of stress for USCA faculty. Further, fewer than one in ten respondents reported that faculty are rewarded by the institution for teaching, and just one respondent (1.2%) reported that faculty are rewarded by the institution for working with underprepared students.

Time Usage. Compared to faculty at other public four-year colleges, USCA faculty reported they spent slightly more time on classroom teaching and preparation and slightly less time on research and scholarly writing, although the study design may mask differences between institutions with a 3-3 load and a 4-4 load. Classroom teaching and preparing for class accounted for just over half of faculty time at USCA in an average week, while about 10% of their time in an average week was spent on research and

scholarly writing. Another 10% of their time was spent reading and composing email; about 15% was spent on committee work and other administration; and about 8% was spent advising students.

Range of Instructional Methods. The most widely used instructional method by USCA faculty was class discussion, used by four out of five faculty in most or all of their classes. Three out of five used extensive lecturing, two out of five used student presentations and cooperative learning in most or all of their classes. Most widely used assessments employed by faculty in most or all classes were essay exams (63%), term/research papers (43.0%), short answer exams (42.0%), multiple choice exams (35.8%), and multiple drafts of written work (32.1%).

Variety of Teaching Activities. Compared to full-time undergraduate faculty at other public four-year colleges and faculty at all four-year institutions, fewer USCA faculty in the past two years had engaged in teaching activities that were interdisciplinary in scope, made heavy use of technology, or were outside their primary area of appointment.

- Only one in six USCA faculty members (15.5%) reported teaching an interdisciplinary course in the past two years, compared to 35.6% of faculty at other public four-year colleges and 42.7% of all four-year institutions.
- Only 2.8% of USCA respondents indicated they had taught a first-year seminar in the past two years, while about one in five faculty at public four-year colleges (18.4%) and all four-year institutions (22.7%) had recently taught such a course.

Service Learning. Almost nine out of ten faculty at USCA agreed that colleges should encourage students to be involved in community service activities, although about one in six agreed that inclusion of community service as part of a course is a poor use of resources, suggesting that there may be broad philosophical support for students to perform more community service, while a small minority may oppose additional service learning opportunities in the USCA curriculum. This level of support should be contextualized, however, with faculty responses that showed only 35.4% thought it was very important or essential to instill in undergraduates a commitment to community service (ranked #13 out of 16), and just under a third of faculty reported that it was an institutional priority to provide resources for faculty to engage in community-based teaching or research.

Research Activities. About two-thirds of USCA faculty reported active engagement in scholarship, having published at least one article in a professional or academic journal in the past two years, and this level of participation in scholarship was comparable to faculty at other public four-year colleges. Primary differences in faculty research activity between USCA faculty and those in comparison groups were observed at the very high end of scholarly productivity; fewer USCA faculty members than faculty at other institutions had published more than 20 articles or more than 5 books. These differences may be related to the lower percentage of USCA faculty who have earned the rank of Full Professor.

Methodology

Since 1989-90, the Higher Education Research Institute (HERI) has conducted a national survey of faculty at two-year and four-year colleges and universities in the United States every three years. Since inception, 1,218 different institutions have participated in the study, and in the 2004-05 administration 511 institutions participated, from which 40,670 full-time undergraduate faculty completed and returned surveys (56.4% men, 43.6% women). There were 102 public four-year colleges in the 2004-05 study population, from which there were 11,267 respondents who were classified as full-time undergraduate faculty (55.2% men, 44.8% women).

The study has been approved by the Institutional Research Board at UCLA, and the anonymity of respondents has been guaranteed by both HERI and researchers at participating institutions.

The 2004-05 administration of the survey marks the first time USC Aiken has participated in this national study. All 151 full-time faculty with faculty ranks of Full Professor, Associate Professor, Assistant Professor, Senior Instructor, and Instructor were invited to participate in the survey in Fall 2004. The survey instrument was delivered to campus mailboxes of faculty members and returned to HERI in a postage paid envelope for data processing. In Spring 2005, non-respondents were sent another survey form to complete and return to HERI. A total of 97 USCA faculty members (51.5% men, 48.5% women) responded to the survey, for a response rate of 64.2%. The sampling error for USCA respondents is $\pm 5.7\%$.

Data were processed at HERI and returned to participating campuses in summary form with national benchmarks for selected groups. In addition, HERI separated respondents into various categories. Algorithms for these categorizations are described below, although it is important to observe that the distinctions between Administrators, Full-Time Undergraduate Faculty, and Part-Time Undergraduate Faculty are not mutually exclusive nor do they necessarily reflect faculty status or administrative roles at USCA. Thus, some members of USCA's Academic Council may appear in the Administrator category while others have been defined as Full-Time Undergraduate Faculty. Also, while 12 respondents were categorized as Part-Time Undergraduate Faculty, all of these individuals are considered full-time faculty members at USCA. It is also possible that respondent error or non-responsiveness may account for some of these classifications. The primary analysis provided in this report is on the 82 respondents categorized as Full-Time Undergraduate faculty, although for most survey items, there are few differences observed among the three groups of respondents at USCA.

Algorithms for Determining Respondent Type¹

1. Full-Time Undergraduate Faculty (FTUG)

A respondent was included in one of three ways, if he or she:

- 1) indicated full-time employment at your institution [question #2] AND noted teaching as his/her principal activity [question #1]
AND
either taught at least one undergraduate-level course [question #18] OR taught no classes at all in the most recent term (this last condition is included for teachers on sabbatical leave or those currently engaged in a research project).
- 2) taught at least two courses in the last term [question #18], one of which was at the undergraduate level 3) did not indicate that he/she taught any specific types of courses, but did indicate spending at least 9 hours per week in scheduled teaching [question #17].

¹ These algorithms are reproduced verbatim from material returned from HERI.

2. Part-Time Undergraduate Faculty (PTUG)

A respondent was included in one of three ways, if he or she:

- 1) indicated part-time employment at your institution [question #2] AND noted teaching as his/her principal activity [question #1] AND either taught at least one undergraduate-level course [question #18] OR taught no classes at all in the most recent term.
- 2) taught at least one undergraduate-level course in the last term [question #18]
- 3) did not indicate that he/she taught any specific types of courses, but did indicate spending 1-8 hours per week in scheduled teaching [question #17].

3. Full- Time Academic Administrators (ADMN)

A respondent was included in this group if he or she indicated full-time employment at your institution [question #2] AND a principal activity of administration [question #1]. Please note that respondents already determined to be full- or part-time undergraduate faculty or graduate-only faculty might also be included in this group.

No survey respondents from USCA were placed in Category #4 Graduate-only Faculty (GRAD), and just one faculty member was placed in Category #5 All Other Respondents (OTH), for which no data are available, since HERI does not report results for groups that include fewer than five respondents. It is worth observing that these algorithms do not necessarily preclude respondents from being coded in multiple categories.

Table 1. USCA Respondents By Coded Faculty Type

	Male Respondents	Female Respondents	All Respondents
All Respondents	50	47	97
Full-time Undergraduate Faculty (FTUG)	45	37	82
Part-time Undergraduate Faculty (PTUG)	4	8	12
Full-time Academic Administrators (ADMN)	4	4	8
Graduate-only Faculty (GRAD)	0	0	0
All Other Respondents (OTH)	1	0	1

Respondents may be coded in multiple categories

Demographics

Gender

The demographic distribution of USCA survey respondents roughly mirrored the demographic profile of respondents at public four-year colleges and all four-year institutions. At USCA, 54.8% of FTUG respondents were men and 45.2% were women, while among respondents at four-year public colleges 55.2% were men and 44.8% were women.

Race and Ethnicity

In terms of race or ethnicity, 86.6% of USCA respondents reported they were White or Caucasian, just slightly below the 88.4% of faculty at all four-year public colleges who reported they were White or Caucasian. Among minority groups, USCA’s faculty reported just slightly more diversity than did the comparison population: 7.3% of USCA respondents indicated a race or ethnicity of Asian or Asian American, compared to 5.1% in the comparison group; 3.7% of USCA respondents indicated a race or ethnicity of Black or African American, compared to 3.3% of respondents in the comparison group; 2.4% of USCA faculty indicated a race or ethnicity of American Indian or Native Alaskan, compared to 2.1% of respondents in the comparison group; and 2.4% of USCA respondents indicated “Other” as a race or ethnicity, compared to 2.7% of faculty in the comparison group. About one out of ten USCA respondents indicated that they were not a United States citizen, almost twice the number of those at other public four-year institutions, from which only about one out of twenty faculty members indicated they were not United States citizens.

Table 2. Demographic Profile of Full-Time Undergraduate Faculty Respondents*

	USCA	Public 4-Year Colleges	All 4-Year Insts
Number of Respondents	82	11,267	37,827
Gender			
Male	54.8	55.2	56.5
Female	45.2	44.8	43.5
Race/Ethnicity			
White/Caucasian	86.6	88.4	89.2
African American/Black	3.7	3.3	2.9
American Indian/Alaskan Native	2.4	2.1	1.6
Asian American/Asian	7.3	5.1	4.7
Native Hawaiian/Pacific Islander	0.0	0.6	0.5
Mexican American/Chicano	0.0	1.7	1.4
Puerto Rican	0.0	0.8	0.7
Other Latino	0.0	1.7	1.7
Other	2.4	2.7	2.5

* Percentages will exceed 100.0 if any respondent marked more than one category.

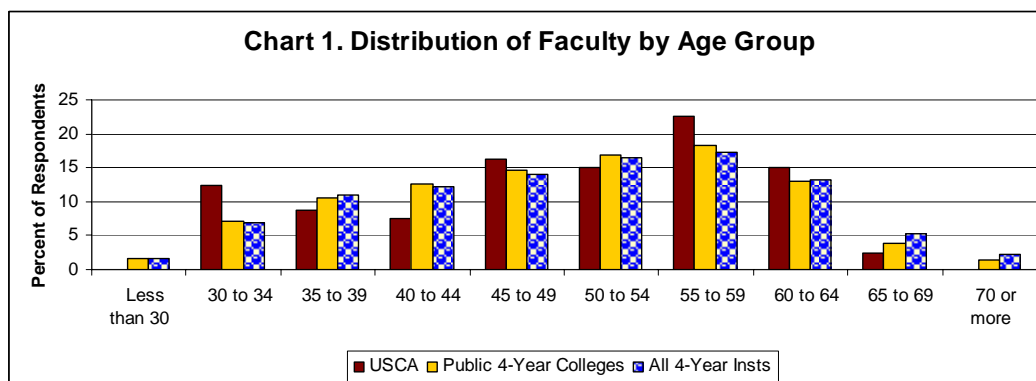
Age

Forty percent of USCA’s full-time faculty indicated that they were 55 years old or older, although 22.5% or more than half of this group reported their age was between 55 and 59 years of age, while only 2.5% of respondents indicated they were over 65 years old. By comparison, 36.6% of faculty members at all four-year public colleges were over 55 years old, and 18.3% were between the ages of 55 and 59, while 5.3% indicated they were over 65 years old. At all four-year institutions, 37.9% of faculty indicated they were over 55 years old, and 7.5% indicated they were over 65 years old.

USCA appears to have a slightly larger proportion of young faculty members than do other institutions, with 12.5% of USCA respondents indicating they were between 30 and 34, while 8.8% of respondents at other four-year public institutions and 8.2% of respondents at all four-year institutions reported they were under 35 years old. There does, however, appear to be a gap in the 35 to 44 range among USCA's faculty, with just 16.3% of respondents placing their age in this bracket. By comparison, 23.2% of faculty at other four-year public institutions and 23.1% of faculty at all four-year institutions reported they were between 35 and 44 years old.

Table 3. Faculty Survey Respondents By Age Group

	USCA	Public 4-Year Colleges	All 4-Year Insts
Number of Respondents	80	11,267	37,827
Age as of 12/31/2004			
Less than 30	0.0	1.7	1.7
30 to 34	12.5	7.1	6.9
35 to 39	8.8	10.5	11.0
40 to 44	7.5	12.7	12.1
45 to 49	16.2	14.6	14.0
50 to 54	15.0	16.8	16.4
55 to 59	22.5	18.3	17.2
60 to 64	15.0	13.0	13.2
65 to 69	2.5	3.9	5.2
70 or more	0.0	1.4	2.3



Marital Status and Children

About three quarters (74.1%) of USCA faculty indicated they were currently married, and another 4.9% reported they were unmarried and living with a partner; 21.0% reported they were single. Over a half (53.3%) of the faculty reported that their spouse or partner works in the same or a nearby city, and about a third of the faculty (30.7%) indicated that their spouse or partner is an academic. Almost a quarter (23.2%) of faculty indicated they had been divorced. All of these distributions closely mirror those observed among faculty at other public four-year colleges and among those at all four-year institutions.

Seven out of ten USCA faculty (69.5%) indicated they had no children under the age of 18. Of those faculty who had children under 18, about half of them, or 15.9% of the total faculty sample, had just one child, while 8.5% indicated they had two children under 18, and 6.1% reported they had three or more children under 18. About half of the faculty (48.8%) indicated that they had no children over the age of 18. More than a third of the faculty (39.0%) reported that they had two or more adult children over the age of 18.

Education, Rank, and Tenure

Highest Degree Earned

Four out of five (79.3%) USCA faculty reported earning a doctoral degree; 74.4% had earned a Ph.D. and 4.9% had earned an Ed.D. Faculty in comparison groups had slightly lower proportions of Ph.D.'s with 68.6% of faculty at public four-year colleges and 71.2% of faculty at all four-year institutions reporting they earned a Ph.D.; 5.3% of faculty at public four-year colleges and 3.6% of faculty at all four-year institutions had earned an Ed.D. Almost ten percent more faculty at USCA had earned terminal degrees than their counterparts at other public four-year institutions, but only 43.7% of USCA faculty and 40.7% of faculty at other public institutions indicated that to a great extent they feel that the training they received in graduate school prepared them well for their role as a faculty mentor.

Discipline of Appointment

Distribution of USCA survey respondents roughly mirrored the distribution of all full-time faculty at the institution, although faculty in the College of Sciences may be underrepresented by up to 7%.² The faculty at USCA is weighted slightly toward the professional fields of business, education, and nursing, compared to other public four-year colleges. This distribution is unsurprising since a majority (54.0%) of students have declared majors in professional disciplines.

Table 4. Distribution of Faculty by Discipline of Appointment

	USCA		Public 4-Year Colleges	All 4-Year Insts
	All FT Faculty	Survey Respondents	Survey Respondents	Survey Respondents
Number of Respondents	144	81	11,267	37,827
Present Academic Rank				
Humanities and Social Sciences	36.1	37.5	40.6	44.5
Sciences and Mathematics	29.2	22.5	23.2	22.8
Education	14.6	13.8	10.5	8.3
Health Sciences	10.4	7.5	5.6	6.2
Business	9.7	11.3	8.5	7.1
Other	--	7.5	11.9	11.2

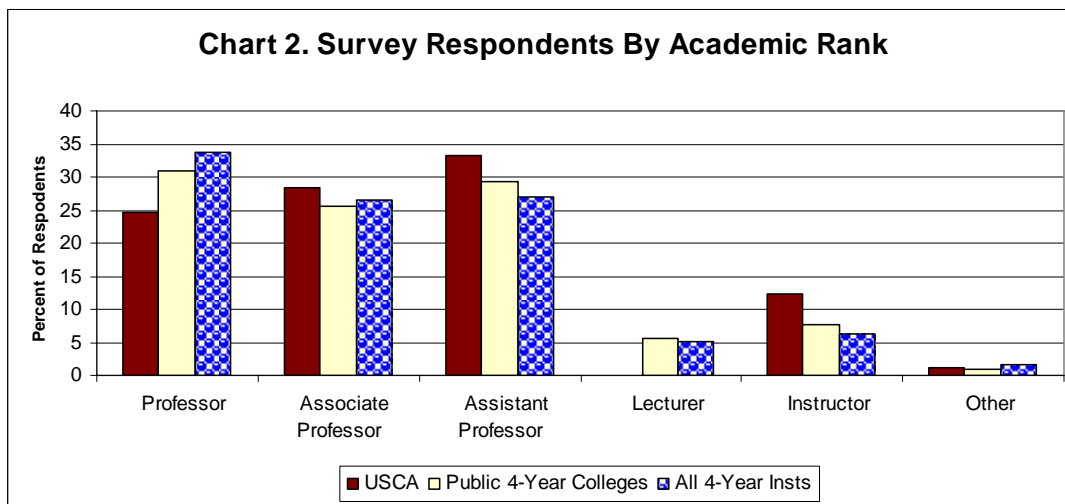
Academic Rank

One third (33.3%) of USCA respondents were Assistant Professors, just over a quarter (28.4%) were Associate Professors, just under a quarter (24.3%) were Full Professors, and about a fifth (18.2%) indicated they were instructors. The USCA survey population appears to slightly under-represent faculty at the rank of instructor and to slightly over-represent the proportion of faculty at the rank of assistant professor when compared to the actual distribution of all full-time faculty at USCA. Responses from Full Professors and associate professors at USCA were proportional to their representation among the full-time faculty. Compared to respondents from other four-year public colleges, however, fewer Full Professors are under-represented among USCA's survey participants by about 6%, and Assistant Professors are over-represented by about the same percentage. Instructors in the USCA sample are also over-represented by about 5% compared to respondents at other public four-year institutions, although this small disparity is likely due to the exclusion of part-time faculty from the USCA study population.

² HERI codes psychology as a social science, while the USCA Psychology Department is housed in the College of Sciences.

Table 5. Distribution of Faculty by Rank

	USCA		Public 4-Year Colleges	All 4-Year Institutions
	All FT Faculty	Survey Respondents	Survey Respondents	Survey Respondents
Number of Respondents	144	81	11,267	37,827
Present Academic Rank	%	%	%	%
Professor	24.3	24.7	31.0	33.7
Associate Professor	29.9	28.4	25.6	26.4
Assistant Professor	27.1	33.3	29.3	26.9
Lecturer	--	0.0	5.5	5.1
Instructor	18.8	12.3	7.6	6.2
Other	--	1.2	1.0	1.7



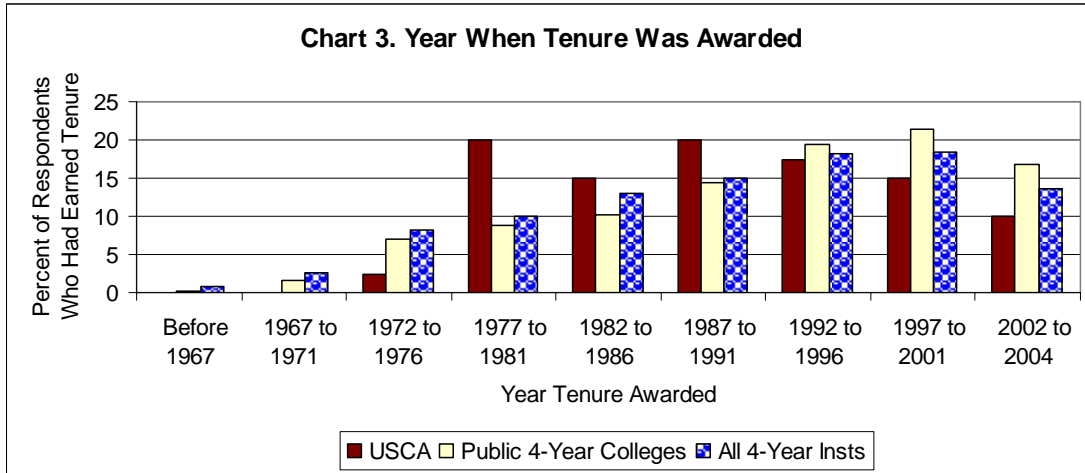
Tenure

While the 52.4% of USCA respondents who indicated they had earned tenure was comparable with the 55.4% of full-time undergraduate faculty at public four-year colleges who had earned tenure, fewer USCA faculty members had earned tenure in the past seven years than had their counterparts. Indeed, more than half (57.5%) of tenured faculty members at USCA had earned tenure before 1991, while only 42.5% of respondents from public four-year colleges had earned tenure before 1991. Only a quarter (25.0%) of USCA faculty reported that they had earned tenure since 1997, compared to 38.2% of faculty at other public four-year institutions during the same period. About one out of 20 USCA respondents (4.9%) reported they had requested or sought early promotion, compared to one out of eleven (9.1%) faculty members who indicated they had sought early promotion at their institutions.

Table 6. Distribution of Tenured Faculty By Year Tenure Was Awarded

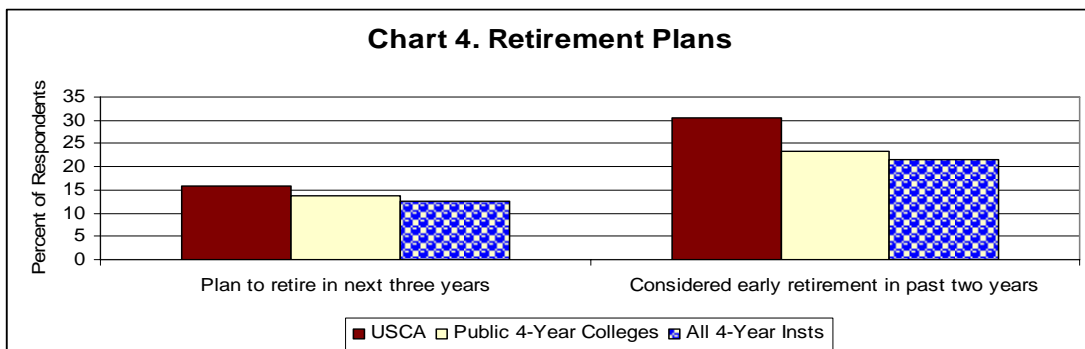
	USCA	Public 4-Year Colleges	All 4-Year Institutions
Number of Respondents	40	6,242*	21,107*
Year Tenure Awarded			
Before 1967	0.0	0.2	0.8
1967 to 1971	0.0	1.6	2.6
1972 to 1976	2.5	7.1	8.2
1977 to 1981	20.0	8.9	10.0
1982 to 1986	15.0	10.3	13.1
1987 to 1991	20.0	14.4	15.0
1992 to 1996	17.5	19.4	18.3
1997 to 2001	15.0	21.4	18.5
2002 to 2004	10.0	16.8	13.6

* Estimated from percent of respondents indicating tenure had been awarded.



Retirement

About a sixth (15.9%) of USCA faculty members indicated that they have plans to retire in the next three years. This figure is slightly higher for USCA faculty than for those at other public four-year colleges and all four year institutions, where 13.7% and 12.6% respectively reported that they have plans to retire in the next three years. About a third (30.5%) of all USCA respondents indicated that during the past two years they had considered early retirement, compared to less than a quarter (23.4%) of faculty at public four-year colleges and just over a fifth (21.4%) of faculty at all four-year institutions.



Overall Job Satisfaction

An overwhelming majority (82.5%) of faculty at USCA indicated that their overall job was satisfactory or very satisfactory, compared to 75.4% of faculty at other public four-year colleges. Elements of the job for which the most faculty indicated were satisfactory or very satisfactory were the availability of child care (93.8%*), autonomy and independence (86.1%), the opportunity to develop new ideas (82.5%), professional relationships with other faculty (81.3%), and competency of colleagues (80.0%). In all of these areas, a greater percentage of USCA faculty indicated they were satisfied with these aspects of their jobs than the percentage of their colleagues who indicated they were satisfied.

With only two notable exceptions, the relative ranking of survey items, based on the percentage responding that the job element was satisfactory or very satisfactory, was similar for USCA faculty members and faculty at other public four-year colleges. The most significant difference between USCA faculty and their counterparts at similar institutions was in the availability of child care, which 93.8% of USCA respondents rated as satisfactory or very satisfactory, compared to just 36.8% of faculty at other institutions (a low response rate among USCA faculty, N=32, may account for some of this difference). Another notable difference was in satisfaction with the relationship with the administration, for which three quarters (74.0%) of USCA faculty indicated they were satisfied or very satisfied, compared to just over half (54.6%) of faculty at other public four-year colleges.

Table 7. Satisfaction with Elements of Job

Aspects of your job noted as satisfactory or very satisfactory:

	USCA		Public 4-Yr Colleges		Difference	
	Rank	%	Rank	%	Rank	%
Availability of child care at this institution*	1	93.8	16	36.8	15	57.0
Autonomy and independence	2	86.1	1	85.0	-1	1.1
Overall job satisfaction	3	82.5	4	75.4	1	7.1
Opportunity to develop new ideas	4	82.5	5	73.1	1	9.4
Professional relationships with other faculty	5	81.3	2	78.3	-3	3.0
Competency of colleagues	6	80.0	3	76.4	-3	3.6
Social relationships with other faculty	7	74.7	6	67.3	-1	7.4
Relationship with administration	8	74.0	8	54.6	same	19.4
Prospects for career advancement	9	57.9	10	51.5	1	6.4
Office/lab space	10	57.5	7	59.6	-3	-2.1
Clerical/administrative support	11	50.0	9	52.5	-2	-2.5
Visibility for jobs at other institutions/organizations*	12	48.1	13	43.3	1	4.8
Teaching load	13	40.0	11	46.2	-2	-6.2
Opportunity for scholarly pursuits	14	38.0	12	45.5	-2	-7.5
Quality of students	15	33.7	15	42.5	same	-8.8
Salary and fringe benefits	16	28.7	14	42.8	-2	-14.1

* Low response rate for item. For availability of child care N=32, for Visibility for jobs at other Insts. N=54, for all others N=76-80.

Less than half of the respondents from USCA, however, indicated satisfaction with their visibility for jobs at other institutions or organizations, their teaching load, their opportunity for scholarly pursuits, the quality of students, and their salary and fringe benefits (28.7%). In almost all of these areas, fewer USCA faculty than faculty at other institutions indicated some level of satisfaction between about 5 and 15%, with the largest difference observed in the area of salary and fringe benefits, where a 14-point gap was observed between USCA faculty and those at other public four-year colleges.

Taken as a group, results for these survey items specifically about job satisfaction suggest that the faculty experience at USCA and at similar institutions revolves primarily around the personal rewards of an independent pursuit of the life of the mind and interaction with other faculty who also value intellectual pursuits. Elements of the job that relate to the institution (administration, lab

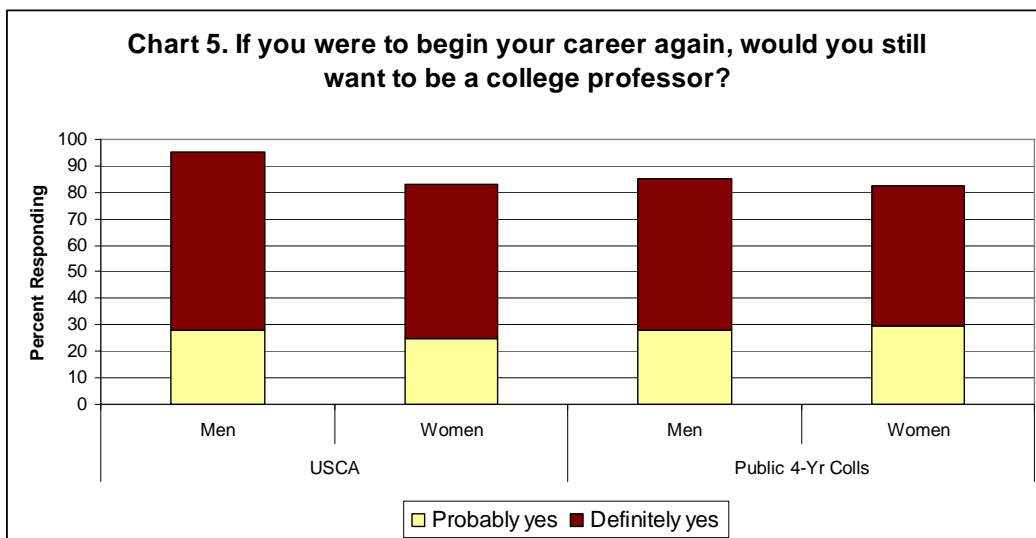
space, clerical support) were middle-tier items, while those items that relate to teaching, especially underprepared students, and the compensation received for this work provide significantly less job satisfaction.

Various other survey items gesture toward broad satisfaction among faculty in their work at USCA. Fully three questions (75.3%) of USCA faculty reported that to a great extent they feel their work adds meaning to their lives, and seven in ten (70.4%) indicated that to a great extent they experience joy in their work. Two-thirds (66.7%) of USCA faculty indicated to a great extent that they feel good about the direction in which their lives are headed, and just under six out of ten (58.0%) reported that to a great extent they experience close alignment between their work and their personal values.

By contrast, USCA faculty were less likely to report they lead healthy lifestyles, suggesting that their work may infringe upon other areas of their lives. Only about a third (32.1%) of USCA faculty reported that to a great extent they achieve a healthy balance between their personal lives and their professional lives. A similar proportion (34.6%) indicated that to a great extent they eat a well-balanced diet, and just over a quarter indicate that to a great extent they engage in regular exercise (27.2%) or get adequate amounts of sleep (28.4%). The proportion of faculty at other public four-year institutions who engage in these behaviors directed toward personal health was about 7-10 points higher than at USCA.

Throughout all of these questions that address job satisfaction, male faculty at USCA were 10-13% more likely than their female colleagues to indicate they were satisfied with some of the more highly rated job satisfaction items, such as office or lab space, competency of their colleagues, and relationship with the administration. Conversely, male faculty at USCA were about ten percent less likely to express satisfaction with the quality of students or salary and benefits than their female colleagues.

When asked if they would still want to be a college professor if they were to begin their careers again, an overwhelming majority (95.3%) provided an affirmative answer, with two thirds (67.4%) of respondents indicating they definitely would choose the same career path. By contrast, just 55.3% of faculty at other public four-year institutions and 55.4% of faculty at all other institutions offered such a positive endorsement of their career choices. Again, men were more likely than women to indicate they would follow the same career path, with no men indicating they probably or definitely would not make the same career choice, while 11.1% of women fell into these two categories.



Importance of Personal Goals

The absolute and relative importance of personal goals held by USCA faculty very closely mirror the ways that faculty at other public four year colleges assign importance to their personal goals, with very little variation between the groups. All (100.0%) of the USCA faculty who responded to the survey indicate that being a good teacher was very important or essential to them, and more than nine out of ten assigned similar levels of importance to serving as a role model to students (92.5%) and being a good colleague (91.4%). Between six and seven out of ten USCA faculty indicated that it was very important or essential to them to help others who are in difficulty (67.9%), develop a meaningful philosophy of life (67.9%), raise a family (64.2%), and achieve congruence between personal values and institutional values.

Table 8. Importance of Personal Goals

Personal goals noted as "very important" or "essential":

Item	USCA		Public 4-yr Colls		Difference	
	Rank	%	Rank	%	Rank	%
Being a good teacher	1	100.0	1	98.6	same	1.4
Serving as a role model to students	2	92.5	3	88.6	1	3.9
Being a good colleague	3	91.4	2	92.1	-1	-0.7
Helping others who are in difficulty	4	67.9	6	65.1	2	2.8
Developing a meaningful philosophy of life	4	67.9	4	69.5	same	-1.6
Raising a family	6	64.2	5	68.4	-1	-4.2
Achieving congruence between my own values and institutional values	7	60.5	8	52.2	1	8.3
Helping to promote racial understanding	8	55.6	7	53.8	-1	1.8
Integrating spirituality into my life	9	50.6	11	44.4	2	6.2
Being very well off financially	10	46.9	12	42.6	2	4.3
Obtaining recognition from my colleagues for contributions to my special field	11	42.0	10	45.5	-1	-3.5
Becoming an authority in my field	12	40.7	9	48.2	-3	-7.5
Influencing social values	13	39.5	13	35.9	same	3.6
Becoming involved in programs to clean up the environment	14	24.7	14	30.7	same	-6.0
Influencing the political structure	15	11.3	15	18.8	same	-7.5

Only about four out of ten USCA faculty indicated that it was very important or essential to them to obtain recognition from their colleagues for making special contributions to their field (42.0%) as well as becoming an authority in their field (40.7%); about four to seven percent fewer faculty at USCA than faculty at other public four-year colleges rated both of these research-oriented goals as very important or essential.

The goals that the lowest proportion of faculty at USCA rated as very important or essential were influencing social values (39.5%), becoming involved in programs to clean up the environment (24.7%) and influencing the political structure (11.3%). Ratings of these items by faculty at other public four-year colleges ranked these items as lowest in this group of questions on the survey, although about six to seven percent more of these respondents rated these items as very important or essential. In some ways, the relative importance of all of the items in this question group may be indicative of faculty values placed on teaching, family life, research, and civic engagement.

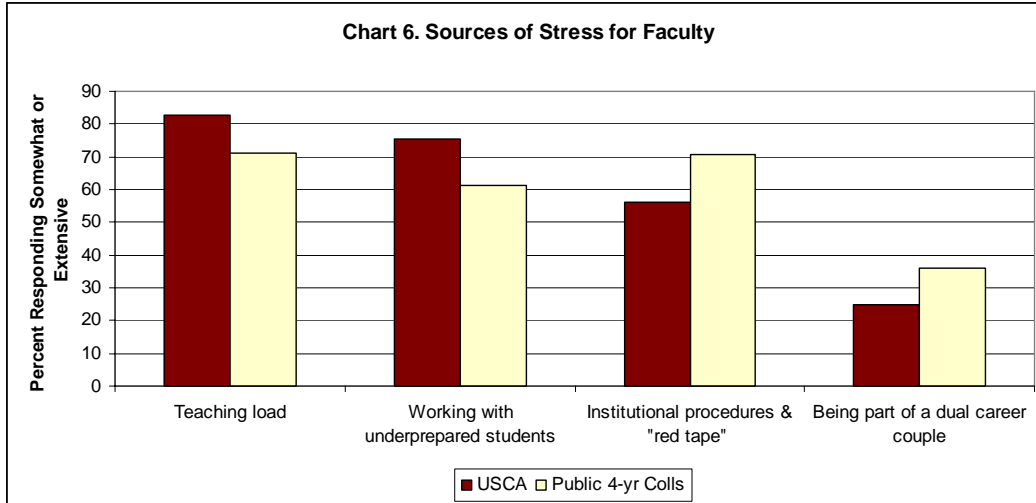
Sources of Stress for Faculty

The largest sources of stress for faculty at USCA, for which about four out of five faculty indicated these factors were a somewhat or extensive source of stress, were teaching load (82.7%), self-imposed high expectations (81.5%), lack of personal time (80.2%), and managing household responsibilities (77.8%). These four items were also rated the top four stressors for faculty at other public four-year colleges, although teaching load was ranked #4 instead of #1, with about 11.4% fewer faculty at other public four-year colleges identifying teaching load as a source of stress. Along these same lines, 75.3% of USCA faculty indicated that working with underprepared students was a source of stress, compared to 61.5% of their counterparts at other public colleges – a difference of 13.8%. More USCA faculty (71.6%) also indicated that research or publishing demands were a source of stress than did faculty at other public four-year colleges (63.0%), although this item ranked #6 for both groups.

Table 9. Percent of Faculty Affected By Sources of Stress

Factors noted as a source of stress for you during the last two years (percentage marking "Somewhat" or "Extensive"):

Item	USCA		Public 4-yr Colls		Difference	
	Rank	%	Rank	%	Rank	%
Teaching load	1	82.7	4	71.3	3	11.4
Self-imposed high expectations	2	81.5	1	79.5	-1	2.0
Lack of personal time	3	80.2	2	74.7	-1	5.5
Managing household responsibilities	4	77.8	3	73.5	-1	4.3
Working with underprepared students	5	75.3	9	61.5	4	13.8
Research or publishing demands	6	71.6	6	63.0	same	8.6
Committee work	7	67.9	8	61.6	1	6.3
Personal finances	8	64.2	7	61.7	-1	2.5
Keeping up with information technology	9	58.0	10	58.9	1	-0.9
My physical health	10	56.8	12	51.6	2	5.2
Institutional procedures and "red tape"	11	56.2	5	70.7	-6	-14.5
Review/promotion process	12	49.4	13	50.0	1	-0.6
Faculty meetings	13	48.1	11	52.6	-2	-4.5
Health of spouse/partner	14	41.2	16	35.6	2	5.6
Change in work responsibilities	15	38.7	14	41.6	-1	-2.9
Care of elderly parent	16	33.3	17	32.1	1	1.2
Children's problems	17	32.9	19	30.8	2	2.1
Subtle discrimination (prejudice, racism, sexism)	18	32.1	21	25.7	3	6.4
Job security	19	32.1	18	31.2	-1	0.9
Child care	20	27.5	20	30.0	same	-2.5
Marital friction	21	27.5	22	22.2	1	5.3
Being part of a dual career couple	22	25.0	15	35.9	-7	-10.9



Only notable differences between USCA faculty and those at public four-year colleges are represented on this chart.

Institutional procedures and “red tape” as well as being part of a dual career couple were sources of stress for a lower proportion of USCA faculty than their counterparts at public four-year colleges. While seven out of ten (70.7%) of faculty at other institutions indicated that institutional red tape was an extensive or somewhat of a source of stress for them, just over a half (56.2%) of USCA faculty reported similar stress resulting from institutional procedures. Similarly, while over a third (35.9%) of faculty at other public four-year colleges reported stress from being a part of a dual career couple, exactly a quarter (25.0%) of USCA faculty indicated this item was a source of stress for them.

Faculty Perceptions of USC Aiken

Institutional Descriptors

USCA faculty by and large describe the institution as a good place to work, where students have access to faculty, and faculty have good relationships with each other and the administration. More than three quarters (76.8%) of faculty reported that it is very descriptive of the institution to say that it is easy for students to see faculty members outside of regular office hours, compared to just 56.0% of faculty at other public four-year colleges who reported similar ease on their campuses. Almost two thirds (64.6%) of USCA faculty indicated that the statement “Faculty here respect each other” was very descriptive of the institution, compared to 49.5% of faculty at other public four-year colleges. While only about a third (34.1%) of USCA faculty indicated that respect for diverse values was very descriptive of USCA, this level of positive response was slightly higher than the 30.1% of faculty at other public four-year colleges who indicated that such respect for diversity was very descriptive of their campuses.

Table 10. Faculty Perceptions of Institutional Attributes

Attributes noted as being "very descriptive" of your institution:

	USCA %	Public 4- yr Colls %	Difference %
It is easy for students to see faculty outside of regular office hours	76.8	56.0	20.8
Faculty here respect each other	64.6	49.5	15.1
There is respect for the expression of diverse values and beliefs	34.1	30.2	3.9
Faculty are rewarded for their efforts to use instructional technology	25.6	19.5	6.1
Faculty are rewarded for being good teachers	9.8	17.1	-7.3
Social activities are overemphasized	4.9	4.7	0.2
The faculty are typically at odds with campus administration	2.5	15.6	-13.1
Faculty are rewarded for their efforts to work with underprepared students	1.2	4.9	-3.7
Most students are treated like "numbers in a book"	1.2	3.1	-1.9

Another positive characterization of the university lies in the very low percentage (2.5%) of faculty members who reported that it was “very descriptive” of USCA that faculty are typically at odds with campus administration. Among faculty at other public four-year colleges, about one in six, or 15.6% indicated that faculty and administrators were typically at odds with each other.

Nevertheless, only about one in ten USCA full-time faculty (9.8%) who completed the survey indicated that “Faculty are rewarded for being good teachers” is a very descriptive attribute of the institution. By contrast, almost twice as many faculty (17.8%) at other public four-year colleges indicated that their institutions rewarded faculty for being good teachers. Given that most institutions in this category tend to represent colleges and universities focused on undergraduate teaching, this faculty perception of the reward structure that does not reward teaching may suggest that a different approach to incentives for teaching excellence could provide additional motivation to develop and sustain innovative and effective pedagogies. Less than five percent of faculty at USCA or in any category of four-year institution indicated that faculty members are rewarded for the efforts to work with under-prepared students. About a fourth (25.6%) of USCA faculty reported that faculty are rewarded for efforts to use instructional technology.

Institutional Priorities

About eight out of ten faculty members at USCA (77.8%) and at other public four year colleges (81.2%) indicated that promoting the intellectual development of students was of high or highest

priority at their institution, and it was the number one institutional priority identified by both groups. USCA faculty, however, also reported that the institution set high or highest priority on creating and sustaining partnerships with surrounding communities (70.4%, ranked #2), developing a sense of community among students and faculty (65.4%, ranked #3), and developing leadership ability among students (61.7%, ranked #5). Only about half of faculty at other four-year public institutions identified these aims as high or highest institutional priorities.

Table 11. Faculty Perceptions of Institutional Priorities

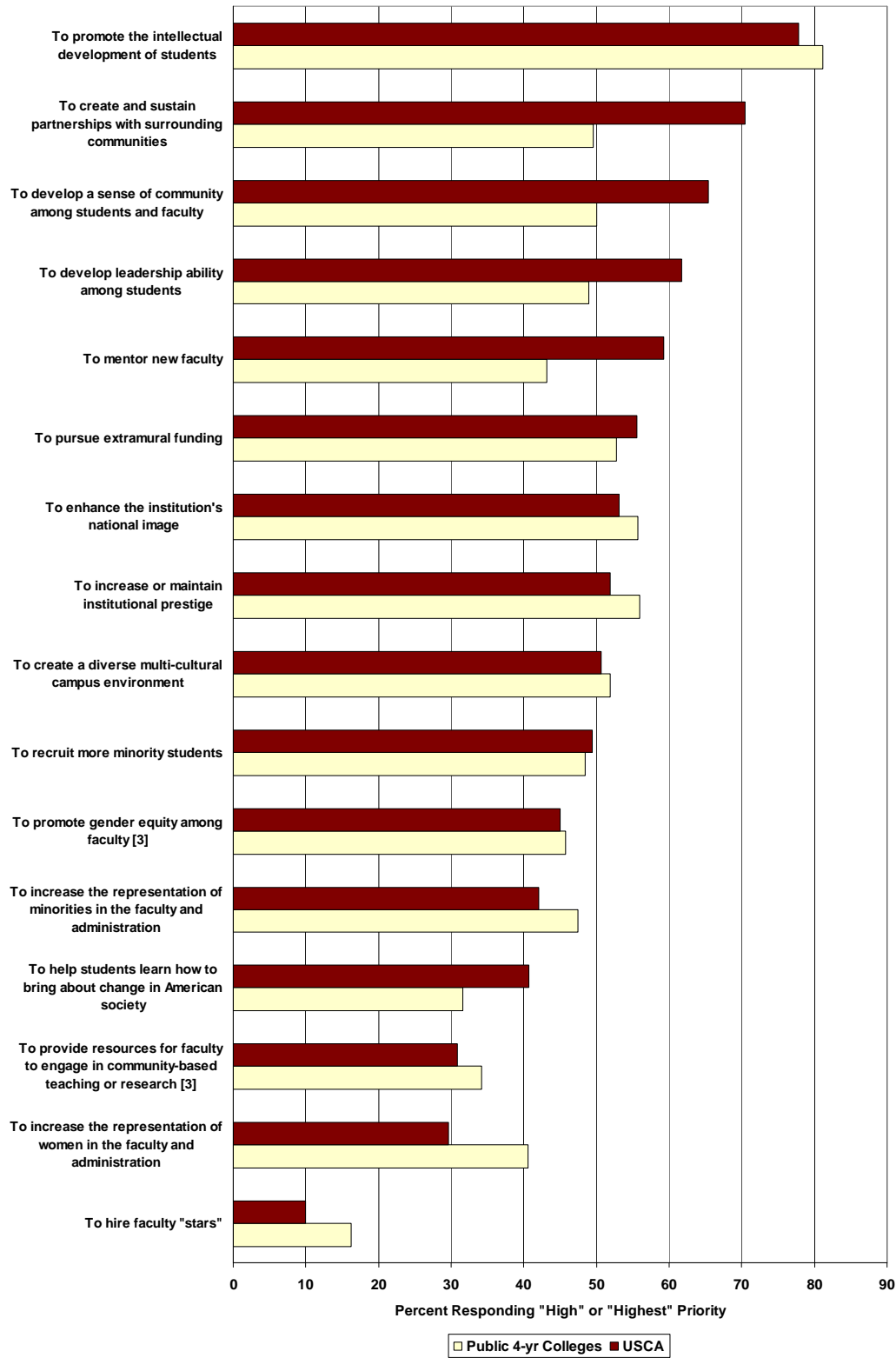
Issues you believe to be of "high" or "highest" priority at your institution:

Item	USCA		Public 4-yr Colls		Difference	
	Rank	%	Rank	%	Rank	%
To promote the intellectual development of students	1	77.8	1	81.2	same	-3.4
To create and sustain partnerships with surrounding communities	2	70.4	7	49.5	5	20.9
To develop a sense of community among students and faculty	3	65.4	6	50.1	3	15.3
To develop leadership ability among students	4	61.7	8	48.9	4	12.8
To mentor new faculty	5	59.3	12	43.2	7	16.1
To pursue extramural funding	6	55.6	4	52.7	-2	2.9
To enhance the institution's national image	7	53.1	3	55.7	-4	-2.6
To increase or maintain institutional prestige	8	51.9	2	55.9	-6	-4.0
To create a diverse multi-cultural campus environment	9	50.6	5	51.9	-4	-1.3
To recruit more minority students	10	49.4	9	48.4	-1	1.0
To promote gender equity among faculty	11	45.0	11	45.7	same	-0.7
To increase the representation of minorities in the faculty and administration	12	42.0	10	47.4	-2	-5.4
To help students learn how to bring about change in American society	13	40.7	15	31.6	2	9.1
To provide resources for faculty to engage in community-based teaching or research	14	30.9	14	34.2	same	-3.3
To increase the representation of women in the faculty and administration	15	29.6	13	40.6	-2	-11.0
To hire faculty "stars"	16	9.9	16	16.2	same	-6.3

Just over half of USCA faculty indicated that enhancing the institution's national image (53.1%) and increasing or maintaining institutional prestige (51.9%) was of high or highest institutional priority. These percentages were comparable to those of faculty at other public four-year institutions, although the combined responses of other faculty members placed these priorities in higher than some of the more community centered priorities noted by USCA faculty.

At the low end, four out of ten USCA faculty members indicated that increasing representation of minorities in the faculty and administration (42.0%) and helping students learn how to bring about change in American society (40.7%) were of high or highest priority at the institution. Just three out of ten USCA faculty reported that the institution held high or highest priorities to provide resources for faculty to engage in community-based teaching or research (30.9%) and to increase the representation of women in the faculty and administration (29.6%). Female respondents were less likely to indicate the institution held this latter aim to increase the representation of women on campus, with only 22.2% of women indicating this was a high or highest institutional priority. Peers at other four-year public institutions reported increased representation of women at higher levels, with about four out of ten (40.6%) indicating this was a high or highest priority for the institution. Only one out ten (9.9%) of respondents from USCA reported it was an institutional priority to hire faculty "stars."

Chart 7. Faculty Perceptions of High or Highest Institutional Priorities



Time Usage

On the whole, the way USCA full-time undergraduate faculty reported they spend their time is remarkably similar to the way faculty at other institutions reported spending time. It is noteworthy, however, that faculty at USCA reported they spend slightly more time than their counterparts in other institutions on classroom teaching and preparation and slightly less time on research and scholarly writing. USCA faculty reported spending 11.1 hours in scheduled classroom teaching each week and 14.7 hours per week preparing for teaching, including reading student papers and grading. These activities accounted for just over half (50.7%) of the 50.9 hours per week that faculty devoted to university-related activities. By comparison, faculty at other public four-year colleges spent just slightly less time in classroom teaching at 10.8 hours per week and one hour less per week in preparation (13.7 hours per week), accounting for 48.7% of their time in the 50.3 hours that they devote to university-related activities. Among faculty at all four-year institutions (a group that includes universities with a strong emphasis on research), the mean reported time spent in classroom teaching was 9.7 hours per week (1.4 hours less than at USCA) and the mean reported time spent in teaching was 12.5 hours per week (2.2 hours less than at USCA), accounting for 44.5% of the 49.9 hours these faculty reported devoting to university-related activities.

It is very important to observe, however, that the study's methodology can effectively mask the difference in contact hours spent by faculty at institutions where the standard teaching load is four courses per semester (a 4-4 load) and those at institutions where the standard teaching load is three courses per semester (a 3-3 load). By asking respondents to report average weekly time usage in ranges that include a category of 9-12 hours per week, the significant proportion of faculty who teach nine contact hours is not distinguishable from those who teach twelve contact hours per week. This methodological issue should not have the potential to affect other areas substantially.

Table 12. Hours Per Week Spent on University- and Non-University Related Activities

How many hours per week on average do you spend on:

	USCA		Public 4-yr Colls		All 4-yr Insts	
	Mean Hours*	% Univ. Hours†	Mean Hours*	% Univ. Hours†	Mean Hours*	% Univ. Hours†
Preparing for teaching (including reading student papers and grading)	14.7	28.9	13.7	27.2	12.5	25.1
Scheduled teaching (actual, not credit hours)	11.1	21.8	10.8	21.5	9.7	19.4
Household/childcare duties	9.3	--	10.7	--	10.6	--
Communicating via email	5.5	10.8	5.6	11.2	5.9	11.8
Research and scholarly writing	5.1	10.1	5.7	11.3	7.4	14.8
Advising and counseling students	4.0	7.8	4.3	8.6	4.2	8.5
Committee work and meetings	3.9	7.7	3.9	7.7	3.8	7.6
Other administration	3.4	6.7	3.4	6.7	3.4	6.9
Other creative performances	2.5	5.0	2.2	4.3	2.1	4.3
Community or public service	2.3	--	2.4	--	2.1	--
Outside consulting/freelance work	0.9	--	1.2	--	1.4	--
Consultation with clients/patients	0.6	1.2	0.8	1.5	0.8	1.7
Total University Hours*	50.9	99.9	50.3	100.0	49.9	100.0
Total Hours	63.3	--	64.6	--	64.0	--

* Mean Hours calculated by averaging midpoint in reported ranges of hours spent.

† University Hours does not include time spent on Household/childcare duties, Community or public service, or outside consulting/freelance work; percentages may not add up to 100.0 because of rounding.

Teaching Activities

Compared to full-time undergraduate faculty at other public four-year colleges and faculty at all four-year institutions, fewer USCA faculty in the past two years had engaged in teaching activities that were interdisciplinary in scope, made heavy use of technology, or were outside their primary area of appointment.

Most prominently, only one in six USCA faculty members (15.5%) reported teaching an interdisciplinary course in the past two years, compared to 35.6% of faculty at other public four-year colleges and 42.7% of all four-year institutions. Additionally, only 2.8% of USCA respondents indicated they had taught a first-year seminar in the past two years, while about one in five faculty at public four-year colleges (18.4%) and all four-year institutions (22.7%) had recently taught such a course. Given USCA's strategic goals to expand interdisciplinary initiatives and the first-year experience, the proportion of faculty engaged in these activities may need to increase.

Table 13. Percent of Faculty Engaged in Various Teaching Activities in the Past Two Years

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

	USCA %	Public 4- yr Colls %	All 4-year Insts %
Placed or collected assignments on the Internet	62.8	67.9	67.3
Developed a new course	62.8	66.2	69.9
Participated in a faculty development program	56.6	67.4	60.7
Worked with undergraduates on a research project	52.1	63.6	66.1
Advised student groups involved in service/volunteer work	43.7	44.6	41.9
Collaborated with the local community in research/teaching	43.2	49.8	44.0
Team-taught a course	26.7	31.3	37.6
Taught a service learning course	16.2	20.4	21.1
Taught an interdisciplinary course	15.5	35.6	42.7
Taught a course exclusively on the Internet	8.3	13.7	10.3
Taught a women's studies course	7.0	7.2	7.8
Taught an honors course	5.7	16.5	20.7
Taught an ethnic studies course	4.2	9.3	9.9
Taught a first-year seminar	2.8	18.4	22.7

Less pronounced, though still noteworthy, differences between USCA faculty and those at other institutions revealed that fewer USCA faculty than their counterparts had in the past two years taught an honors course, an ethnic studies course, a service learning course, a team-taught course, or a course solely on the internet. Further, fewer USCA faculty than their counterparts had in the past two years developed a new course, worked with undergraduates on a research project, or participated in a faculty development program. It is quite possible that the lower levels of participation in these sorts of activity is related to comparatively low levels of student engagement in enriching educational activities reported by USCA students participating in the 2004 National Survey of Student Engagement. It is also possible that given the annual USCA faculty member's teaching load of 24 contact hours, there is less time to pursue such teaching activities. Other factors could include weak incentives and insufficient rewards to engage in these types of teaching opportunities or the need to regularly staff required courses. Continuing development of USCA's Honors Program, which has an interdisciplinary focus, may address some of these issues, although other initiatives may also be needed to address strategic goals.

Instructional Methods and Undergraduate Outcomes

Instructional Methods

Instructional methods used by USCA faculty in most or all of the courses they teach appear to fairly closely mirror those used by faculty at other public four-year colleges, although a slightly higher proportion of USCA faculty than their counterparts regularly delivered course material through extensive lecturing and assessed student learning using term or research papers. Conversely, a lower proportion of USCA faculty regularly employed cooperative learning (small groups) in their classes.

The most widely used instructional method was class discussion, a method by which 88.9% of female faculty at USCA and 75.6% of male faculty at USCA conducted most or all of their classes. About three quarters (73.3%) of men and half (47.2%) of women teaching at USCA lectured extensively in most or all of their classes, compared to 64.7% of male faculty and 42.2% of female faculty at other public four-year colleges. In assessing student learning, half (50.0%) of the male faculty at USCA assigned term or research papers, compared to a third (34.3%) of female faculty at USCA and a third of (34.7%) of male faculty at other public four-year colleges. By contrast, female faculty at USCA were more likely to assess student learning using multiple choice mid-term or final exams, with 44.4% of the women responding that they used these types of assessments in most or all of their classes. Just over a quarter (28.9%) faculty at USCA regularly used multiple choice exams, while about a third of faculty of both genders at public four-year institutions used multiple choice tests in most or all of their classes.

Table 14. Use of Instructional Methods in Most or All Classes

Methods you use in "most" or "all" of the courses you teach:

	Percent Responding "Most" or "All"					
	USCA			Public 4-yr Colleges		
	Men	Women	Total	Men	Women	Total
Class Discussion	75.6	88.9	81.5	77.9	86.3	81.2
Essay mid-term and/or final exams	60.0	66.7	63.0	57.9	55.5	56.9
Extensive lecturing	73.3	47.2	61.7	64.7	42.2	55.8
Term/research papers	50.0	34.3	43.0	34.7	37.1	35.7
Short-answer mid-term and/or final exams	40.0	44.4	42.0	40.6	36.8	39.1
Student presentations	40.0	44.4	42.0	41.1	54.5	46.4
Cooperative learning (small groups)	28.9	50.0	38.3	40.0	62.8	49.1
Multiple-choice mid-term and/or final exams	28.9	44.4	35.8	33.0	34.7	33.7
Multiple drafts of written work	28.9	36.1	32.1	23.5	32.2	27.0
Reflective writing/journaling	20.0	40.5	29.3	13.6	29.1	19.7
Group projects	24.4	30.6	27.2	32.3	40.7	35.6
Readings on racial and ethnic issues	15.6	40.0	26.2	15.1	29.5	20.8
Readings on women and gender issues	11.1	40.0	23.7	12.7	26.3	18.1
Student evaluations of their own work	13.3	19.4	16.0	15.2	26.7	19.8
Student-selected topics for course content	20.0	11.1	16.0	12.5	18.3	14.8
Grading on a curve	18.2	11.1	15.0	23.1	10.7	18.2
On-line Instruction	11.1	16.7	13.6	14.0	17.7	15.5
Recitals/Demonstrations	8.9	19.4	13.6	19.9	23.8	21.5
Student evaluations of each other's work	8.9	18.9	13.4	13.9	21.1	16.8
Community service as part of coursework	2.2	8.3	4.9	5.2	11.6	7.7
Teaching assistants	0.0	2.7	1.2	6.3	4.1	5.4

Less frequently employed instructional or assessment methods at USCA, included student presentations (42.0%) reflective writing or journaling (29.3%), group projects (27.2%), student evaluations of their own work (16.0%), online instruction (13.6%), recitals/demonstrations (13.6%), student evaluations of each other's work (13.4%), and community service as part of coursework (4.9%). About five to ten percent fewer USCA faculty used these instructional methods than did their counterparts at similar institutions. In terms of course content, female faculty at USCA were about two and a half times more likely than male faculty to include readings on racial or ethnic issues in most or all of their classes and almost three times as likely to include readings on women and gender in most or all of their classes.

Undergraduate Outcomes

The priorities of USCA faculty for undergraduate learning and developmental outcomes largely mirrored priorities of faculty at other institutions, although a higher percentage of USCA faculty than their counterparts at public four-year colleges indicated that appreciation of the liberal arts, writing ability, self-understanding, and the development of personal values were very important or essential.

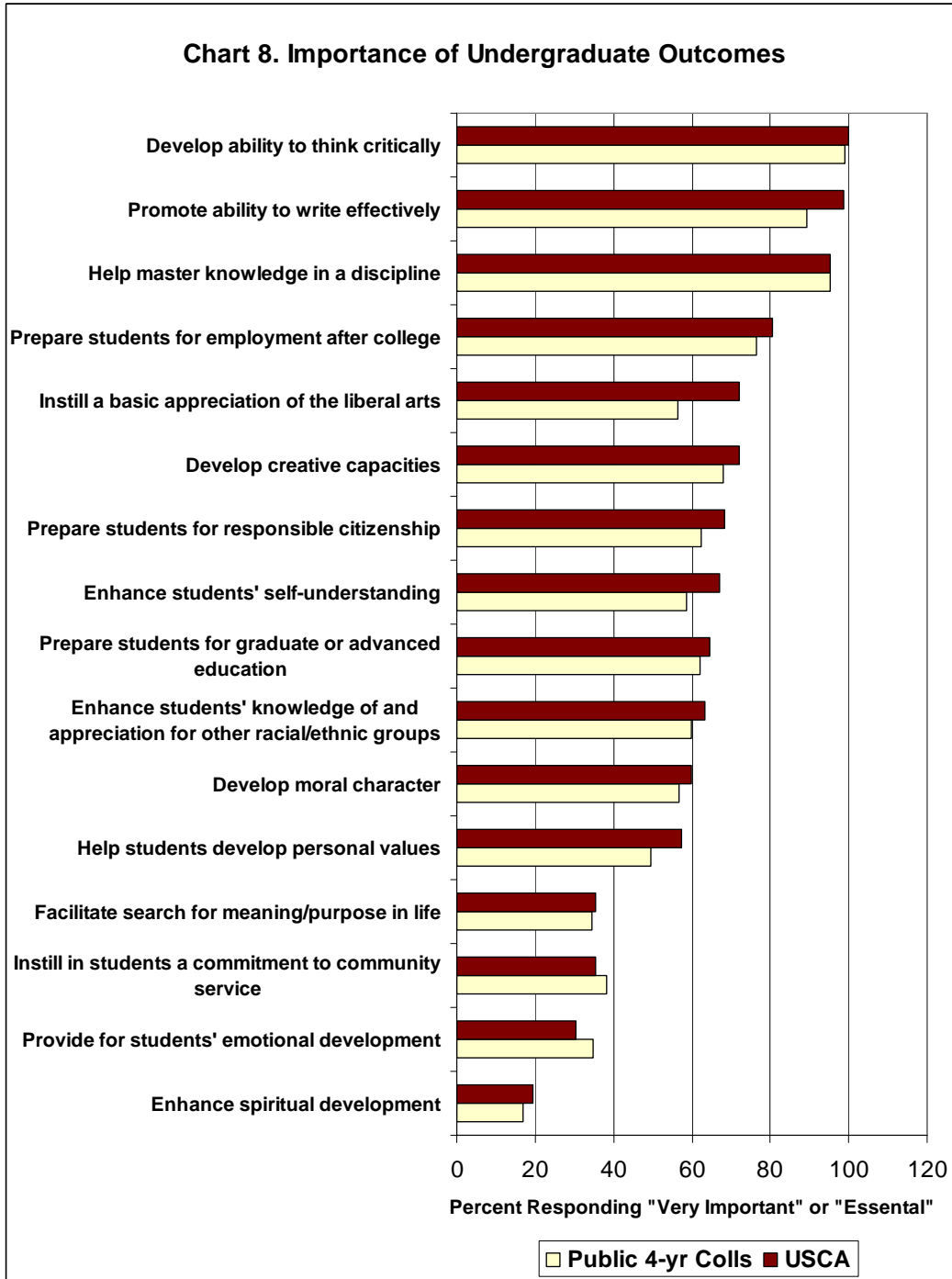
Almost all (95-100%) of the faculty at USCA reported that it was very important or essential to develop the ability to think critically, promote the ability to write effectively, and master knowledge in a discipline. Eight out of ten (80.5%) USCA faculty indicated that it was very important or essential to prepare students for employment after college. About seven out of ten USCA faculty reported that it was very important or essential to develop creative capacities (72.0%) and instill a basic appreciation of the liberal arts (72.0%); about two-thirds indicated it was very important or essential to prepare students for responsible citizenship (68.3%), enhance students' self-understanding (67.1%), prepare students for graduate or advanced education (64.6%) and enhance students' knowledge and appreciation for other racial/ethnic groups (63.4%). About six in ten placed this level of importance on development of moral character (59.8%) and development of personal values (57.3%)

Table 15. Importance of Undergraduate Outcomes

Goals for undergraduates noted as "very Important" or "essential":

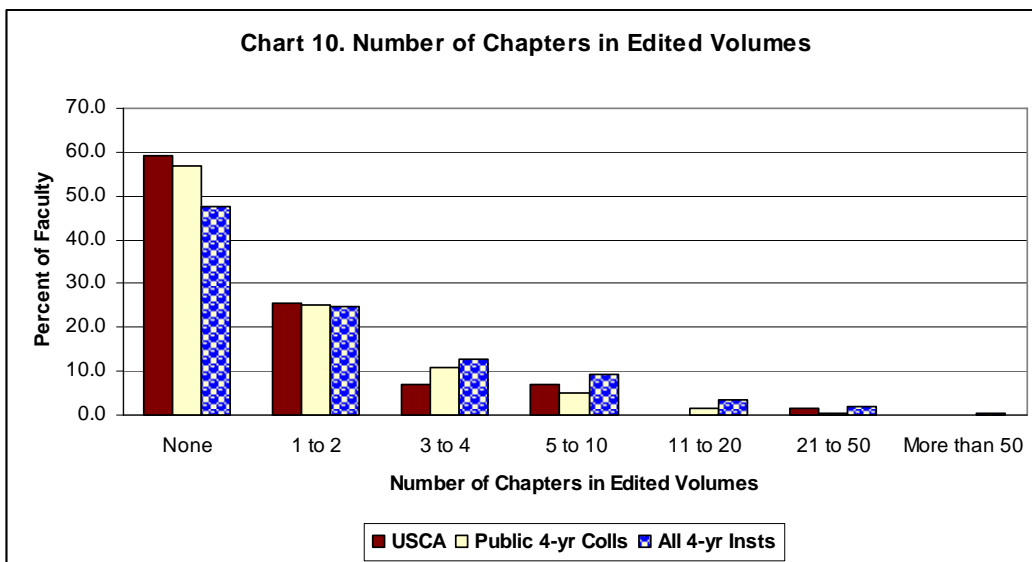
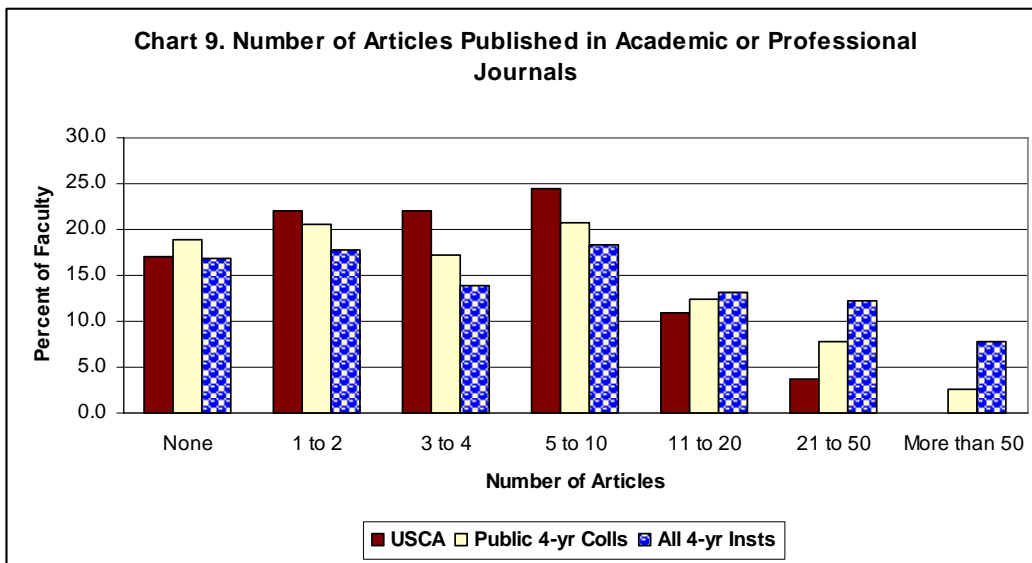
Item	USCA		Public 4-yr Colls		Difference	
	Rank	%	Rank	%	Rank	%
Develop ability to think critically	1	100.0	1	99.0	same	1.0
Promote ability to write effectively	2	98.8	3	89.3	1	9.5
Help master knowledge in a discipline	3	95.1	2	95.2	-1	-0.1
Prepare students for employment after college	4	80.5	4	76.3	same	4.2
Develop creative capacities	5	72.0	5	67.9	same	4.1
Instill a basic appreciation of the liberal arts	6	72.0	11	56.5	5	15.5
Prepare students for responsible citizenship	7	68.3	6	62.2	-1	6.1
Enhance students' self-understanding	8	67.1	9	58.6	1	8.5
Prepare students for graduate or advanced education	9	64.6	7	62.0	-2	2.6
Enhance students' knowledge of and appreciation for other racial/ethnic groups	10	63.4	8	59.7	-2	3.7
Develop moral character	11	59.8	10	56.7	-1	3.1
Help students develop personal values	12	57.3	12	49.5	same	7.8
Instill in students a commitment to community service	13	35.4	13	38.1	same	-2.7
Facilitate search for meaning/purpose in life	14	35.4	15	34.5	1	0.9
Provide for students' emotional development	15	30.5	14	34.7	-1	-4.2
Enhance spiritual development	16	19.5	16	16.9	same	2.6

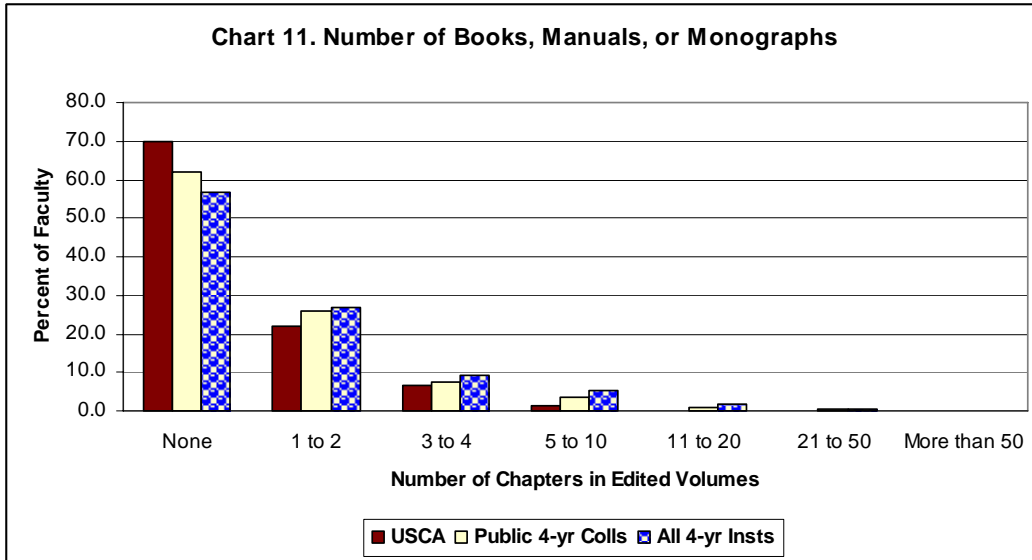
Four outcomes listed on the survey were deemed very important or essential by about a third or fewer of the faculty at USCA and at other institutions. Among the respondents from USCA, about one in three indicated it was very important or essential to instill in students a commitment to community service (35.4%), facilitate a search for meaning or purpose in life (35.4%), and provide for students' emotional development (30.5%). Just under one in five (19.5%) of USCA faculty members reported it was essential or very important to enhances students' spiritual development.



Research Activities

Faculty at USCA reported they pursued research, scholarship, and other related activities (such as performances or exhibitions) at levels nearly comparable to their counterparts at other four-year public colleges. Indeed, almost two thirds (63.0%) of USCA faculty indicated that one of their professional writings had been accepted for publication in the past two years, compared to 63.8% of faculty at other public four-year colleges and 68.3% of faculty at all institutions. Primary differences in faculty research activity between USCA faculty and those in comparison groups were observed at the very high end of scholarly productivity. For instance, while 3.7% of USCA faculty reported they had published between 21 and 50 articles in academic or professional journals, 10.3% of faculty at public four-year colleges and 19.9% of faculty at all four-year institutions reported having published 21 articles or more in journals (and about a third of these indicated they had published more than 50 such articles). Compared to USCA faculty, about seven percent more faculty at public four-year colleges and fifteen percent more faculty at all four-year institutions had published at least one book, manual, or monograph.





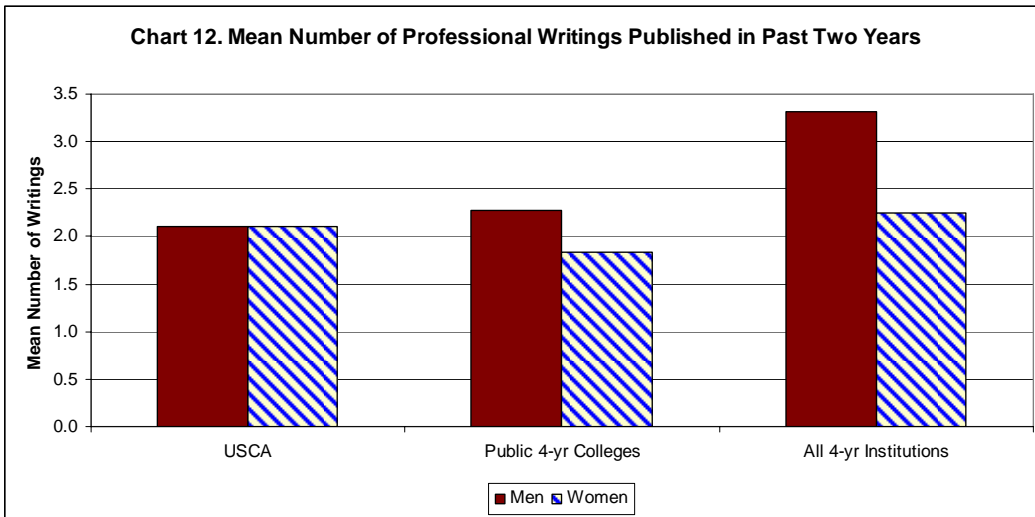
On average, USCA faculty had published a mean number of 5.9 articles in academic or professional journals, compared to 8.4 published by faculty at other public four-year colleges. USCA faculty published a mean number of 1.6 chapters in edited volumes, which was exactly the same mean observed among faculty at comparable institutions. Further, USCA faculty reported published a mean number of 0.7 books, manuals, or monographs, compared to 1.2 published by other faculty at 4-year public colleges. USCA faculty also produced a mean number of 0.3 other scholarly works, such as patents or computer software products, compared to 0.7 produced by faculty at other public four-year colleges. The mean number of exhibitions or performances in the fine or applied arts faculty reported completing was 5.6, compared to 4.6-4.8 faculty at other institutions, and while disciplinary distribution among survey respondents may account for some of this difference, it should not be overlooked that six faculty members (7.6% of respondents) reported 50 or more such performances or exhibitions.

Table 16. Mean Number of Publications or Other Scholarship

	USCA			Public 4-yr Colleges			All4-year Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Articles in academic or professional journals	8.1	3.3	5.9	10.4	5.4	8.4	15.3	7.2	12.3
Chapters in edited volumes	2.2	1.0	1.6	1.8	1.2	1.6	3.4	2.0	2.9
Books, manuals, or monographs	0.7	0.7	0.7	1.5	0.8	1.2	1.9	1.1	1.7
Other, such as patents or computer software products	0.3	0.0	0.2	0.9	0.4	0.7	1.0	0.4	0.8
Exhibitions or performances in the fine or applied arts	7.9	2.8	5.6	4.9	4.2	4.6	5.1	4.4	4.8
<i>How many of your professional writings have been published or accepted for publication in the last two years?</i>									
Number of writings	2.1	2.1	2.1	2.3	1.8	2.1	3.3	2.2	2.9

Gender does appear to be related to volume of scholarship, with men across the academic reporting one and a half to two times the scholarly production of women. Historical under-representation of women in academia almost certainly plays a significant role in this disparity, as does the over-representation of women in the non-tenure track faculty ranks. Family responsibilities that disproportionately fall on women and societal factors may also play a role in

this regard. On a more positive note, however, when reporting the number of their professional writings that have been published or accepted for publication in the past two years, the mean number of such publications for male and female faculty at USCA was equal at 2.1 publications per faculty member. This movement toward parity was less noticeable in the national comparison groups, with men at public four-year colleges publishing a mean number of 2.3 professional writings in the past two years and women publishing a mean number of 1.8 writings. This discrepancy appeared even more pronounced among all four-year institutions in which men reported a mean number of 3.3 publications in the past two years, while women reported published about a third less material, with a mean number of 2.2 publications placed in the past two years.



On the whole, these findings appear to indicate that USCA faculty are active in scholarship but as a group have published slightly less than their counterparts at similar institutions, but it is important to contextualize this observation with the under-representation of Full Professors by about 6 to 9 percentage points in USCA's faculty in the study sample and the overall faculty population. It should be noted, however, that the smaller population of Full Professors at USCA could also be related to less prolific publication records.

Opinions About Higher Education

The survey questionnaire listed fourteen positions about higher education or its role in society. The views of USCA faculty again roughly mirrored those at other public four-year institutions with three notable exceptions: the foundational role of Western civilization in the curriculum, the role of tenure, and the primary benefits of a college education. First, 70.4% of USCA faculty indicated that they agreed strongly or somewhat that Western civilization and culture should be the foundation of the undergraduate curriculum, compared to only 55.7% of faculty members at other public four-year colleges, a difference of almost 15 percentage points. Second, USCA faculty indicated more support for the tenure system than their counterparts, with 72.8% of USCA respondents reporting they agreed strongly or somewhat that tenure is essential to attract the best minds to academe, compared to 65.4% of faculty at other public four-year institutions. Similarly, just under a quarter (24.7%) of USCA faculty agreed that tenure is an outmoded concept, compared to almost a third (31.0%) of faculty at other public four-year institutions. Finally, just two out of ten (21.0%) of USCA faculty agreed strongly or somewhat that the chief benefit of a college education is that it increases one's earning power, compared to three out of ten (31.0%) of faculty at other public four-year colleges.

Table 17. Percent of Faculty Who Agree Strongly or Somewhat About Various Higher Education Issues

	USCA %	Public 4-yr Colleges %	Difference %
Colleges should encourage students to be involved in community service activities	88.9	84.9	4.0
A racially/ethnically diverse student body enhances the educational experience of all students	87.7	90.1	-2.4
Colleges have a responsibility to work with their surrounding communities to address local issues	82.7	83.2	-0.5
Tenure is essential to attract the best minds to academe	72.8	65.4	7.4
Colleges should be actively involved in solving social problems	71.6	66.2	5.4
Western civilization and culture should be the foundation of the undergraduate curriculum	70.4	55.7	14.7
The spiritual dimension of faculty members' lives has no place in the academy	40.7	46.6	-5.9
Promoting diversity leads to the admission of too many underprepared students	32.1	26.0	6.1
Colleges should be concerned with facilitating undergraduate students' spiritual development	28.4	22.6	5.8
Tenure is an outmoded concept	24.7	31.0	-6.3
The chief benefit of a college education is that it increases one's earning power	21.0	29.0	-8.0
Realistically, an individual can do little to bring about changes in society	18.5	18.7	-0.2
College officials have the right to ban persons with extreme views from speaking on campus	17.3	20.6	-3.3
Including community service as part of a course is a poor use of resources	14.8	19.9	-5.1

The item in this section of the survey that garnered the most support among USCA faculty was a statement that colleges should encourage students to be involved in community service activities, with 88.9% indicating they agree strongly or somewhat. Further, the least amount of agreement was an item stating that the inclusion of community service as part of a course is a poor use of resources, which only 14.8% of USCA respondents agreed upon. This pattern of support for community service activities suggests that there may be broad philosophical support for additional service learning opportunities in the USCA curriculum, although this apparent support should be

contextualized with faculty responses that showed only 35.4% thought it was very important or essential to instill in undergraduates a commitment to community service.

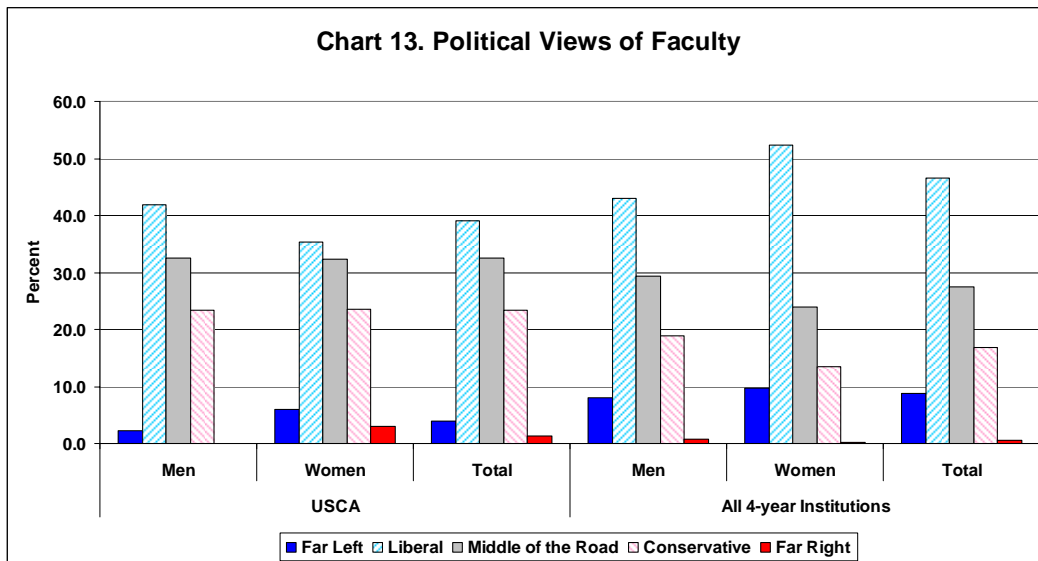
Political Views

Although liberals outnumbered conservatives on USCA’s faculty by a margin of almost two-to-one, more USCA faculty characterized their political leanings as middle of the road or conservative than did their counterparts nationwide (there were negligible differences between faculty at public four-year colleges and those at all four-year institutions). Nationally, about one in eleven (8.7%) of faculty members indicated their political leanings as far left, 46.5% indicated their political views were liberal, 27.4% reported their views were middle of the road, 16.9% reported their views were conservative, and 0.5% reported their views were far right. By contrast, half as many USCA faculty (3.9%) reported their views were far left and 7.5% fewer (39.0%) indicated their views were liberal; 32.5% indicated their views were middle of the road, 23.4% indicated their view were conservative (about a third more than faculty nationwide), and 1.3% of USCA faculty reported their views were far right. Responses of female faculty at USCA revealed significant differences from their national counterparts, with women faculty at other four-year institutions being about 50% more likely than those at USCA to characterize their political views as liberal or far left.

Table 18. Faculty Characterizations of Their Political Views

How would you characterize your political views?

	USCA			All 4-year Institutions		
	Men %	Women %	Total %	Men %	Women %	Total %
Far Left	2.3	5.9	3.9	8.1	9.8	8.7
Liberal	41.9	35.3	39.0	43.0	52.4	46.5
Middle of the Road	32.6	32.4	32.5	29.4	24.0	27.4
Conservative	23.3	23.5	23.4	18.9	13.5	16.9
Far Right	0.0	2.9	1.3	0.7	0.2	0.5



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