

**Faculty Survey of the
UCLA Higher Education Research Institute**

**University of Montevallo
Full-Time, Undergraduate Faculty Analysis
2005-2006**

Executive Summary

Introduction: The Higher Education Research Institute (HERI) at the University of California at Los Angeles (UCLA) has conducted six triennial national studies of university faculty. The University of Montevallo has participated in the 1992, 1998, and 2004 studies. Information on the attitudes, experiences, concerns, job satisfaction, workload, teaching practices and professional activities among full-time faculty is available in the report.

The most current national survey was conducted in the fall of 2004. The questionnaire itself consisted of items used in the prior five questionnaire administrations and revisions suggested by the survey advisory board, institutional representatives and HERI researchers who study topics related to faculty. The University of Montevallo provided names and campus addresses for the full-time regular faculty and distributed questionnaires on campus, but never received any of the completed questionnaires. To preserve the anonymity of the survey participants, all the analysis of the original survey forms was conducted by HERI and only aggregate results were returned to the University.

At the University of Montevallo, 59 of the 129 full-time regular faculty members who received questionnaires participated in the study, a 46 percent response rate. Nationwide, 40,670 full-time faculty members in two-year colleges and four-year colleges and universities who spend at least some of their time teaching undergraduates participated in the study. Two comparison groups are provided in this report. The first comparison group contains twelve of the 21 Council of Public Liberal Arts Colleges (COPLAC) institutions; thus it contains colleges and universities very similar to the University of Montevallo. For a list of these institutions please refer to Appendix C. The other comparison is to the normative sample for public universities. This group contains a number of regional and research universities. It is, therefore, quite different from the University of Montevallo in most respects and might more appropriately be thought of as a contrast group rather than a comparison group.

The University of Montevallo Participants: An analysis of gender and faculty rank breakdown among the UM sample of respondents and the UM full-time, regular faculty shows a relatively good correspondence, although assistant professors and women are somewhat under-represented. The members of the 2004 UM faculty sample are somewhat younger than either the COPLAC sample or the public universities sample and are less likely to identify themselves as White or Caucasian. The current faculty sample is about as likely to hold the Ph. D. or Ed. D. degree as the COPLAC comparison group. As would be expected given their relative youth, about 36 percent of UM sample had received their highest degree in the last seven years, and they were less likely to be tenured than either of the other two comparison groups.

Salary: Faculty members in all three groups were predominantly on 9 or 10 month contracts. Ninety-five (95) percent of the 2004 UM faculty sample group had salaries between \$30,000 and \$69,000 compared to 76 percent of the COPLAC group and 55 percent of the public universities group. Only 5 percent of the UM faculty exceeded \$69,000 per year compared to 18 percent of the COPLAC group. Given the relative youth of UM's faculty sample, the fact that 60 percent of the UM sample had been in their current position for 7 or fewer years, and its much lower tenure rate than either of the comparison groups, caution needs to be exercised in interpreting the salary information.

Workload: Overall, 65 percent of the UM faculty and 70 percent of the COPLAC group taught between 9 and 16 hours per week. Sixty-six (66) percent of the UM sample spent between 5 and 16 hours per week preparing to teach. Twenty-one (21) percent of the UM faculty, 32 percent of the COPLAC faculty and 17 percent of the public universities faculty spent 17 or more hours per week preparing to teach.

UM faculty tended to spend less time in committee work and meetings than their colleagues in other COPLAC institutions or public universities. Eighty (80) percent of the UM sample spent from 1 to 4 hours per week engaged in committee work and meetings. The UM sample also spent 8 or fewer hours per week in research or scholarly writing (87%), and 82 percent spent between 1 and 8 hours per week on advising and counseling students.

Career Scholarship: About 38 percent of UM sample had no professional writings published or accepted for publication in the last 2 years (36%-COPLAC; 20%-public universities). About 60 percent of the UM faculty group had from 1 to 4 professional writings published or accepted within the last 2 years (57%-COPLAC; 52%-public universities) another 2 percent had 5 to 10 professional writings published or accepted (7%-COPLAC; 26%-public universities).

Teaching: The UM faculty members were more likely (48%) than either the COPLAC faculty members (26%) or the public universities (26%) faculty sample to use multiple-choice mid-terms and/or finals in all or most of the courses that they taught, and less

likely to use essay mid-terms or finals in all or most of the courses they taught (51%-UM; 59%-COPLAC; 57%-public universities). The percentage using essay mid-terms and finals in all or most of the courses they teach has gone up significantly since 1998 at UM (35%-1998 UM; 51%-2004 UM). About 48 percent of the UM faculty members used student presentations in the all or most of their courses (53%-COPLAC; 44%-public universities) and 25 percent assigned term or research papers (40%-COPLAC; 25%-public universities). UM faculty were less likely to grade on a curve in all or most of the courses they taught than either their COPLAC or public university colleagues (12%-UM; 16%-COPLAC; 25%-public universities).

All faculty members considered thinking critically to be an extremely important goal for undergraduates (100%-UM; 99%-COPLAC and public universities). About 72 percent of UM faculty members thought it was a very important or essential goal to prepare undergraduates for employment (70%-COPLAC; 67%-public universities), 65 percent thought it was very important or essential to prepare undergraduates for graduate school (72%-COPLAC; 61%-public universities). Ninety-eight (98) percent of UM faculty members thought it was very important or essential to help undergraduates to master knowledge in a discipline (94%-COPLAC and public universities) and 67 percent thought it was very important or essential to help undergraduates to develop creativity (70%-COPLAC; 69%-public universities). About 64 percent of UM faculty thought it very important or essential to instill an appreciation of the liberal arts in undergraduates (73%-COPLAC; 50%-public universities). Eighty-three (83) percent of UM faculty thought it was very important or essential to promote the ability to write effectively (92%-COPLAC; 85%-public universities).

Faculty Interests and Goals: Members of the UM sample were significantly more likely to have been given an award for outstanding teaching (53%-UM; 39%-COPLAC; 47%-public universities) and to lean very heavily toward teaching in their orientation. The personal goal that UM faculty and the other comparison faculty members were most likely to endorse was being a good teacher (95%-UM; 99%-COPLAC; 97%-public universities), followed by being a good colleague (86%-UM; 92%-COPLAC; 90%-public universities), and serving as a role model to students (86%-UM; 89%-COPLAC; 84%-public universities).

In the last two years, about a third of UM faculty in the sample had received one or more firm job offers (34%-UM; 24%-COPLAC; 25%-public universities), 24 percent had considered early retirement (22%-COPLAC; 23%-public universities), 36 percent had considered leaving Montevallo for another institution (44%-COPLAC; 47%-public universities), and 32 percent had considered leaving academe all together (34%-COPLAC; 30%-public universities).

Job Satisfaction: The top 5 aspects of the job that were noted as very satisfactory or satisfactory by UM faculty members were professional relationships with other faculty members (81%-UM; 79%-COPLAC; 75%-public universities), social relationships with other faculty members (85%-UM; 71%-COPLAC; 61%-public universities), competency

of colleagues (83%-UM; 81%-COPLAC; 77%-public universities), overall job satisfaction (81%-UM; 76%-COPLAC; 75%-public universities), and autonomy and independence (80%-UM; 87%-COPLAC; 87%- public universities).

Attitudes and Opinions: Over 70 percent of the UM sample agreed to a great extent that they feel good about their life's direction (71%-UM; 63%-COPLAC; 61%- public universities), feel that their work adds meaning to their life (71%-UM; 71%-COPLAC; 68%-public universities), and experience joy in their work (71%-UM; 67%-COPLAC; 64%-public universities).

Beliefs About the Institution: UM faculty in the sample strongly agreed or somewhat agreed with the statements that faculty are strongly interested in the academic problems of undergraduates (91%-UM; 89%-COPLAC; 65%-public universities), my teaching is valued by faculty in my department (88%-UM; 88%-COPLAC; 80%-public universities), faculty are interested in students' personal problems (86%-UM; 86%-COPLAC; 65%-public universities), my research is valued by faculty in my department (75%-UM; 71%-COPLAC; 72%-public universities), and my values are congruent with the dominant institutional values (72%-UM; 70%-COPLAC; 57%-public universities).

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Introduction

The Higher Education Research Institute (HERI) at the University of California at Los Angeles (UCLA) conducts a major national survey of college and university faculty members every three years. The survey provides information on the attitudes, experiences, concerns, job satisfaction, workload, teaching practices and professional activities of faculty members. The survey was initiated in 1989, and the University of Montevallo has participated in the 1992, 1998, and 2004 survey administrations. The 1992 and 1998 survey results are provided in this report to present an opportunity to compare current results on a large number of items to previously obtained results, and the COPLAC results are shown to provide a comparison to other similar institutions. The comparison to other public universities is also given in order to provide a contrast group.

HERI administered the current surveys beginning in fall 2004 from names and campus addresses provided by participating institutions. The initial wave of questionnaires was sent to regular, full-time faculty members in October 2004. The second follow-up wave was distributed in January 2005, and questionnaires were sent only to those faculty members who had not previously responded. All completed survey forms were sent directly to the scanning site designated by UCLA. Once the data collection process was completed, all names were deleted from HERI's files. No one at the University of Montevallo had access to any completed survey forms or any information that could be linked to a particular respondent. Response to the survey and to each item on the survey was strictly voluntary.

Full-time, undergraduate faculty members are the source of results shown in the report. At the University of Montevallo, 59 of the 129 full-time faculty members who received survey forms returned the questionnaires to HERI for analysis resulting in a 46 percent response rate. Nationwide 6,227 full-time, undergraduate faculty members from public universities provide the norms shown in the report.

Demographics of UM Faculty Participants

The response rate for this questionnaire was about 46 percent of the regular, full-time faculty. While it is not possible to fully compare the characteristics of the regular full-time faculty as a whole and those faculty members who responded to the survey,

a comparison of the gender and academic rank structure reveals a relatively good correspondence between the two groups, although assistant professors and women are somewhat under-represented. In September 2004, the regular full-time faculty was 53 percent male and 47 percent female. Respondents to the survey were 58 percent male and 42 percent female. In terms of faculty rank, the regular full-time faculty in fall 2004 was divided as follows: 29 percent professors, 24 percent associate professors, 36 percent assistant professors and 12 percent instructors. The respondents to the survey were 29 percent professors, 25 percent associate professors, 31 percent assistant professors and 12 percent instructors and 2 percent other. Interestingly, 100 percent of the UM sample in 2004 considered their principal activity to be teaching (96%-COPLAC; 75%-public universities).

The age structure of UM's 2004 respondents reveals a somewhat older faculty than the 1998 UM sample (56% age 49 or younger-2004; 64% age 49 or younger-1998), but a younger group than either the COPLAC sample (52% age 49 or younger) or public universities sample (44% age 49 or younger). About 24 percent of UM's 2004 sample were 39 years old or younger which comparable to the COPLAC sample who were the same age. The public universities sample had only 18 percent of the respondents who were 39 years old or younger. Interestingly, in the 2004 UM sample, assistant professors are somewhat under-represented. Had the sample contained more of the assistant professors, it is likely that UM's age structure would have been slightly younger than shown. The 2004 UM sample was also more likely to be married and have children under age 18.

An examination of the percentage of faculty members who were aged 60 or older is also interesting. Close to a quarter (23%) of the public universities respondents were 60 or older, that fell to 17 percent among COPLAC respondents, and to 10 percent among UM respondents.

The 2004 UM respondents were much less likely to identify themselves as White or Caucasian (92%) than the 1998 UM sample (97%) and about as likely to self-identify as White or Caucasian as the 1992 UM sample (93%). The 2004 UM sample of faculty members was slightly more likely to identify as White/Caucasian when compared to the COPLAC sample (90%) or the public universities sample (89%). However in 2004, UM had a larger percentage of Black faculty members represented (5%) than any of the comparison groups shown.

Table 1
Demographics

	1992		1998		2004		COPLAC		Public Univ	
	N	%	N	%	N	%	N	%	N	%
<i>Age as of December 31</i>	112		74		59		1326		6227	
less than 30		0.9		5.4		0.0		2.1		1.5
30-34		4.5		6.8		10.2		9.3		6.0
35-39		15.2		14.9		13.6		13.1		10.3
40-44		16.1		18.9		18.6		14.0		11.6
45-49		15.2		18.9		13.6		13.9		14.6
50-54		21.4		12.2		16.9		15.4		16.2
55-59		13.4		12.2		16.9		14.9		17.1
60-64		10.7		10.8		8.5		12.6		14.0
65-69		1.8		0.0		1.7		3.4		6.2
70+		0.9		0.0		0.0		1.1		2.6
<i>Gender</i>					59		1326			
male		60.5		55.3		57.6		55.1		59.8
female		39.5		44.7		42.4		44.9		40.2
<i>Academic Rank</i>	113		76		59		1321			
professor		41.6		34.2		28.8		30.0		38.1
associate professor		23.0		25.0		25.4		26.5		26.4
assistant professor		31.0		36.8		30.5		26.9		23.3
lecturer		0.0		0.0		0.0		4.7		5.6
instructor		2.7		2.6		13.6		10.3		4.7
other		1.8		1.3		1.7		1.6		1.9
<i>Administrative Title</i>	109		76		59		1326			
not applicable		69.7		73.7		Unavailable		Unavailable		Unavailable
director or coordinator		12.8		11.8		Unavailable		Unavailable		Unavailable
department chair		11.0		10.5		11.9		10.3		5.6
dean		0.9		1.3		3.4		1.1		0.7
other		5.5		2.6		11.9		14.0		19.3
<i>Principal Activity</i>	113		76		59		1319			
administration		2.7		5.3		0.0		2.5		4.5
teaching		93.8		94.7		100.0		96.4		75.4
research		0.9		0.0		0.0		0.2		18.2
services to clients and patients		1.8		0.0		0.0		0.5		1.1
other		0.9		0.0		0.0		0.5		0.8
<i>Racial Background</i>	113		74		59		1311			
White/Caucasian		92.9		97.3		91.5		90.1		88.7
African American/Black		1.8		1.4		5.1		2.4		2.5
Am Indian/Alaskan Native		3.5		2.7		5.1		1.8		1.9
Asian American/Asian		3.5		1.4		3.4		4.2		5.1
Mexican American/Chicano		0.9		0.0		1.7		1.3		1.7
Puerto Rican American		0.0		0.0		1.7		0.8		0.5
other Latino		0.0		0.0		1.7		1.9		1.8
other		0.0		0.0		6.8		2.9		3.2
<i>Marital Status</i>					58		1316			
Married						79.3		73.9		77.2
Unmarried, living with partner						5.2		5.9		4.9
Single						15.5		20.1		17.9
<i>Marital Status Ever</i>					59		1326			
Divorced						23.7		26.7		25.5
Widowed						3.4		2.3		1.9
Separated						1.7		4.4		3.9
<i>How Many Children Under 18 years old</i>					59		1326			
None						61.0		65.0		64.1
One						15.3		15.1		15.6
Two						18.6		15.5		15.4
Three						5.1		2.9		4.0

Four or more

0.0

1.5

1.0

Table 1
Demographics

	1992		1998		2004		COPLAC		Public Univ
	N	%	N	%	N	%	N	%	%
<i>How Many Children</i>									
18 years or older					59		1326		
None						64.4		63.3	55.7
One						15.3		10.3	12.7
Two						10.2		16.7	19.6
Three						8.5		6.3	7.8
Four or more						1.7		3.4	4.1

Academic Demographic Information

The 2004 UM faculty sample is comparable to the 1998 UM sample and the COPLAC sample in the percentage of faculty members holding either the Ed. D. or the Ph. D. (75%-UM 1998; 74%-UM 2004; 74%-COPLAC 2004). In contrast, in the public universities respondent group 78 percent of the faculty members had either the Ed. D. or Ph. D. and another 3 percent had either a terminal law or medical degree.

About 36 percent of 2004 UM respondents had attained their highest degree in the last 7 years. While this a lower percentage than among the 1998 UM group (42%), it is quite a bit higher than among the COPLAC sample (31%) or the public universities comparison sample (22%). Of the 2004 UM respondents, 41 percent were working toward another degree, primarily the Ph. D. (29%). This percentage of respondents attaining their highest degree in the last 7 years is significantly higher than any other comparison group from either UM (25%-1992; 22%-1998) or the other 2004 comparison samples (14%-COPLAC; 11%-public universities).

It is also interesting to note that the 2004 UM sample is significantly more likely to have been in their position for 7 or fewer years (60%) than any other comparison group (40%-UM 1998; 47%-COPLAC 2004; 39%-public universities 2004). It is not too surprising then to find that the 2004 UM sample had a lower percentage of tenured faculty members (53%) than any other comparison group (55%-UM 1998; 60%-UM 1992; 55%-COPLAC; 63%-public universities), and a significantly higher percentage of faculty members who are on-track for tenure (46%) than either the COPLAC sample (26%) or the public universities sample (21%).

Table 2
Academic Demographic Information

	1992		1998		2004		COPLAC		Public Univ
	N	%	N	%	N	%	N	%	%
<i>Highest Degree Earned</i>	114		75		58		1323		
Bachelor's (B.A., B.S., etc.)		0.0		0.0		0.0		0.8	0.9
Master's (M.A., M.S., etc.)		26.3		17.3		19.0		19.6	14.9
LL.B., J.D.		1.8		0.0		1.7		0.7	0.7
M.D., D.D.S. (or equivalent)		0.0		0.0		0.0		0.1	1.9
other first professional		0.0		0.0		0.0		0.6	0.6
Ed.D.		14.9		10.7		6.9		2.9	2.3
Ph.D.		48.2		64.0		67.2		71.4	76.1
other degree		7.0		8.0		3.4		3.3	2.0
none		1.8		0.0		1.7		0.8	0.6
<i>Field of Highest Degree</i>	112		71		58		1270		
biological sciences		3.6		5.6		1.7		5.4	7.3
business		7.1		9.9		6.9		4.9	4.7
education		31.2		26.8		22.4		12.0	9.3
English		8.0		7.0		10.3		7.0	4.8
health related		3.6		2.8		5.2		2.7	6.4
history or political science		5.4		5.6		6.9		7.6	7.5
humanities		3.6		4.2		5.2		10.9	8.4
fine arts		15.2		16.9		15.5		11.0	10.0
mathematics or statistics		4.5		4.2		3.4		5.4	4.5
physical sciences		6.2		4.2		3.4		10.1	7.5
social sciences		5.4		7.0		10.3		15.1	12.2
other technical		0.0		0.0		0.0		1.9	1.5
other		6.2		5.6		8.6		5.0	8.6
<i>Years Since Highest Degree*</i>			76		55		1284		
37+ years				1.3		3.6		2.5	5.2
37 - 33 years				2.6		0.0		5.2	9.0
32 - 28 years				3.9		9.1		9.0	13.1
27 - 23 years				9.2		12.7		8.5	11.8
22 - 18 years				15.8		14.5		12.1	12.5
17 -13 years				10.5		12.7		12.7	11.9
12 - 8 years				14.5		10.9		19.5	14.4
7 - 3 years				21.1		23.6		21.6	15.3
2 - 0 years				21.1		12.7		8.9	6.7
<i>Degree Working Toward</i>	40		28		17		450		
Bachelor's (B.A., B.S., etc.)		0.0		0.0		0.0		0.4	0.5
Master's (M.A., M.S., etc.)		0.0		0.0		0.0		1.8	1.8
LL.B., J.D.		0.0		0.0		0.0		0.0	0.1
M.D., D.D.S. (or equivalent)		0.0		0.0		0.0		0.0	0.0
Other first professional		0.0		0.0		5.9		1.3	0.5
Ed.D.		12.5		3.6		5.9		0.4	1.1
Ph.D.		10.0		14.3		29.4		10.7	7.2
other degree		2.5		3.6		0.0		0.2	0.7
none		75.0		78.6		58.8		85.1	88.2
<i>Years in Current Position*</i>			76		58		1276		
37+				1.3		0.0		1.2	2.0
37 - 33				2.6		0.0		3.6	6.0
32 - 28				1.3		6.9		5.1	7.2
27 - 23				11.8		5.2		5.5	9.1
22 - 18				5.3		13.8		8.9	10.2
17 - 13				15.8		6.9		13.1	13.5
12 - 8				11.8		6.9		15.8	13.0
7 - 3				17.1		31.0		27.4	22.4
2 - 0				32.9		29.3		19.5	16.7

* Data from 1992 are not comparable to 1998

Table 2
Academic Demographic Information
(continued)

	1992		1998		2004		COPLAC		Public Univ
	N	%	N	%	N	%	N	%	%
<i>Tenure**</i>	100		71		59		1323		
yes		60.0		54.9		52.5		55.1	62.5
no		40.0		45.1					
On tenure track, not tenured						45.8		26.3	20.5
Not on track, inst has tenure sys						1.7		18.5	16.6
Institution has no tenure sys						0.0		0.1	0.4
<i>Years Since Tenure</i>			41		31		707		
37+				0.0		0.0		0.3	1.0
37 - 33				0.0		0.0		1.0	2.9
32 - 28				4.9		0.0		6.1	9.7
27 - 23				9.8		12.9		7.5	11.3
22 - 18				9.8		16.1		10.0	14.9
17 - 13				14.6		16.1		13.9	14.8
12 - 8				24.4		19.4		17.1	18.2
7 - 3				26.8		16.1		24.3	16.3
2 - 0				9.8		19.4		19.8	10.9

** The question in 2004 asked for more information than in 1992 or 1998

Salary

Salary among both UM and norm group respondents had a predominantly nine to ten month base. Salary comparisons between UM and the comparisons groups must be interpreted carefully given that 60 percent of the UM sample had been their current position for 7 or fewer years and only 53 percent had tenure. Among the UM 2004 faculty members who responded to this series of questions, 48 percent were earning between \$30,000 and \$39,000 for 9/10 months and 95 percent were earning between \$30,000 and \$69,000. In the COPLAC sample, 76% of 9/10 month faculty members were earning between \$30,000 and \$69,000 and among public universities participants that percentage fell to 55 percent. Both the COPLAC sample and the public universities sample have a broader range of salaries both higher and lower than UM's current wage structure among the questionnaire participants.

Table 3
Salary Information

	1992		1998		2004		COPLAC		Public Univ
	N	%	N	%	N	%	N	%	%
<i>Salary is Based On</i>	95		61		54		1214		
9/10 months		77.9		86.9		75.9		84.7	76.8
11/12 months		22.1		13.1		24.1		15.3	23.2
<i>Base Salary (in Thousands) for:</i>									
<i>Faculty on 9/10 Month</i>	90		66		44		1098		
less than 20		0.0		0.0		0.0		3.8	1.2
20 to 29		22.2		0.0		0.0		2.6	2.1
30 to 39		41.1		45.5		47.7		12.7	4.9
40 to 49		30.0		21.2		18.2		28.2	14.8
50 to 59		4.4		28.8		13.6		21.9	19.4
60 to 69		2.2		1.5		15.9		13.0	16.1
70 to 79		0.0		3.0		0.0		9.2	12.8
80 to 89		0.0		0.0		4.5		4.7	9.4
90 to 99		0.0		0.0		0.0		2.7	6.6
100 +		0.0		0.0		0.0		1.1	12.7
<i>Faculty on 11/12 Month</i>	21		8		13		184		
less than 20		0.0		0.0		0.0		1.1	2.1
20 to 29		38.1		0.0		0.0		2.2	0.8
30 to 39		28.6		62.5		46.2		19.0	3.3
40 to 49		9.5		12.5		15.4		31.0	8.3
50 to 59		19.0		12.5		15.4		17.4	12.7
60 to 69		4.8		0.0		15.4		9.8	11.0
70 to 79		0.0		12.5		0.0		9.8	14.3
80 to 89		0.0		0.0		7.7		7.1	11.0
90 to 99		0.0		0.0		0.0		1.1	10.1
100 +		0.0		0.0		0.0		1.6	26.4

Workload

Overall, 71 percent of UM faculty in 1998 taught between 9 and 16 hours per week, while in 2004, 65 percent of UM faculty, 70 percent of the COPLAC group and 30 percent of public universities' faculty members taught the same number of hours. Of the 55 UM faculty members who responded, 25 percent taught between 1 and 8 hours per week (22%-COPLAC; 64%-public universities) with 22 percent at UM teaching between 5 and 8 hours per week (19%-COPLAC; 49%-public universities). In contrast 9 percent of UM faculty members taught more than 16 hours per week (7%-COPLAC; 6%-public universities).

Sixty-six (66) percent of the UM faculty sample spent between 5 and 16 hours per week preparing for teaching (61%-COPLAC; 67%- public universities). Twenty-one (21) percent of the UM sample and 32 percent of the COPLAC sample (17%-public universities) spent 17 or more hours per week preparing for teaching.

Among the 2004 UM faculty sample, 82 percent spent between 1 and 8 hours per week advising and/or counseling students (87%-COPLAC; 86%-public universities). The overwhelming majority in all years and among all groups spent 1 to 4 hours per week advising or counseling students. However, among the 2004 UM sample 11 percent of the faculty members spent between 9 and 16 hours per week of this activity compared to 8 percent in the COPLAC sample and 7 percent in the public universities sample.

The 2004 UM faculty sample, perhaps because they tend to be newer faculty members, spend less time in committee work and meetings than their counterparts in COPLAC or other public universities. Eighty (80) percent of the 2004 UM sample spent 1 to 4 hours per week in committee work and meetings (67%-COPLAC and public universities). Eleven (11) percent of UM's 2004 sample spent 5 to 8 hours per week in committee work and meetings (20%-COPLAC and public universities).

In UM's 2004 sample 87 percent of the faculty members spent 8 or fewer hours in research or scholarly writing per week (82%-COPLAC; 54%-public universities). About 13 percent of 2004 UM sample spent 9 to 20 hours per week in research and scholarly writing (17%-COPLAC; 35%-public universities) and none of the sample exceeded 20 hours a week (1%-COPLAC; 11%-public universities). In the 2004 UM sample 47 percent of the 49 faculty members responding to the question on hours spent on creative products and performances spent between 1 and 4 hours per week on these activities (25.6%-COPLAC; 22.6%-public universities) and 6 percent spent 9 or more hours per week on creative products and performances (7%-COPLAC and public universities).

The modal percentage for all groups was between 1 and 4 hours per week on community or public service (46%-UM 2004; 54%-COPLAC; 48%-public universities) followed closely by no hours spent in this area (38%-UM 2004; 33%-COPLAC; 42%-public universities). Interestingly, given the higher percentage of faculty members in the UM sample with children under the age of 18, the UM, COPLAC and public universities

samples all had comparable percentages of faculty members who spend between 1 and 8 hours per week on household and child care activities (44%-UM; 41%-COPLAC; 43%-public universities). However, 16 percent of the UM sample spends 35 or more hours per week on household and childcare activities compared to 9 percent of the COPLAC sample and 6% of the public universities sample.

The final question in this series deals with the average amount of time faculty members spend communicating by e-mail. About 4% of UM's sample of faculty members spend an average of no time each week communicating by e-mail (1%-COPLAC and public universities). About 84 percent of UM faculty spend between 1 and 8 hours per week communicating via e-mail (81%-COPLAC; 77%-public universities) and another 7 percent spend 9 to 12 per week (12%-COPLAC; 15%-public universities).

Table 4
Workload

	1992		1998		2004		COPLAC		Public Univ
	N	%	N	%	N	%	N	%	%
<i>HOURS PER WEEK SPENT:</i>									
<i>Scheduled Teaching</i>	110		76		55		1245		
none		0.0		0.0		0.0		0.1	1.4
1 to 4		3.6		3.9		3.6		3.2	14.1
5 to 8		12.7		14.5		21.8		19.0	48.9
9 to 12		40.9		51.3		43.6		53.3	22.9
13 to 16		29.1		19.7		21.8		17.2	7.0
17 to 20		9.1		9.2		7.3		4.9	3.5
21 to 34		3.6		0.0		1.8		1.8	1.8
35 to 44		0.0		1.3		0.0		0.2	0.3
45+		0.9		0.0		0.0		0.2	0.1
<i>Preparing for Teaching</i>	109		76		56		1257		
none		0.9		0.0		0.0		0.3	1.0
1 to 4		10.1		13.2		12.5		7.2	14.8
5 to 8		29.4		26.3		26.8		18.4	28.5
9 to 12		28.4		26.3		28.6		24.7	25.2
13 to 16		11.9		13.2		10.7		17.5	13.6
17 to 20		9.2		10.5		12.5		15.0	9.6
21 to 34		7.3		9.2		8.9		12.9	5.5
35 to 44		1.8		1.3		0.0		3.3	1.3
45+		0.9		0.0		0.0		0.6	0.4
<i>Advising/Counseling Stu</i>	110		75		56		1251		
none		3.6		2.7		3.6		3.7	5.8
1 to 4		59.1		56.0		55.4		57.2	61.6
5 to 8		25.5		26.7		26.8		30.1	24.8
9 to 12		10.0		13.3		8.9		6.6	5.8
13 to 16		0.0		0.0		1.8		1.6	1.2
17 to 20		1.8		1.3		3.6		0.5	0.6
21 to 34		0.0		0.0		0.0		0.0	0.2
35 to 44		0.0		0.0		0.0		0.2	0.1
45+		0.0		0.0		0.0		0.1	0.0
<i>Committee Wk / Meetings</i>	109		75		56		1246		
none		7.3		1.3		3.6		7.1	5.2
1 to 4		67.9		69.3		80.4		66.8	67.3
5 to 8		16.5		21.3		10.7		20.1	20.4
9 to 12		4.6		5.3		5.4		4.4	4.7
13 to 16		2.8		0.0		0.0		0.9	1.6
17 to 20		0.0		2.7		0.0		0.4	0.5
21 to 34		0.9		0.0		0.0		0.2	0.2
35 to 44		0.0		0.0		0.0		0.1	0.1
45+		0.0		0.0		0.0		0.0	0.0
<i>Other Administration</i>	99		72		53		1158		
none		31.3		31.9		28.3		38.1	35.2
1 to 4		37.4		43.1		49.1		42.4	42.3
5 to 8		11.1		9.7		11.3		10.4	11.2
9 to 12		8.1		8.3		5.7		4.7	5.6
13 to 16		5.1		2.8		0.0		1.5	2.2
17 to 20		4.0		1.4		5.7		1.4	1.9
21 to 34		1.0		1.4		0.0		1.0	1.2
35 to 44		2.0		1.4		0.0		0.3	0.2
45+		0.0		0.0		0.0		0.1	0.1

Table 4
Workload
(continued)

	1992		1998		2004		COPLAC		Public Univ
	N	%	N	%	N	%	N	%	%
<i>HOURS PER WEEK SPENT :</i>									
<i>Rsrch / Scholarly Writing</i>	107		75		54		1231		
none		23.4		18.7		18.5		17.9	10.4
1 to 4		47.7		54.7		46.3		41.2	23.2
5 to 8		18.7		16.0		22.2		22.7	19.9
9 to 12		5.6		8.0		9.3		8.9	16.1
13 to 16		2.8		0.0		1.9		5.0	10.4
17 to 20		1.9		2.7		1.9		2.8	8.9
21 to 34		0.0		0.0		0.0		0.9	7.2
35 to 44		0.0		0.0		0.0		0.4	2.8
45+		0.0		0.0		0.0		0.1	1.1
<i>Creative Prod/Perform</i>	98		68		49		1158		
none		53.1		51.5		46.9		58.3	62.0
1 to 4		25.5		26.5		36.7		25.6	22.6
5 to 8		7.1		11.8		10.2		8.8	8.1
9 to 12		7.1		4.4		4.1		4.5	3.9
13 to 16		2.0		4.4		0.0		1.0	1.3
17 to 20		2.0		0.0		0.0		0.6	1.0
21 to 34		2.0		1.5		0.0		0.8	0.6
35 to 44		1.0		0.0		0.0		0.1	0.3
45+		0.0		0.0		2.0		0.3	0.1
<i>Consult w/ Clients/Patients</i>	92		70		52		1146		
none		78.3		77.1		88.5		87.5	82.1
1 to 4		15.2		15.7		7.7		8.8	11.1
5 to 8		5.4		5.7		3.8		2.0	3.4
9 to 12		1.1		0.0		0.0		0.7	1.5
13 to 16		0.0		1.4		0.0		0.3	0.7
17 to 20		0.0		0.0		0.0		0.3	0.5
21 to 34		0.0		0.0		0.0		0.0	0.4
35 to 44		0.0		0.0		0.0		0.3	0.2
45+		0.0		0.0		0.0		0.1	0.1
<i>Community / Public Srvc</i>	101		71		55		1188		
none		18.8		19.7		38.2		33.1	42.4
1 to 4		72.3		70.4		45.5		54.2	48.0
5 to 8		5.0		8.5		12.7		9.4	7.2
9 to 12		3.0		1.4		3.6		2.2	1.4
13 to 16		1.0		0.0		0.0		0.7	0.3
17 to 20		0.0		0.0		0.0		0.3	0.4
21 to 34		0.0		0.0		0.0		0.1	0.1
35 to 44		0.0		0.0		0.0		0.0	0.1
45+		0.0		0.0		0.0		0.0	0.0
<i>Outside Consult/ Freelance</i>	93		70		52		1162		
none		60.2		80.0		75.0		73.3	66.6
1 to 4		35.5		15.7		25.0		21.0	25.4
5 to 8		3.2		4.3		0.0		3.1	5.3
9 to 12		1.1		0.0		0.0		1.5	1.6
13 to 16		0.0		0.0		0.0		0.5	0.4
17 to 20		0.0		0.0		0.0		0.4	0.4
21 to 34		0.0		0.0		0.0		0.2	0.2
35 to 44		0.0		0.0		0.0		0.0	0.1
45+		0.0		0.0		0.0		0.0	0.1

Table 4
Workload
(continued)

	1992		1998		2004		COPLAC		Public Univ
	N	%	N	%	N	%	N	%	%
<i>HOURS PER WEEK SPENT:</i>									
<i>Household/ Childcare</i>	99		71		55		1216		
none		15.2		11.3		20.0		11.2	14.0
1 to 4		22.2		23.9		21.8		16.1	18.4
5 to 8		20.2		22.5		21.8		24.7	24.3
9 to 12		15.2		18.3		9.1		15.3	16.5
13 to 16		8.1		0.0		1.8		9.2	9.7
17 to 20		6.1		8.5		3.6		8.4	6.8
21 to 34		6.1		9.9		5.5		5.7	4.9
35 to 44		4.0		1.4		9.1		4.1	2.6
45+		3.0		4.2		7.3		5.3	2.9
<i>Communicating via e-mail</i>					55		1241		
none						3.6		1.1	1.3
1 to 4						52.7		43.6	37.1
5 to 8						30.9		37.6	40.0
9 to 12						7.3		11.8	15.0
13 to 16						1.8		3.7	4.5
17 to 20						0.0		1.0	1.3
21 to 34						3.6		0.9	0.6
35 to 44						0.0		0.2	0.1
45+						0.0		0.0	0.1

Career Scholarship

Career productivity of faculty members is identified using reported participation in a number of widely recognized scholarly activities. It is important to interpret the results in light of the relative youth of UM's faculty sample in 2004. In looking at the percentage of faculty members who had between 1 and 4 articles in professional journals, 45 percent of the UM sample fell into this group compared to 41 percent of the COPLAC sample and 22 percent of the public universities sample. Twenty-one (21) percent of the UM group and 22 percent of the COPLAC sample had 5 to 10 articles (17%- public universities). Five (5) percent of the UM group had 11 to 20 articles (11%-COPLAC; 16%-public universities) and another 5 percent had 21 or more articles (8%-COPLAC; 34%-public universities).

About 27 percent of the UM sample had 1 to 4 chapters in edited volumes (38%-COPLAC; 41%-public universities) and another 2 percent had 5 or more chapters (2%-COPLAC; 24%-public universities). About 18 percent of the UM sample had from 1 to 4 books, manuals or monographs (32%-COPLAC; 41%- public universities) and another 2 percent had 5 to 10 (3%-COPLAC; 8%-public universities). About 2 percent of the COPLAC sample had 5 to more than 51 books, manuals and monographs (11%-public universities). Another 11 percent of the UM sample had other scholarly products (e.g. patents, software) (8%-COPLAC; 12%-public universities), and 6 percent had 3 or more such products (5%-COPLAC; 8%-public universities). Eleven (11) percent of the UM faculty have had 1 to 10 exhibitions or performances in the fine/applied arts (9%-COPLAC; 8%-public universities) and about 20 percent have had 11 or more (14%-COPLAC; 11%-public universities).

About 38 percent of the UM sample had no professional writings published or accepted for publication in the last 2 years (36%-COPLAC; 20%-public universities). About 60 percent of the UM faculty group had from 1 to 4 professional writings published or accepted within the last 2 years (57%-COPLAC; 52%-public universities) another 2 percent had 5 to 10 professional writings published or accepted (7%-COPLAC; 26%-public universities).

Table 5
Scholarship

	1992		1998		2004		COPLAC		Public Univ
	N	%	N	%	N	%	N	%	%
NUMBER OF:									
<i>Articles- Acad/Prof Jrnls</i>	110		73		58		1281		
none		30.9		21.9		24.1		19.2	10.7
1 to 2		20.0		20.5		22.4		21.2	12.5
3 to 4		20.0		20.5		22.4		19.4	9.6
5 to 10		19.1		26.0		20.7		21.9	17.2
11 to 20		4.5		8.2		5.2		10.8	16.1
21 to 50		4.5		1.4		3.4		6.1	19.6
51+		0.9		1.4		1.7		1.5	14.2
<i>Chapters - Edited Vols</i>	111		69		51		1233		
none		77.5		69.6		70.6		56.4	34.9
1 to 2		18.9		27.5		23.5		26.4	25.1
3 to 4		1.8		2.9		3.9		11.3	15.5
5 to 10		1.8		0.0		0.0		4.5	14.3
11 to 20		0.0		0.0		2.0		1.1	5.9
21 to 50		0.0		0.0		0.0		0.3	3.5
51+		0.0		0.0		0.0		0.1	0.7
<i>Bks/Manuals/Monographs</i>	110		71		51		1219		
none		67.3		74.6		80.4		63.7	47.7
1 to 2		20.0		18.3		15.7		25.5	28.8
3 to 4		9.1		4.2		2.0		6.8	12.2
5 to 10		2.7		2.8		2.0		3.1	7.8
11 to 20		0.9		0.0		0.0		0.2	2.5
21 to 50		0.0		0.0		0.0		0.5	0.8
51+		0.0		0.0		0.0		0.1	0.2
<i>Other-i.e., Patents, software</i>					53		1152		
none						83.0		87.0	79.6
1 to 2						11.3		8.2	11.9
3 to 4						1.9		2.3	4.6
5 to 10						1.9		1.1	2.5
11 to 20						0.0		0.4	0.5
21 to 50						1.9		0.6	0.3
51+						0.0		0.3	0.5
HOW MANY:									
<i>Exhibitions/ Performances In Fine/Applied Arts</i>	107		74		54		1223		
none		75.7		73.0		68.5		77.5	81.4
1 to 2		3.7		1.4		3.7		3.8	3.8
3 to 4		3.7		0.0		1.9		2.6	1.9
5 to 10		0.9		2.7		5.6		2.5	2.1
11 to 20		0.9		5.4		7.4		2.9	1.6
21 to 50		3.7		6.8		5.6		3.6	2.4
51+		11.2		10.8		7.4		7.0	6.8
<i>Prof Writings Published/ Accepted for Publication in Last 2 Yrs</i>	110		73		58		1270		
none		22.7		31.5		37.9		35.9	20.4
1 to 2		38.2		46.6		50.0		39.8	25.9
3 to 4		18.2		16.4		10.3		17.2	25.9
5 to 10		11.8		4.1		1.7		6.1	21.2
11 to 20		5.5		0.0		0.0		0.8	5.0
21 to 50		3.6		1.4		0.0		0.2	1.4
51+		0.0		0.0		0.0		0.0	0.2

Teaching Activities and Attitudes

Teaching activities and attitudes looks at a variety items from types of courses taught to types of teaching activities, evaluation activities, instructional methodologies and goals for undergraduates. Some 43 percent of the 2004 UM group taught 1 or 2 general education courses in the fall term of 2004 (49%-COPLAC; 33%-public universities) and 17 percent had 3 or 4 general education courses (12%-COPLAC; 5%- public universities). Eighty-eight (88) percent of UM faculty sample taught 1 to 4 undergraduate courses (86%-COPLAC; 82%-public universities), while 25 percent taught 1 or 2 graduate courses (16%-COPLAC; 59%-public universities).

Fourteen (14) percent of the 2004 UM faculty sample had taught an Honors course in last 2 years (23%-COPLAC; 24%-public universities); 18 percent had taught an interdisciplinary course (48%-COPLAC; 43%-public universities); and 20 percent had team-taught a course (34%-COPLAC; 43%-public universities). About 59 percent of the UM faculty sample had worked with undergraduates on a research project in the last 2 years (74%-COPLAC; 68%-public universities). About 58 percent of the UM sample had either put assignments on the internet or collected assignments through the internet in the last two years (66%-COPLAC; 67%-public universities), although only 2 percent had taught a course exclusively on the internet (7%-COPLAC; 11%-public universities).

The UM faculty members were more likely (48%) than either the COPLAC faculty members (26%) or the public universities (26%) faculty sample to use multiple-choice mid-terms and/or finals in all or most of the courses that they taught, and less likely to use essay mid-terms or finals in all or most of the courses they taught (51%-UM; 59%-COPLAC; 57%-public universities). Although the percentage using essay mid-terms and finals in all or most of the courses they teach has gone up significantly since 1998 at UM (35%-1998 UM; 51%-2004 UM). About 48 percent of the UM faculty members used student presentations in the all or most of their courses (53%-COPLAC; 44%-public universities); 25 percent assigned term or research papers (40%-COPLAC; 37%-public universities); and UM faculty were less likely to grade on a curve in all or most of the courses they taught than either their COPLAC or public university colleagues (12%-UM; 16%-COPLAC; 25%-public universities).

UM faculty members in the sample were less likely to use group projects in all or most of the courses they taught than either the COPLAC or public universities sample (29%-UM; 37%-COPLAC; 31%- public universities), and about as likely as their public universities colleagues to use extensive lecturing (59%-UM; 50%-COPLAC; 59%-public universities). UM faculty members (24%) were less likely than their COPLAC colleagues (32%; 21%-public universities) to use multiple drafts of written work in all or most of their courses, and more likely than either comparison group to use reflective writing or journaling (22%-UM; 20%-COPLAC; 14%-public universities).

Some interesting comparisons and contrasts can be gained from an examination of the goals that UM and the COPLAC and public universities faculty members consider very important or essential for undergraduates. All faculty considered thinking critically to be

an extremely important goal for undergraduates (100%-UM; 99%-COPLAC and public universities). About 72 percent of UM faculty members thought it was a very important or essential goal to prepare undergraduates for employment (70%-COPLAC; 67%-public universities), 65 percent thought it was very important or essential to prepare undergraduates for graduate school (72%-COPLAC; 61%-public universities), about 29 percent of UM faculty thought it was very important or essential to help undergraduates develop their personal values (54%-COPLAC; 43%-public universities), 98 percent of UM faculty thought it was very important or essential to help undergraduates to master knowledge in a discipline (94%-COPLAC and public universities) and 67 percent thought it was very important or essential to help undergraduates to develop creativity (70%-COPLAC; 69%-public universities). About 64 percent of UM faculty thought it was very important or essential to instill an appreciation of the liberal arts in undergraduates (73%-COPLAC; 50%-public universities). Nineteen (19) percent thought it was very important or essential to enhance the spiritual development of undergraduates (17%-COPLAC; 13%-public universities), 83 percent of UM faculty in the sample thought it was very important or essential to promote the ability to write effectively (92%-COPLAC; 85%-public universities), and 47 percent of UM faculty members in the sample considered it very important or essential to facilitate the search for meaning or purpose in undergraduates lives (38%-COPLAC; 28%-public universities).

Table 7
Teaching

	1992		1998		2004		COPLAC		Public Univ
	N	%	N	%	N	%	N	%	%
<i>COURSES TAUGHT IN:</i>									
<i>General Education</i>	88		67		53		1131		
none		39.8		38.8		39.6		37.9	60.7
one		13.6		17.9		17.0		26.9	22.9
two		26.1		28.4		26.4		22.5	10.5
three		12.5		10.4		13.2		8.4	3.8
four		6.8		3.0		3.8		3.3	1.5
five or more		1.1		1.5		0.0		1.0	0.6
<i>Other BA or BS UG</i>	103		70		51		1196		
<i>Credit Courses</i>									
none		7.8		4.3		2.0		10.5	16.6
one		22.3		22.9		27.5		22.4	40.6
two		22.3		37.1		27.5		29.8	27.8
three		21.4		11.4		9.8		22.4	9.7
four		23.3		22.9		23.5		11.3	3.4
five or more		2.9		1.4		9.8		3.7	1.8
<i>Developmental / Remedial 61</i>			42		41		939		
none		90.2		97.6		97.6		93.2	96.2
one		6.6		0.0		2.4		3.7	2.5
two		0.0		0.0		0.0		1.6	0.6
three		0.0		0.0		0.0		1.1	0.4
four		1.6		0.0		0.0		0.3	0.2
five or more		1.6		2.4		0.0		0.1	0.1
<i>Graduate Courses</i>	83		54		45		955		
none		53.0		61.1		66.7		82.1	37.6
one		36.1		27.8		15.6		13.7	50.2
two		8.4		5.6		8.9		2.6	9.2
three		1.2		5.6		4.4		1.0	2.1
four		0.0		0.0		4.4		0.5	0.5
five or more		1.2		0.0		0.0		0.0	0.5
<i>Teaching Activities Last Two Years</i>									
honors crs	99	17.2	69	18.8	49	14.3	1131	22.7	24.2
interdisciplinary crs	99	23.2	68	19.1	49	18.4	1197	48.3	43.4
ethnic studies crs	97	5.2	67	6.0	49	6.1	1133	13.2	8.9
women's studies crs	94	1.1	67	4.5	48	0.0	1134	11.8	6.1
team-taught crs	102	35.3	68	20.6	49	20.4	1162	33.6	42.5
service learning crs			65	20.0	49	10.2	1136	21.1	22.2
undergraduate rsch	101	62.4	71	63.4	56	58.9	1244	73.6	67.8
put/collected assignmts									
on Internet			70	28.6	52	57.7	1218	66.0	67.6
taught course exclusively on Internet			68	1.5	48	2.1	1131	7.0	10.6
participated in fac dev prg					53	49.1	1226	67.4	49.2
advised stu grp in service/volunteer wk					53	30.2	1192	46.2	39.6
collaborated w/ community in rsch/tching					50	46.0	1193	49.4	44.6
developed new course					54	70.4	1244	70.9	70.0
conducted research or writing focused on									
international / global issues					48	22.9	1125	28.6	31.2
racial or ethnic minorities					47	19.1	1111	23.9	21.9
women and gender issues					46	15.2	1120	24.3	20.3
taught a first-year seminar					49	10.2	1146	24.5	21.3

Table 7
Teaching

	1992		1998		2004		COPLAC		Public Univ
	N	%	N	%	N	%	N	%	%
<i>Evaluation Methods Used in Most or all Undergraduate Classes</i>									
multiple-choice	108	44.4	74	37.8	58	48.3	1303	25.8	25.5
mid-terms/finals									
essay mid-terms/finals	108	36.1	74	35.1	59	50.8	1308	58.8	57.3
short-answer	107	31.8	74	35.1	59	33.9	1303	40.1	35.0
mid-terms/finals									
quizzes	111	30.6	73	28.8					
weekly essays	110	10.9	72	11.1					
student presentations	109	32.1	73	32.9	59	47.5	1304	52.7	43.9
term/research papers	107	22.4	73	28.8	59	25.4	1307	39.6	25.4
stud evals of each	109	18.3	73	11.0	59	8.5	1305	18.2	13.3
others work									
stu evaluations of own wk					59	13.6	1304	19.9	15.3
grading on a curve	111	6.3	73	9.6	59	11.9	1305	16.0	24.9
class discussions	110	74.5	75	77.3	59	81.4	1312	83.2	79.2
<i>Instructional Methods Used in Most or all Undergraduate Classes</i>									
cooperative learning	110	41.8	74	44.6	59	42.4	1307	54.2	40.8
teaching assistants	110	3.6	74	2.7	59	1.7	1306	5.4	19.8
recitals or	109	23.9	73	16.4	59	15.3	1304	22.9	19.6
demonstrations									
group projects	109	15.6	74	27.0	59	28.8	1303	36.8	31.4
extensive lecturing	110	46.4	75	41.3	59	59.3	1306	49.9	59.4
multpl drafts-written wk	109	22.0	74	20.3	59	23.7	1304	32.3	21.3
readings racial/ethnic	108	15.7	72	16.7	59	15.3	1307	26.5	19.0
issues									
readings- women /	108	13.9	73	15.1	59	11.9	1304	23.6	17.3
gender									
stu-selected topics	109	11.9	74	5.4	59	15.3	1305	14.9	14.6
community service coursework					59	5.1	1306	7.7	5.7
reflective writing/journaling					59	22.0	1301	19.8	13.6
on-line instruction					59	10.2	1305	13.5	14.6
<i>Goals for Undergraduates Noted as Very Important or Essential</i>									
think clearly	113	100.0	76	98.7					
think critically					58	100.0	1313	99.4	98.9
prepare for employmnt	113	75.2	76	76.3	58	72.4	1310	69.7	67.2
prepare for grad ed	113	68.1	75	61.3	57	64.9	1309	71.7	60.5
devel moral character	112	62.5	75	49.3	58	46.6	1310	57.9	48.8
provide for emotional	113	49.6	75	42.7	58	22.4	1306	37.2	29.2
development									
dev personal values	112	71.4	75	61.3	58	29.3	1310	53.5	43.4
enhance self-	113	77.0	75	70.7	58	62.1	1311	62.2	52.6
understanding									
instill commitment to			75	46.7	58	39.7	1309	43.2	30.4
community service									
prepare for responsible			74	62.2	58	65.5	1310	67.3	53.1
citizenship									
enhance appreciation			74	66.2	58	53.4	1310	64.0	53.0
of race/ethnic groups									
help master knowledge in a discipline					58	98.3	1312	93.8	94.3
develop creativity					58	67.2	1310	73.3	69.3
Instill appreciation of liberal arts					58	63.8	1310	70.3	49.6
Enhance spiritual development					57	19.3	1303	16.6	12.8
Promote ability to write effectively					58	82.8	1311	91.7	85.2
Facilitate search for meaning /					58	46.6	1308	37.7	28.3
purpose in life									

Faculty Interests, Goals and Activities

A higher percentage of 2004 UM faculty respondents (44%) lean very heavily toward teaching than either their COPLAC (33%) or public universities (18%) colleagues. An additional 42 percent of the UM sample lean toward teaching (50%-COPLAC; 33%-public universities), 14 percent lean toward research (16%-COPLAC; 41%-public universities) and none lean very heavily toward research (1%-COPLAC; 8%-public universities).

The personal goal that UM faculty and the other comparison faculty members were most likely to endorse was being a good teacher (95%-UM; 99%-COPLAC; 97%-public universities), followed by being a good colleague (86%-UM; 92%-COPLAC; 90%-public universities) and serving as a role model to students (86%-UM; 89%-COPLAC; 84%-public universities). Other personal goals that faculty members noted as very important or essential to them included helping others in difficulty (66%-UM; 66%-COPLAC; 60%-public universities), developing a philosophy of life (64%-UM; 72%-COPLAC; 66%-public universities), raising a family (61%-UM; 66%-COPLAC; 72%-public universities), integrating spirituality into life (53%-UM; 41%-COPLAC; 37%-public universities), and becoming an authority in their field (46%-UM; 43%-COPLAC; 65%-public universities).

In the last two years, about a third of the UM faculty members in the sample had received one or more firm job offers (34%-UM; 24%-COPLAC; 25%-public universities), 24 percent had considered early retirement (22%-COPLAC; 23%-public universities), 36 percent had considered leaving Montevallo for another institution (44%-COPLAC; 47%-public universities), and 32 percent had considered leaving academe all together (34%-COPLAC; 30%-public universities). About a quarter of UM's sample had served as a paid consultant (24%-UM; 33%-COPLAC; 45%-public universities), about 49 percent had engaged in public service or professional consulting without pay (58%-COPLAC; 61%-public universities), 28 percent had received funding for their work from foundations (23%-COPLAC; 28%-public universities), 22 percent received funding for their work from the state or federal government (27%-COPLAC; 43%-public universities), and 7 percent had received funding from business or industry (9%-COPLAC; 21%-public universities).

Members of the UM sample were significantly more likely to have been given an award for outstanding teaching than were comparison group members (53%-UM; 39%-COPLAC; 47%-public universities), and they were more likely to commute long distances (40%-UM; 20%-COPLAC; 14%-public universities). UM faculty members were more likely to have been born in the United States (90%-UM; 87%-COPLAC; 84%-public universities) and more likely to be United States' citizens (97%-UM; 94%-COPLAC; 93%-public universities). About a third of all the respondents had spouses or partners in academe (35%-UM; 33%-COPLAC; 32%-public universities), although UM faculty members were somewhat less likely to have spouses or partners who worked in the same city (55%-UM; 61%-COPLAC; 64%-public universities). Faculty members at UM were less likely to have been sexually harassed at Montevallo (2%-UM; 6%-COPLAC; 6%-public universities) and less likely to have been sexually harassed at Montevallo than in prior years (2%-UM 2004; 5%-UM 1998; 4%-UM 1992). Faculty at UM were less likely to use scholarship to address local community needs (40%-UM;

51%-COPLAC; 46%-public universities) or publish op-ed pieces or editorials (16%-UM; 25%-COPLAC; 22%-public universities).

Table 8
Faculty Interests, Goals and Activities

	1992		1998		2004		COPLAC		Public Univ
	N	%	N	%	N	%	N	%	%
<i>Primary Interest</i>	113		75		59		1311		
very heavily in teaching		43.4		26.7		44.1		32.9	17.9
leaning toward teaching		41.6		60.0		42.4		49.5	33.4
leaning toward research		12.4		10.7		13.6		16.3	40.8
very heavily in research		2.7		2.7		0.0		1.3	7.9
<i>Personal Goals Noted as Very Important or Essential</i>									
become authority in field	110	55.5	73	52.1	59	45.8	1312	42.9	64.8
influence pol structure	110	16.4	73	23.3	59	13.6	1310	21.1	18.3
influence social values	110	48.2	73	39.7	59	30.5	1305	39.8	32.9
raise a family	109	75.2	72	62.5	59	61.0	1295	65.9	71.5
very well-off financially	110	30.9	73	37.0	58	44.8	1311	36.0	44.5
help others in difficulty	109	75.2	73	32.9	59	66.1	1307	65.8	60.3
develop phil of life	109	85.3	73	80.8	59	64.4	1306	71.5	65.6
promote racial understanding	109	71.6	72	66.7	59	54.2	1309	58.1	52.0
obtain recog from colleagues	111	44.1	72	26.4	59	40.7	1310	42.7	58.5
integrate spirituality into life			72	61.1	59	52.5	1302	40.5	36.6
be a good colleague			73	93.2	59	86.4	1312	92.0	90.1
be a good teacher			74	100.0	59	94.9	1314	98.6	96.8
achieving congruence between my own values and institutional values					59	55.9	1307	53.0	45.8
serving as a role model to students					59	86.4	1312	88.9	84.3
<i>During Last Two Years, have you:</i>									
had 1+ firm job offers	111	31.5	75	37.3	59	33.9	1302	24.0	25.0
developed a new course	109	67.9	76	76.3					
consider early retiremnt	108	34.3	74	37.8	58	24.1	1307	21.7	23.1
considered leaving academe	109	36.7	74	39.2	59	32.2	1307	34.0	29.9
considered leaving this institution for another					58	36.2	1305	43.7	46.6
changed academic institutions					58	10.3	1304	10.7	8.5
taught at more than 1 inst in same term					58	12.1	1304	8.6	8.0
requested/sought early promotion					58	3.4	1305	7.2	6.9
served as a paid consultant			75	42.7	58	24.1	1302	33.2	44.5
engaged in public service/professional consulting without pay					57	49.1	1302	58.2	61.0
received funding for your work from:									
foundations					58	27.6	1290	22.5	28.1
state or federal government					58	22.4	1287	27.0	43.4
business or industry					58	6.9	1265	9.1	21.4
<i>General Activities</i>									
held acad admin posn	112	36.6	75	38.7	58	34.5	1311	38.5	42.7
award for outstanding teaching	112	37.5	75	52.0	58	53.4	1313	38.8	46.8
commute long distance	110	29.1	75	30.7	58	39.7	1313	19.9	14.3
rsch/writing on women	108	24.1	75	26.7					
spouse/partner work in same city	90	33.3	72	26.4	55	54.5	1237	61.2	64.1
spouse/partner an acad	93	45.2	70	30.0	55	34.5	1236	32.6	31.9
research/writing on race and ethnicity	108	19.4	75	28.0					
born in the U.S.A.	110	92.7	75	96.0	59	89.8	1311	87.3	84.0
U.S. citizen	110	99.1	75	97.3	59	96.6	1311	94.2	92.5
sexually harassed here	110	3.6	74	5.4	58	1.7	1304	5.7	5.5
member of faculty union					57	8.8	1305	34.0	18.9
plan to retire in next 3 years					58	8.6	1305	12.0	14.1
use scholarship to address local community needs					58	39.7	1302	50.7	45.9

published op-ed pieces or editorials	58	15.5	1304	24.5	22.3
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Job Satisfaction

The top 10 aspects of the job that were noted as very satisfactory or satisfactory by UM faculty members were professional relations with other faculty (81%-UM; 79%-COPLAC; 75%-public universities), social relations with other faculty (85%-UM; 71%-COPLAC; 61%-public universities), competency of colleagues (83%-UM; 81%-COPLAC; 77%-public universities), overall job satisfaction (81%-UM; 76%-COPLAC; 75%-public universities), autonomy and independence (80%-UM; 87%-COPLAC; 87%-public universities), opportunity to develop new ideas (72%-UM; 75%-COPLAC; 79%-public universities), clerical and administrative support (63%-UM; 54%-COPLAC; 49%-public universities), relationship with administration (62%-UM; 54%-COPLAC; 52%-public universities), availability of child care (61%-UM; 29%-COPLAC; 26%-public universities), and quality of students (59%-UM; 62%-COPLAC; 52%-public universities). When asked if they still wanted to be a college professor, UM faculty members were much more likely to indicate that the answer was definitely yes (70%-UM; 56%-COPLAC; 53%-public universities) and also more likely to say probably no (9%-UM; 4%-COPLAC; 6%-public universities). No UM faculty members in the sample would definitely not want to be a college professor if they had the decision to make again (0%-UM; 1%-COPLAC; 2%-public universities).

Sources of stress for UM faculty members over the last 2 years included household responsibilities (79%-UM; 77%-COPLAC; 71%-public universities), personal finances (71%-UM; 67%-COPLAC; 56%-public universities), working with under-prepared students (70%-UM; 54%-COPLAC; 47%-public universities), teaching load (68%-UM; 75%-COPLAC; 60%-public universities), lack of personal time (68%-UM; 78%-COPLAC; 73%-public universities), self-imposed high expectations (68%-UM; 82%-COPLAC; 81%-public universities), institutional procedures (66%-UM; 66%-COPLAC; 69%-public universities), and research or publishing demands (58%-UM; 61%-COPLAC; 70%-public universities). The lowest sources of stress for UM faculty were changes in work responsibilities (20%-UM; 40%-COPLAC; 36%-public universities), marital friction (20%-UM; 24%-COPLAC; 22%-public universities), subtle discrimination (22%-UM; 28%-COPLAC; 27%-public universities), and children's problems (22%-UM; 30%-COPLAC; 30%-public universities).

Table 9
Job Satisfaction

	1992		1998		2004		COPLAC		Public Univ
	N	%	N	%	N	%	N	%	%
<i>Aspects of Job Noted as</i>									
<i>Very Satisfactory or Satisfactory</i>									
salary + fringe benefits	111	23.4	73	31.5	59	28.8	1313	36.3	47.1
opportunity -scholarly pursuits	110	45.5	72	54.2	56	42.9	1277	39.7	64.3
teaching load	111	48.6	73	52.1	59	49.2	1308	45.3	62.2
quality of students	112	45.5	73	43.8	59	59.3	1312	62.0	51.7
autonomy and independence	112	85.7	73	84.9	59	79.7	1311	86.5	87.2
professional relations w/ other faculty	111	78.4	73	82.2	59	91.4	1308	79.1	74.9
social relations with other faculty	108	66.7	67	67.2	53	84.9	1273	71.3	61.2
competency of colleagues	110	66.4	73	72.6	59	83.1	1305	80.6	77.0
visibility f/ jobs other inst	83	38.6	49	40.8	42	45.2	802	42.8	54.6
relationships with admin	112	66.1	72	59.7	58	62.1	1288	54.0	52.1
overall job satisfaction	112	71.4	73	74.0	59	81.4	1312	76.1	75.2
oppty to develop new ideas			72	76.4	58	72.4	1298	74.9	78.8
availability of child care at institution					18	61.1	430	28.6	26.2
prospects for career advancement					50	56.0	1139	49.3	54.3
clerical/administrative support					59	62.7	1296	53.6	48.9
<i>Still Want to Be a College Professor?</i>	114		75		59		1286		
definitely yes		50.0		42.7		69.5		56.3	53.0
probably yes		33.3		37.3		15.3		27.4	28.4
not sure		10.5		12.0		6.8		11.0	11.3
probably no		2.6		6.7		8.5		3.8	5.8
definitely no		3.5		1.3		0.0		1.4	1.5
<i>Sources of Stress over Last 2 Years</i>									
household resp	112	62.5	72	77.8	58	79.3	1297	77.1	71.4
child care	113	33.6	71	35.2	59	28.8	1294	32.9	29.5
care of elderly parent	112	34.8	72	36.1	59	28.8	1293	30.5	32.4
my physical health	112	41.1	72	50.0	59	49.2	1303	54.8	49.6
health of spouse/partner					58	27.6	1283	35.0	34.9
review/promotion process	111	43.2	72	48.6	58	41.4	1298	45.8	46.9
subtle discrimination	112	28.6	72	25.0	59	22.0	1296	27.5	26.8
personal finances	112	58.0	72	72.2	59	71.2	1305	67.0	56.4
committee work	110	51.8	72	76.4	59	35.6	1302	61.4	57.3
faculty meetings	110	39.1	72	55.6	59	40.7	1303	55.0	47.5
rsch or publishing demands	110	46.4	72	56.9	59	57.6	1300	60.5	69.5
inst procedures & "red tape"	110	57.3	72	80.6	59	66.1	1301	66.4	69.4
teaching load	112	62.5	72	66.7	59	67.8	1306	74.6	60.4
children's problems	110	36.4	72	38.9	59	22.0	1285	30.3	30.0
marital friction	112	19.6	72	33.3	59	20.3	1287	23.7	22.3
time pressures	112	81.2	72	84.7					
lack of personal time					59	67.8	1304	78.0	72.6
keeping up w/ information tech			71	69.0	59	50.8	1299	59.2	54.6
job security					59	25.4	1301	34.0	27.9
being part of dual career couple					59	44.1	1289	39.6	34.8
self-imposed high expectations					59	67.8	1302	81.7	80.6
change in work responsibilities					59	20.3	1301	39.9	35.8
working with under-prepared students					59	69.5	1304	53.5	47.1

General Attitudes and Opinions

Faculty members in the UM 2004 sample were less likely to be liberal than their COPLAC or public universities colleagues (43%-UM; 53%-COPLAC; 50%-public universities) and much more likely to be conservative (28%-UM; 13%-COPLAC; 14%-public universities). They were much less likely to have a far left political orientation (6%-UM; 12%-COPLAC; 10%-public universities).

In terms of general attitudes, UM faculty in the sample agreed strongly or somewhat strongly that a racially and ethnically diverse student body enhances the educational experience for all students (91%-UM; 94%-COPLAC; 91%-public universities), colleges should encourage students to be involved in community service (86%-UM; 87%-COPLAC; 80%-public universities), colleges have a responsibility to work with their surrounding communities to address local issues (81%-UM; 84%-COPLAC; 77%-public universities), and colleges should be active in solving social problems (64%-UM; 69%-COPLAC; 67%-public universities). Over 70 percent of the UM sample agreed to a great extent that they engage in self-reflection (73%-UM; 70%-COPLAC; 65%-public universities), feel good about their life's direction (71%-UM; 63%-COPLAC; 61%-public universities), feel that their work adds meaning to their life (71%-UM; 71%-COPLAC; 68%-public universities), and experience joy in their work (71%-UM; 67%-COPLAC; 64%-public universities).

Table 10
General Attitudes and Opinions

	1992		1998		2004		COPLAC		Public Univ
	N	%	N	%	N	%	N	%	%
<i>Political Orientation</i>	111		72		54		1189		
far left		1.8		5.6		5.6		12.0	9.5
liberal		33.3		36.1		42.6		53.0	49.5
middle-of-the-road		40.5		40.3		24.1		21.7	26.3
conservative		24.3		18.1		27.8		13.2	14.3
far right		0.0		0.0		0.0		0.1	0.4
<i>Agree Strongly or Somewhat</i>									
Western civilization foundation of UG curriculum	105	55.2	72	65.3	58	63.8	1292	52.2	52.9
Colleges have right to ban extreme speakers	105	23.8	72	20.8	58	29.3	1295	16.8	17.9
Chief benefit of college-increases earning power	107	28.0	73	23.3	58	44.8	1301	22.9	27.0
Promoting diversity leads to admission of underprepared students	107	27.1	71	22.5	58	22.4	1295	20.2	24.4
College should be active in solving social problems	107	70.1	72	65.3	58	63.8	1298	69.3	67.1
Tenure is outmoded concept			73	35.6	58	29.3	1296	27.8	31.3
Encourage stu to do cmty svc			73	82.2	58	86.2	1299	87.1	80.0
Give community svc weight in admission			73	52.1					
Tenure essential to attract best			73	63.0	58	58.6	1288	65.5	67.4
Computers enhance stdt learning			73	89.0					
Racially/ethnically diverse student body enhances education experience for all students			73	93.3	58	91.4	1299	94.1	91.2
Realistically, individual can do little to bring change in society					58	17.2	1300	18.1	20.7
Colleges should be concerned with facilitating UG student's spiritual development					57	17.5	1297	21.7	17.6
Colleges responsible for working with surrounding communities to address local issues					58	81.0	1299	83.8	77.1
Spiritual dimension of faculty members lives no place in the academy					57	50.9	1291	46.6	51.2
Including community service as part of a course is poor use of resources					58	20.7	1294	16.0	24.5
<i>Faculty Member Agrees to a Great Extent:</i>									
Engage in academic work across multiple disciplines					58	22.4	1305	37.6	38.0
Graduate training prepared you well as a faculty mentor			59	59.3	1305	40.9	40.5		
Experience joy in your work					58	70.7	1304	66.7	64.4
Feel good about life's direction					59	71.2	1302	63.1	61.1
Engage in self-reflection					59	72.9	1303	69.7	64.6
Achieve healthy balance between personal and professional life					59	40.7	1304	37.4	37.2
Feel work adds meaning to your life					59	71.2	1302	71.4	67.8
Consider yourself a religious person					59	39.0	1301	26.1	26.9
Consider yourself a spiritual person					59	55.9	1299	43.9	38.6
Engage in regular exercise					59	40.7	1303	41.3	43.1
Eat a well-balanced diet					59	32.2	1302	44.5	47.6
Get adequate amounts of sleep			59	35.6	1299	30.7	33.6		
Engage in prayer/meditation					58	31.0	1296	19.0	19.1
Experience close alignment between your work and personal values					59	55.9	1299	59.0	54.3
Seek opportunities to grow spiritually					58	32.8	1292	26.0	23.3
Feel need to work harder than colleagues to be seen as legitimate scholar					59	11.9	1299	23.2	23.6

Beliefs About the Institution

In the list of attributes noted as being very descriptive of the institution, 80 percent of UM faculty in the sample noted that it was easy to see faculty outside of office hours (69%-COPLAC; 41%-public universities), 49 percent indicated that faculty at Montevallo respect one another (53%-COPLAC; 46%-public universities), and 31 percent indicated that there was respect for diverse values and beliefs (38%-COPLAC; 29%-public universities). Two issues were noted as being of high or highest priority at Montevallo by the UM faculty respondents including hiring more minority faculty and administration (54%-UM; 50%-COPLAC; 51%-public universities) and increasing or maintaining institutional prestige (59%-UM; 64%-COPLAC; 71%-public universities).

UM faculty in the sample strongly agreed or somewhat agreed with the statements that faculty are strongly interested in the academic problems of undergraduates (91%-UM; 89%-COPLAC; 65%-public universities), my teaching is valued by faculty in my department (88%-UM; 88%-COPLAC; 80%-public universities), faculty are interested in students' personal problems (86%-UM; 86%-COPLAC; 65%-public universities), my research is valued by faculty in my department (75%-UM; 71%-COPLAC; 72%-public universities), my values are congruent with the dominant institutional values (72%-UM; 70%-COPLAC; 57%-public universities), there is adequate support for integrating technology in my teaching (67%-UM; 73%-COPLAC; 75%-public universities), and criteria for advancement and promotion are clear (63%-UM; 68%-COPLAC; 69%-public universities).

Table 11
Beliefs About the Institution

	1992		1998		2004		COPLAC		Public 4-Yr
	N	%	N	%	N	%	N	%	%
<i>Attributes Noted as Being VERY</i>									
<i>Descriptive of the Institution</i>									
easy to see faculty outside office hours	113	47.8	75	53.3	59	79.7	1311	69.2	41.1
faculty typically at odds with administration	113	16.8	75	24.0	58	5.2	1307	14.8	15.3
faculty here respect one another	111	24.3	74	33.8	59	49.2	1309	52.6	46.3
most students treated like numbers	113	1.8	75	1.3	59	0.0	1306	0.8	6.0
social activities overemphasized	112	7.1	74	0.0	59	0.0	1306	3.4	8.8
faculty rewarded for good teaching	113	12.4	73	17.8	59	16.9	1307	21.1	12.0
respect for diverse values and beliefs					59	30.5	1309	38.2	29.0
faculty are rewarded for use of instructional technology				59		8.5	1297	17.3	17.4
faculty rewarded for work with underprepared students					59	1.7	1296	4.4	2.6
<i>Issues Noted as Being of High or Highest Priority at Your College or University</i>									
hire more minority faculty and admin	113	64.6	72	44.4	59	54.2	1289	50.2	50.5
hire more women faculty and admin	112	39.3	71	19.7	59	37.3	1288	41.1	47.8
increase/maintain inst prestige	111	84.7	73	56.2	59	59.3	1298	64.1	71.2
hire faculty "stars"	112	11.6	72	12.5	59	11.9	1294	13.5	48.9
recruit more minority students	113	61.9	72	50.0	59	44.1	1298	52.5	54.1
enhance institution's nat'l image	113	54.0	71	39.4	59	42.4	1298	69.5	80.2
create diverse, multi-cultural environment	112	45.5	70	34.3	59	35.6	1297	55.7	55.8
mentor new faculty					59	40.7	1295	43.4	40.9
promote gender equality among faculty					59	45.8	1288	48.6	47.1
provide faculty resources for community-based teaching or rsch					59	27.1	1290	30.5	26.7
create and sustain partnerships with surrounding communities					59	32.2	1293	39.8	35.3
pursue extramural funding					57	38.6	1273	45.0	78.0
<i>Statements About the Institution With Which Faculty Agree Strongly or Somewhat</i>									
Interested in students' personal problems					59	86.4	1300	86.3	64.9
racial and ethnic diversity should be strongly reflected in the curriculum					58	55.2	1296	60.4	50.3
most students are well-prepared academically					59	45.8	1299	49.7	36.5
faculty are strongly interested in acad problems of undergrads					58	91.4	1299	88.5	65.3
there is a lot of campus racial conflict					59	1.7	1297	8.8	12.6
most students strongly committed to community service					57	45.6	1289	35.2	30.7
my research is valued by faculty in dept					59	75.4	1267	70.6	71.6
my teaching is valued by faculty in dept					57	88.1	1267	87.9	80.3
my dept does a good job of									

mentoring new faculty

58 69.0

1295 63.2

54.2

Table 11
Beliefs About the Institution

	1992		1998		2004		COPLAC		Public 4-Yr
	N	%	N	%	N	%	N	%	%
<i>Statements About the Institution With Which Faculty Agree Strongly or Somewhat</i>									
faculty sufficiently involved in campus decision making					59	42.4	1292	56.8	44.6
my values congruent with dominant inst values					58	72.4	1294	70.4	56.6
adequate support for integrating technology in my teaching					58	67.2	1294	73.4	75.0
institution takes responsibility for educating underprepared stu					58	58.6	1289	54.5	49.1
criteria for advancement and promotion are clear					59	62.7	1287	67.8	69.0
most of stu I teach lack basic skills for college level work					59	27.1	1304	30.5	32.5
my dept has difficulty recruiting faculty			59		59.3	1293	45.6	39.0	
my dept has difficulty retaining faculty					59	45.8	1291	24.5	32.7
adequate support for faculty development					59	39.0	1291	46.1	48.6
institution should not offer remedial or developmental education					58	41.4	1280	34.4	32.9

APPENDIX A
2004-2005 FACULTY SURVEY

APPENDIX B
2004-2005 FACULTY SURVEY INSTITUTIONAL SUMMARIES

APPENDIX C
COPLAC MEMBER INSTITUTIONS PARTICIPATING IN THE SURVEY

COPLAC MEMBER INSTITUTIONS PARTICIPATING IN THE SURVEY

College of Charleston
Eastern Connecticut State University
Fort Lewis College
Henderson State University
New College of Florida
Ramapo College of New Jersey
Sonoma State University
Southern Oregon University
SUNY College at Genesco
Truman State University
University of Minnesota, Morris
University of Montevallo*
University of North Carolina at Asheville

*Not included in the COPLAC comparison group for the University of Montevallo