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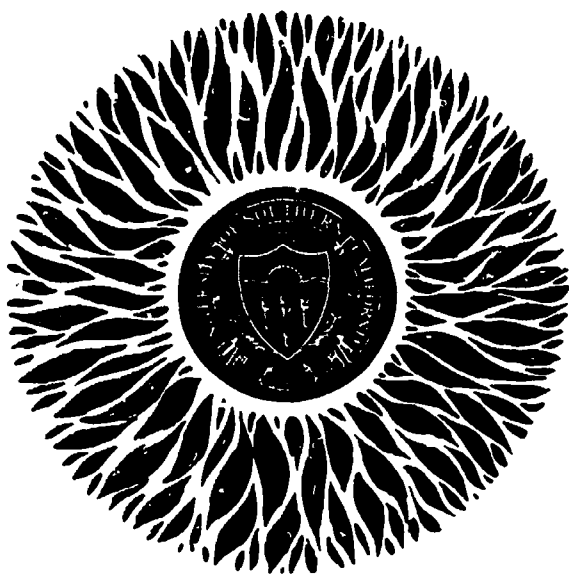
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ABSTRACT

During the fall 1973 semester, a sample of University of Southern California (USC) faculty received a confidential questionnaire covering a broad range of topics regarding their relationship with the University. A sample of faculty from the graduate professional schools were asked to respond to the subsection of the questionnaire exploring their opinions on administrative policies and practices. Self-ratings of the amount of interest they have in various aspects of the professional job rather effectively dispel the oft expressed dichotomy of the teacher and the researcher. Even those with only a moderate interest in teaching have a strong sense of obligation to their students. Many of the faculty are quite isolated from each other and from the administration. Their loyalties are to their students and their departmental colleagues. The majority of the faculty believe USC is a fairly good place to be and expect that any changes that may occur in the next few years will be for the better. The faculty do not feel that their lot is improved by making contributions in the areas they perceive to be valued at USC. They express a desire for some order to uniformity of policies, particularly in personnel practices. (Author)

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USC FACULTY: Their Views of the University



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Office of Institutional Studies

University of Southern California

USC FACULTY:
Their Views of the University

by

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University of Southern California
Office of Institutional Studies

1974

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Summary

During the Fall 1973 semester, a sample of USC faculty affiliated with schools that offer both graduate and undergraduate programs received a confidential questionnaire covering a broad range of topics regarding their relationship with the University. A sample of faculty from the graduate professional schools were asked to respond to the sub-section of the questionnaire exploring their opinions on administrative policies and practices.

In view of the sensitive nature of some of the questions, the possibility of individual identification, and the unaggressive nature of the attempts to encourage responses from the dilatory or reluctant, the 68% response rate is quite high, confirmation of the tendency, noted in other studies, of the USC faculty to cooperate and communicate when asked.

Self-ratings of the amount of interest they have in various aspects of the professional job rather effectively dispel the oft expressed dichotomy of the teacher and the researcher. No relationship was found between the two interests; that is, an individual with a high degree of interest in one may or may not have a high degree of interest in the other. No one expressed a total lack of interest in either teaching or research - a reasonable finding, considering the number of colleges and research institutes available for the single-interest professional. If one were forced to state the strongest interest of USC faculty, it would be teaching. Even those with only a moderate interest in teaching accept a personal responsibility and have a strong sense of obligation to their students.

Reports of personal contacts give the impression that many of the faculty

are quite isolated from each other and from the administration. Their loyalties are to those closest to them: their students and their departmental colleagues. The majority believe that they are affiliated with a good department and are in agreement with its goals. They believe USC is a fairly good place to be and expect that any changes that may occur in the next few years will be for the better. There is cause for dissatisfaction with the operation of the reward system. The faculty do not feel that their lot is improved by making contributions in the areas they perceive to be valued at USC. They express a desire for some order or uniformity of policies, particularly in personnel practices.

The prime focuses of concern for the faculty are their students and their professional field. The University is a vehicle for the accomplishment of their goals and is seen rather dimly through the screen of the departments and schools. In general, and despite specific complaints, the faculty appear to be moderately content with their professorial life and not unduly pessimistic about the future.

USC FACULTY:
Their Views of the University

INTRODUCTION

There are many channels of communication at USC for the faculty member who wishes his or her opinion on a subject to be known. In addition to self-initiated statements, there are numerous committees and the new President's Advisory Council and Faculty Senate through which faculty opinions are incorporated in the policies and practices of the University. Beyond this, occasions and needs arise where it is desirable to have quantifiable information based on a more comprehensive sample of faculty. In response to an accumulation of requests, the Office of Institutional Studies compiled a multi-purpose questionnaire during the Spring of 1973. Administrators and faculty active in university affairs reviewed topics and specific items in regards to appropriateness, interest, answerability and technical soundness. A final revision and selection of items was made by OIS and the questionnaire was distributed during the Fall semester of 1973.

PROJECT DESIGN

Description of the Questionnaire

The questionnaire can be logically divided into four sections. The first focuses on the faculty's work relationship with USC. The items ask the faculty to describe their professional interests, values, and orientation and to indicate their satisfaction with their working conditions, with USC, and with themselves. A second section elicits faculty opinion and perceptions on specific issues of current and/or continuing concern to faculty and administration. The third and fourth sections serve informational needs regarding retirement policies and interdisciplinary research programs.

Faculty of schools that offer both graduate and undergraduate programs received the complete questionnaire. Faculty of schools that offer only post-baccalaureate programs received a short form that omitted the first section of the items described above.

Because few universities attempt a faculty satisfaction study and fewer yet are willing to distribute the results, a major limitation of this project is the lack of comparable data to serve as a standard for evaluating the responses. For example, if one were to find that 27% of the faculty stated that their primary goal in teaching is to "develop moral character", that estimate is of interest on an absolute scale, but one would also like to know if 27% is an unusually high or an unusually low figure, or if it is typical of faculty in similar universities.

The American Council of Education has published two reports of a nationwide study of faculty in 300 institutions during the 1968-69 and 1972-73 academic years (1,2). Dressel, et al. (4) analyzed departmental operations and faculty interactions of 70 LAS, Business and Engineering departments within 15 different

universities. Whenever possible appropriate items from these studies were included in the USC survey and the comparative data is presented.

Selection of Sample

The population to be surveyed was defined as faculty with the rank of assistant professor or above, whose duties are primarily instructional. Department chairpersons were included; individuals whose duties are primarily administrative were not. Sample A was drawn from a 1971-72 listing of faculty by department within Architecture and Fine Arts, Business, Engineering, Letters, Arts and Sciences, and Performing Arts. An initial selection of every other individual was made. The names of individuals not at USC for the 1973-74 year were discarded; additional individuals were selected or omitted at random to achieve a distribution sample equal to 40% of the number of 1973-74 faculty in each department and school. Thus Sample A consists of regular instructional faculty who had had a minimum of two years experience at USC and were affiliated with schools that offer both a graduate and undergraduate program.

Sample B consisted of a random selection of 40% of the faculty with 1973-74 salary contracts from each of the other schools of the university except Medicine, from which 17 were selected at random.

Data Collection

The questionnaires were placed in the Campus Mail November 9, 1973. One-third of the recipients had returned the questionnaire by November 19th, the Monday before the Thanksgiving holidays, when a reminder notice was mailed. On December 5th a second questionnaire was sent to those who had not yet responded, 40% of the original sample. Data Collection was terminated on December 28th with 74 of the original sample accounted for.

Each questionnaire was given a code number that would enable sub-analyses based on rank, age, etc. without asking on the questionnaire itself for data that might identify the respondent. The computer card containing the personal data, which was obtained from administrative records, was identified only by that code number. The code sheet linking number and name was destroyed prior to analyses. The instructions suggested that the faculty omit any item that they did not want to answer, but asked that they return the questionnaire even if it was completely blank.

Because of the sensitive nature of some of the questions and the difficulty of answering others, complaints and protests were registered. Twenty-five individuals (6% of the sample) returned unanswered questionnaires or asked Institutional Studies to remove their name from the sample. Most offered no explanation, but the two reasons cited above and "lack of time" were mentioned. Seven individuals preferred to respond with absolute anonymity and removed the code number. Their responses are included in the analyses whenever possible. Many respondents exercised the option of omitting some items. This will be noted in the discussion of the items, but occurred most frequently for the sections dealing with retirement and with interdisciplinary research and other areas where it is reasonable to assume, on a post hoc basis, that the faculty had no opinion or no knowledge on which to base an opinion.

The number of faculty who received the questionnaire and the number who answered it are shown in Table 1. The number of questionnaires that were analyzed was 289, 68% of the original sample and approximately 18% of the total USC faculty.

Table 1

Response Tabulations

<u>Sample</u>	<u>Received Questionnaire</u>	<u>Returned Questionnaire</u>	<u>Answered Questionnaire</u>
A	239	183 (77%)	167 (70%)
B	167	131 (70%)	122 (65%)
TOTAL	426	314 (74%)	289 (68%)

Analyses

The analyses of the questionnaire items concerning retirement and interdisciplinary programs are described in separate reports:

OIS 74-1 Interdisciplinary and Multidisciplinary Programs:
Attitudes and Experiences of USC Faculty

OIS 74-2 Faculty Retirement: A Preliminary Study.

The remainder of the items were analyzed along two dimensions: academic rank and "faculty unit". To have **reasonably** stable statistics it was necessary to combine the responses of faculty of the smaller schools and the term "faculty unit" was created to describe the resulting groups. The schools of Engineering and Business and the three divisions of LAS are treated as separate faculty units. The schools of Architecture and Fine Arts and of Performing Arts were combined to form the "Arts" faculty unit. The three Law faculty who responded were grouped with Dentistry because they both have a self-contained student body and an independence in scheduling not typical of other professional schools. To correct for the under-sampling of the Medical faculty, a weight of 2.5 was assigned to their responses to reflect their actual representation among the total university faculty. The Medicine, Dentistry-Law, and Other faculty units did not receive items 1 through 23. The data reported is from all units for which it is available.

Two Appendices supplement the results presented in this report. Appendix A is a reproduction of the questionnaire showing the number of faculty who selected each response. Statistically significant differences between ranks or between faculty units that are not detailed in the report are shown by item number in Appendix B.

Description of Respondents

Table 2 details the sub-divisions of the faculty units and the number of respondents from each. A comparison of the respondents with the non-respondents shows that the schools of Law and Public Administration are under-represented among the respondents.

The sex, rank, age, tenure status and number of years at USC are also shown for the respondents. For sample A the following additional data were recorded: rank and salary of original appointment at USC, and 1971, 1972, and 1973 salaries and leaves. No significant differences were found between the respondents and non-respondents on any of those variables.

The faculty whose questionnaire responses are reported herein fail to be fully representative of the total USC faculty in two known dimensions judged by the author to be of minor importance:

1. No faculty of the schools of Architecture and Fine Arts, Business, Engineering, and Performing Arts and of the College of Letters, Arts, and Sciences with less than two years of USC experience are included.
2. There is a slight under-representation of the faculties of Law and Public Administration.

Table 2

Description of Respondents

	<u>Sample A</u>		<u>Sample B</u>		<u>TOTAL</u>	
	<u>N</u>	<u>% of Sample</u>	<u>N</u>	<u>% of Sample</u>	<u>N</u>	<u>% of Sample</u>
<u>Sex</u>						
Male	151	93	100	83	251	89
Female	11	7	20	17	31	11
<u>Rank in 1973</u>						
Assistant	56	35	52	43	108	38
Associate	46	28	29	24	75	27
Professor	60	37	39	32	99	35
<u>Age in 1973</u>						
Less than 30	8	5	2	2	10	4
30 - 39	66	41	25	21	91	32
40 - 49	39	24	49	41	88	31
50 - 59	35	22	35	29	70	25
60 or older	14	9	9	8	23	8
<u>Tenure in 1973</u>						
Yes	94	58				
No	68	42				
<u>Years at USC</u>						
2 - 5	75	46				
6 - 10	49	30				
11 - 15	21	13				
16 - 20	4	2				
21 - 25	5	3				
26 - 35	8	5				
<u>Faculty Unit</u>						
Arts	19	12			19	7
Architecture	(2)					
Fine Arts	(4)					
Cinema	(5)					
Drama	(1)					
Music	(7)					
Business	25	16			26	9
Acct & Taxation	(2)					
QBA	(6)					
Management	(4)					
Finance	(7)					
Marketing	(7)					
Engineering	27	17			27	10
Chemical	(2)					
Civil	(4)					
Electrical	(15)					
Materials Science	(1)					
Aerospace	(1)					
Ind & Systems	(1)					
Mechanical	(2)					
Petroleum	(1)					

Table 2 (Cont)

	<u>Sample A</u>		<u>Sample B</u>		<u>TOTAL</u>	
	<u>N</u>	<u>% of Sample</u>	<u>N</u>	<u>% of Sample</u>	<u>N</u>	<u>% of Sample</u>
Humanities	23	14			23	8
Asian Studies	(3)					
Classics	(2)					
English	(9)					
French/Italian	(2)					
German	(1)					
Philosophy	(1)					
Religion	(1)					
Spanish/Portuguese	(3)					
Slavic Languages	(1)					
Natural Science	30	18			30	11
Biological Sci	(10)					
Chemistry	(4)					
Geological Sci	(5)					
Mathematics	(3)					
Physics	(8)					
Social Science	37	23			37	13
Comm Disorders	(1)					
Economics	(2)					
History	(7)					
Speech Comm	(3)					
Journalism	(1)					
Psychology	(8)					
Soc/Anthro	(7)					
Telecommunications	(2)					
Internat'l Relations	(3)					
Political Science	(3)					
Medicine			59	49	59	21*
Dentistry-Law			17	14	17	6
Dentistry			(14)			
Law			(3)			
Other			44	37	44	16
Aerospace Safety			(9)			
Education			(17)			
Library Science			(3)			
Pharmacy			(7)			
Public Administration			(2)			
Social Work			(5)			
Urb & Reg Planning			(1)			
TOTAL	162		120		282	

* All responses from Medicine were given a weight of 2.5 to correct for under sampling.

An inherent difficulty in any study for which participation is voluntary is the inability to predict the responses of those who choose not to participate. Although the "truth" is unknowable the assumption that non-respondents would give diametrically opposite answers is as untenable as the assumption that their answers would be identical. In summary, the reader is urged to avoid over-interpretation of the findings but to accept them as supported hypotheses of the faculty's beliefs and experiences.

RESULTS

Faculty Orientations

The job of a university professor is multi-faceted and it is to be expected that no individual is equally interested in all areas. The first item of the questionnaire, reproduced below, defines four aspects of professional activity and asks the faculty to indicate the amount of interest they have in each. The responses are detailed in Table 3.

	Great Interest						No Interest
1. How much interest do you have in each of the four aspects of professional activity described below?							
<u>Administration</u> - development and establishment of academic policies, practices, programs	7	6	5	4	3	2	1
<u>Performance</u> - use of professional skills to solve a problem, to devise a procedure, or to create something, e.g., music, a painting, building, etc.	7	6	5	4	3	2	1
<u>Research</u> - participation in specific projects that include the collection, organization and analyses of data for the advancement of knowledge	7	6	5	4	3	2	1
<u>Teaching</u> - the training and education of students including direction of student research and advisement	7	6	5	4	3	2	1

Table 3
Interest Scales
(Item 1)

Responses
7 = Great Interest 1 = No Interest

	<u>Percent Giving Each Response</u>							<u>Average Ratings</u>	<u>n</u>
	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>		
Administration	17	12	14	23	14	14	7	4.3	159
Performance	40	17	10	12	7	8	4	5.3	155
Research	55	20	12	8	4	1	0	6.1	161
Teaching	63	19	11	7	1	0	0	6.4	161

Intercorrelations of Scales

(N = 152)

	<u>Administration</u>	<u>Performance</u>	<u>Research</u>	<u>Teaching</u>
Administration	---	.18*	.06	.18*
Performance		---	-.08	.13
Research			---	.04
Teaching				---

*Significant at .05 level

Average Ratings by Faculty Unit

	<u>Administration</u>	<u>Performance*</u>	<u>Research</u>	<u>Teaching</u>	<u>n</u>
Arts	4.5	6.7	5.7	6.7	19
Business	4.1	5.8	5.8	6.3	24
Engineering	4.6	5.6	6.2	6.3	27
Humanities	4.7	4.7	6.0	6.8	19
Natural Science	3.6	4.7	6.3	6.0	26
Social Science	4.2	4.6	6.5	6.3	36

*Average ratings of faculty units differ at the .05 level of significance

For three of the interest scales, Performance, Research, Teaching, the most frequent response of the faculty was category 7, Great Interest. The responses of interest in Administration approximate a normal distribution peaking at the average, 4.3. Forty percent of the faculty reported Great Interest in Performance, for which the average response is 5.3. No one reported No Interest in Research or Teaching, which have average ratings of 6.1 and 6.4, respectively. The Administration scale has a mild positive relation ($r = .18$) with Performance and Teaching. Other pairings of scale responses show no relationships.

A significant difference was noted in the average ratings given by the faculty units on the Performance scale. The Arts faculty have the highest average interest (6.7) and the faculty of the three LAS divisions have the lowest average (4.6 or 4.7) interest in Performance.

Item 17 consists of a miscellany of statements about various phases of a professor's job; the percent agreeing or disagreeing with each statement is shown in Table 4. The statement attracting the greatest unanimity of agreement (95%) is "I feel responsible if the students in my class don't seem to have learned much." Disagreement was noted among ranks on two statements. Almost half (49%) of the assistant and associate professors either tend to disagree or strongly disagree with the statement that "the best measure of professional competence is quality of research" whereas 26% of the professors tend to disagree with the statement and none expressed strong disagreement. A significantly greater percentage (43%) of associate professors agreed that "usually the most prestigious person is elected to chair a department" than did the assistant and full professors (20%). The Arts faculty were also more likely to agree with that statement than were the other faculty.

Table 4

Attitudes Toward Professional Activities

17. The statements below express opinions with which some faculty will agree and other will disagree. Please indicate your opinion.

	Responses				% Giving Each Response			
	4 Strongly Agree	2 Tend to Disagree	3 Tend to Agree	1 Strongly Disagree	4	3	2	1
The dominant need in my field is for the application and utilization of existing knowledge rather than discovery of new knowledge	15	24	34	27*				
A university professor should focus his attention on future needs rather than on immediate problems	11	36	42	11				
What I like best is making use of the skills and talent I have in my own field	56	36	6	1				
Faculty without professional contacts outside the university world tend to become unrealistic and esoteric	50	28	14	8				
The translation of my theoretical knowledge into a completed product or program is a very exciting accomplishment	70	24	6	1				
The best measure of professional competence is quality of research	19	41	29	17 ^o				
The development of a discipline requires study of topics that may seem trivial to the generalist in the field	34	42	18	6				
Most of my research is done solely to secure promotions and salary increases	1	10	25	64				
Attending professional meetings and reading the journals are sufficient to stay current in the field.	3	15	39	44				
Teaching a lower division course is a waste of my knowledge and expertise.	5	6	20	69				
In general, the most respected faculty are asked to serve on important committees.	14	39	30	17				
Most faculty active on committees are seeking security and influence they can't achieve as scholar-teachers	6	26	46	22				
I'd rather leave the committee work to those who like that sort of thing.	22	34	30	14				
Usually the most prestigious person is elected to chair a department	5	22	36	37 ^o				
Faculty active on committees have a great deal of influence on the university.	5	22	50	22				
Every student should have some basic knowledge of my discipline	26	40	25	9*				
I feel responsible if the students in my class don't seem to have learned much	64	31	4	1				
My primary obligation to USC is to do a good job of teaching my classes	34	34	27	5				
The intellectual abilities and motivation of the USC students make teaching a pleasure	13	43	33	11*				
Teaching effectiveness, not publications, should be the primary basis for faculty promotion.	15	31	37	17				

*Responses of faculty units differ at the .05 level of significance

^oResponses of faculty ranks differ at the .05 level of significance

Differences among the faculty units also occurred on three of the statements related to the teaching function. To the statement, "every student should have some basic knowledge of my discipline," 86 of the Social Science faculty and 82 of the Humanities faculty gave a response of agreement; approximately two-thirds of the faculty of Arts, Business, and Natural Sciences agreed with the statement, but only one-third of the Engineering faculty. The faculty of Arts and Humanities showed the highest rate of agreement (72%) with the statement that "the intellectual abilities and motivations of the USC students make teaching a pleasure;" the Natural Science faculty were the least likely (33%) to agree. The Arts faculty also showed the highest rate of agreement (78%) with the proposition that "teaching effectiveness, not publications should be the primary basis for faculty promotions"; the Natural and Social Sciences showed the lowest rate (38 and 35%) of agreement. The ACE studies (1, 2) report that 68 of the faculty in universities "strongly agree" or "agree with reservations" to that statement. Forty-six percent of the total USC group "agree" or "strongly agree".

Item 10, shown on Table 5, asks for opinions on the relative importance attached to publications and teaching ability in determining rank and salary. The consensus is that the departments, schools and USC err slightly in the direction of over-emphasizing publications and under-emphasizing teaching ability. The proportion stating that publications were over-emphasized declined as rank increased. These findings appear contradictory to the ratings given in item 20 of the incentive value "less emphasis on research productivity" would have on a decision to accept a faculty position at another university (Table 26). Although 48 of the assistant and associate professors believe that there is too much emphasis on publications at USC, only 34% gave a positive rating to "less emphasis on research productivity".

Table 5

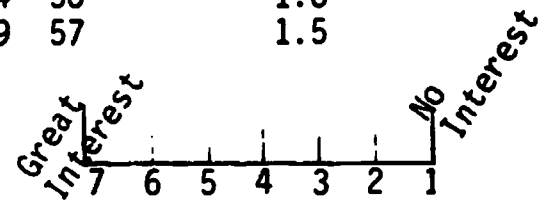
Ratings on Professional Activities

10. What is your opinion of the amount of emphasis put on publications and teaching ability in determining rank and salary and the University?

Responses	
3	Too much emphasis
2	About the right emphasis
1	Too little emphasis

	% Giving Each Response			Average Ratings
	3	2	1	
Publications				
Department.	27	64	9	2.1 ^o
School.	39	49	12	2.3
USC	38	45	17	2.2 ^c
Teaching Ability				
Department.	1	53	46	1.6
School.	6	44	50	1.6
USC	4	39	57	1.5

15. Please indicate the degree of interest you would have in holding the following university positions (not necessarily at USC).



	Percent Giving Each Response							Average Ratings
	7	6	5	4	3	2	1	
Department chairman	17	6	10	16	9	8	33	3.5
Dean of an academic unit. . .	7	6	10	10	8	8	51	2.7
Vice-President.	7	3	5	4	4	12	66	2.1
President	9	2	7	3	1	10	69	2.1

6. Using the measure appropriate to your discipline, how would you classify the amount of your scholarly productivity in the past two years relative to:

Responses	
4	Well above average
3	Slightly above average
2	Slightly below average
1	Well below average

	% Giving Each Response				Average Ratings
	4	3	2	1	
faculty in your department.	49	32	16	3	3.3
faculty in your school.	40	39	19	2	3.2
peers in your discipline.	24	49	22	4	2.9

7. How would you rate yourself as a teacher for:

	4	3	2	1	Average Ratings
undergraduate classes	61	32	7	0	3.5
graduate classes.	55	44	1	1	3.5
individual instruction.	61	34	5	1	3.5*

*Average ratings of faculty units differ at the .05 level of significance
^cAverage ratings of faculty ranks differ at the .05 level of significance

The responses to item 15, also detailed in Table 5, demonstrate a striking lack of interest on the part of most faculty in holding university administrative positions. The most attractive position is that of department chairman, which has an average rating of 3.5 on a 7-point scale where 1 = No interest. Roughly, one can say that a third of the faculty have no interest in chairing a department, one-third might be receptive, and the other third have more positive feelings. Although, in item 17 (Table 4), the associate professors seem to have a more favorable image of department chairmen they showed no more interest in holding that position than did the other ranks. Interest in being a university president has a negative relationship with rank. The average rating for assistant professors is 2.5, for associates, 2.2, for full professors 1.6.

The USC faculty appear confident of their own abilities. On three self-ratings of scholarly productivity, three-fourths or more rate themselves as slightly or well above average; 93% consider themselves above average teachers. These responses were for items 6 and 7, shown in Table 5. In future studies, these items should be re-written to obtain a better distribution of responses.

The responses to the items reported in Tables 3, 4, and 5 were used to categorize the faculty according to relative interests in Administration, Performance, Research and Teaching. A study of the questionnaire based on that categorization will appear in a supplementary report.

Institutional Interrelationships

Personal Interactions

Items 2 and 13, shown in Table 6, ask the faculty to describe the frequency and type of interpersonal contact they have with administrators, students and other faculty.

Table 6

Personal Interactions

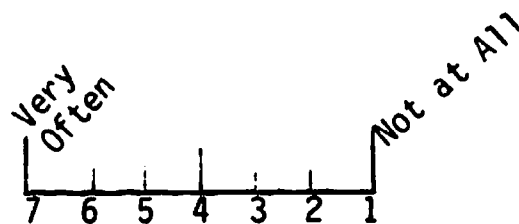
2. What forms of personal contact have you had in the past year with the administrative officers listed below? Circle all that apply.

Responses

- | | |
|---|--|
| 5 | A telephone conversation |
| 4 | An informal face-to-face conversation |
| 3 | A formal meeting alone or in a small group |
| 2 | Participation on the same committee |
| 1 | A written personal communication |

	% Giving Each Response					
	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>None</u>
President Hubbard	4	13	11	2	15	75
Any Vice-President	18	35	25	19	27	44
The Dean of your School	37	61	51	28	41	22

13. How often do you experience the following types of personal interaction with other faculty in your department?



Average Ratings

	<u>Arts</u>	<u>Bus</u>	<u>Eng</u>	<u>Hum</u>	<u>N.Sci</u>	<u>S.Sci</u>	<u>TOTAL</u>
Professional							
Collaboration on projects	3.3	2.9	4.1	3.0	3.7	3.4	3.4
Informal consultations	4.8	3.8	4.8	4.5	4.6	4.2	4.4
Social							
Informal casual fellowship	5.3	4.5	5.9	5.7	5.1	4.9	5.4*
Parties, other social events	2.7	2.5	2.6	4.0	2.9	3.0	2.9*
Social gatherings with students	2.8	2.4	2.4	3.2	3.2	2.8	2.8

*Average ratings of faculty units differ at the .05 level of significance

Twenty-five percent of the respondents reported at least one form of contact with President Hubbard in the past year and 56% reported personal contact with a vice-president. A mild tendency is noted toward the full professors having more contact with the president and vice-presidents. Neither the rank nor unit analyses revealed significant variation in number of contacts the faculty had with the Dean of their own school. Seventy-eight percent of the respondents reported at least one contact with their Dean in the previous year.

One of the statements in item 29, for which the respondents from all schools were asked to indicate the extent of their agreement or disagreement, reads "the deans and vice-presidents are becoming increasingly isolated from the faculty". Approximately two-thirds of the faculty of all ranks and of all schools stated that they tend to agree or strongly agree with this statement. More of the full professors chose the strongly agree response than did the associate and assistant professors (see appendices).

Item 13 sought more information on faculty social and professional interactions. A moderate level of informal consultation was reported and appears to be more frequent than actual collaboration on professional projects. (See Table 6)

Informal casual fellowship is the most frequent form of social relations among faculty. The Engineering and Humanities faculty units report the highest frequency. The Humanities faculty apparently attend more parties and social events with each other.

Internal and External Influences

In The Confidence Crisis Dressel, et al. (4) found behavioral and attitudinal differences associated with responses to the question "do you usually think of yourself primarily as a member of your (a) university,

(b) department or school, or (c) discipline?" He found that the 15% in his sample who thought of themselves more as members of the university "tended to be full professors who have served the department for a long time. They were not interested in moving to another university for higher salaries or prestige. They tended to believe -- more than their associates -- that the dean has influence in the department and that certain key members are also influential. This view was not held by those oriented toward the department or discipline, who tended to view the chairman as more influential than the dean or other faculty members. The faculty member with university orientation tended to discuss problems with the dean and other university administrators at the vice-presidential or presidential level, and saw his opinions as sought by deans and other administrators. As a group, these faculty members valued undergraduate instruction, applied research, and service to business and industry much more than did faculty with disciplinary orientations."

Dressel's item was included in the USC questionnaire. Twenty-two percent of the sample stated that they thought of themselves primarily as a member of the university compared to Dressel's 15%. The "department or school" and "discipline" alternatives were each selected by 39% of the faculty. The relevant items in the USC questionnaire only partially confirmed Dressel's characterization. The faculty whose primary identification is with the university did report more contacts with the president and vice-presidents, but not with deans (item 2). They agreed with the others in viewing the department chairperson as more influential in department affairs than the dean and in giving a moderate influence rating to department executive committees (item 30). Although they reported a greater sense of obligation for effective service to USC administrative officers

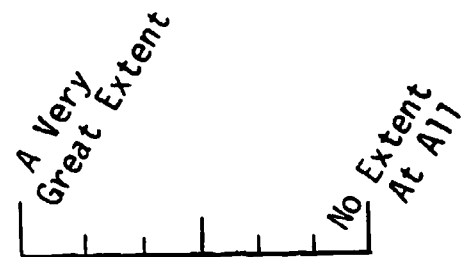
and the Board of Trustees, their primary obligation was, like those with school or discipline identification, to students in their class, faculty in their department and colleagues in their field elsewhere (item 16). All three identification groups place the same value on a salary increase or the prestige of the institution in evaluating a job offer from another university (item 20).

Item 14, shown in Table 7, is similar to the Dressel item, but asks for direct ratings on a seven point scale of the extent to which the faculty feel a loyalty and commitment to their department, their school, and to the University. For each faculty unit and for each rank the highest rating was given to the department, the second highest to the university.

Table 7

Institutional Loyalties

14. To what extent do you feel a loyalty and commitment to each of the units listed below?



Your department	7	6	5	4	3	2	1
Your school	7	6	5	4	3	2	1
The University.	7	6	5	4	3	2	1

Average Ratings

	<u>Dept</u>	<u>School</u>	<u>USC</u>
Faculty Unit			
Arts	6.5	5.2	5.5
Business	5.7	4.9	5.1
Engineering	5.5	5.0	5.3
Humanities	5.5	4.5	4.8
Natural Science	5.5	3.8	4.5
Social Science	4.6	3.6	4.3
Rank			
Professor	4.9	4.2	4.4
Associate	5.9	4.6	5.2
Assistant	5.6	4.4	5.0
TOTAL	5.5*	4.4*	4.8'

*Average ratings of faculty units differ at the .05 level of significance

'Average ratings of faculty ranks differ at the .05 level of significance

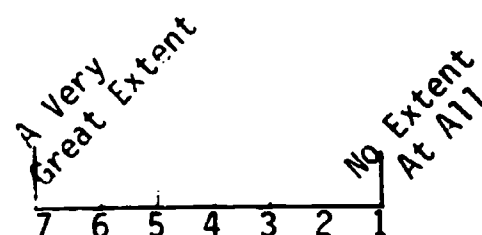
The Arts faculty gave the highest ratings and the Social Science faculty the lowest ratings at all three levels of organization. The associate professors gave higher ratings to each level than did the professors who in turn gave higher ratings than did the assistant professors.

Item 16, shown in Table 8, focuses on the extent to which the faculty feel a sense of obligation for effective professional service to groups of people. The group receiving the highest rating was "students in your class";

Table 8

Sources of Professional Obligations

16. Please indicate the extent to which you feel a sense of obligation for effective professional service to each of the groups listed below.



Average Ratings

Students in your class	6.5
Faculty in your department	5.9
Colleagues in your field elsewhere	5.5
Total USC faculty	4.4
The greater Los Angeles community	4.0*
USC administrative officers	3.9
USC alumni and support groups	3.2
USC Board of Trustees	3.0

*Average ratings of faculty units differ at the .05 level of significance

none of the faculty gave the lowest possible rating, 70 gave the highest and 22 the next highest possible rating, resulting in an average rating of 6.5 where the maximum is 7. Next in importance was departmental faculty (5.9) and colleagues in their field elsewhere (5.5). The ratings drop as the groups become increasingly distant. In order of average ratings they are: Total USC faculty (4.4), USC administrative officers (3.9), USC Board of Trustees (3.0). Significant differences were found between average ratings given by the faculty units for the greater Los Angeles community. Ranked fifth by the total sample, it was ranked third by the Business faculty, fourth by

the Social Science faculty, fifth by the Arts faculty and sixth by the faculties of Engineering, Humanities and Natural Science.

Unlike the previous three items which deal with internal influences within the individual, item 30 seeks to identify sources of external influence on department affairs. The average influence rating given by the faculties of the various units differ for each source; these differences are best understood by examination of Table 9. The abbreviations used in Table 9 are shown in parentheses on the item, which is reproduced below.

30. In general, how much influence do each of the following have over what goes on in your department?

		Very Great Influence							No Influence At All						
		7	6	5	4	3	2	1	7	6	5	4	3	2	1
Undergraduate students	(U. G.)	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Graduate students	(Grad)	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Department faculty as a whole	(Fac)	7	6	5	4	3	2	1	7	6	5	4	3	2	1
A department executive committee	(Exec)	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Department chairperson	(Chair)	7	6	5	4	3	2	1	7	6	5	4	3	2	1
The Dean of the School	(Dean)	7	6	5	4	3	2	1	7	6	5	4	3	2	1
University Committees	(Comm)	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Vice-Presidents	(V. P.)	7	6	5	4	3	2	1	7	6	5	4	3	2	1
University President	(Pres)	7	6	5	4	3	2	1	7	6	5	4	3	2	1
USC Support Groups	(Supp)	7	6	5	4	3	2	1	7	6	5	4	3	2	1
Granting agencies	(Grant)	7	6	5	4	3	2	1	7	6	5	4	3	2	1
National accrediting groups	(Acc)	7	6	5	4	3	2	1	7	6	5	4	3	2	1

Table 9

Sources of Influence on Department Affairs
(Item 30)

Ratings: 7 = Very Great Influence 1 = No Influence At All

Average Ratings	Arts	Bus	Eng	Hum	N.Sci	S.Sci	Med	Dent-Law	Other	Total
6.6			Dean							
6.4	Chair			Chair						
6.2					Chair					
6.0			Chair			Chair				
5.8			Grant		Exec		Chair	Chair		Chair
5.6	Fac Dean	Dean						Fac	Dean	
5.4						Dean				Dean
5.2	Exec				Fac		Dean			
5.0				Dean	Dean	Exec Fac			Fac	Fac
4.8		Chair			Grant		Fac	Dean Grant Supp		
4.6			V.P. Fac	Fac	V.P.		Acc Exec Grant		V.P. Grad Chair	
4.4				Grad	Grad				Pres Grant Acc	Exec
4.2		Fac						U.G. Grad		Grant
4.0						Grad		Acc	Exec	Grad Acc V.P.
3.8	V.P. Grad U.G.		Exec Acc Pres Grad	V.P.	Pres		Grad			
3.6				Exec		Grant Comm Acc			Comm Supp	
3.4		Grad Acc Exec								Pres
3.2	Comm		Supp	U.G. Comm	U.G. Comm		Comm Pres V.P. Supp U.G.			Comm
3.0	Pres Supp			Pres						U.G. Supp
2.8	Acc		U.G. Comm					Comm	U.G.	
2.6		Supp U.G. V.P. Comm Pres Grant		Acc	Acc	Supp		V.P. Exec Pres		
2.4										
2.2										
2.0										
1.8	Grant			Grant Supp	Supp					

Four of the categories in item 30, deans, vice presidents, president and University committees, are elements of "the administration". Perceptions of their influence on departmental affairs varied greatly from one faculty unit to another. The responses to two global opinion statements in Item 29 about the administration also showed significant variation from one faculty unit to another, but bear no discernible relationship to the ratings of degree of influence those administrative elements have on departmental affairs.

Table 10

Administration

29. Please indicate the extent to which you agree or disagree that each of the following statements are true at USC.

Responses

4 Strongly Agree	2 Tend to Disagree
3 Tend to Agree	1 Strongly Disagree

The administration is consistent in working toward well-formulated goals.

In general, I have confidence in the administrative leadership of the University.

Faculty Unit	Giving Each Response*				% Giving Each Response*			
	4	3	2	1	4	3	2	1
Arts	6	56	33	6	6	61	28	6
Business	8	24	44	24	12	32	44	12
Engineering	8	65	19	8	20	68	8	4
Humanities	0	23	27	50	4	32	46	18
Natural Science	4	33	18	44	4	31	38	27
Social Science	3	22	49	27	3	29	43	26
Medicine	4	46	34	16	13	54	24	9
Dent-Law	0	38	56	6	0	69	31	0
Others	7	37	37	19	11	43	32	14
TOTAL	4	40	35	21	10	48	30	12

*Responses of faculty units differ at the .05 level of significance

¹The 1970 ACE study (1) reports that 51% of the university faculty rated the administration at their institution "Excellent" or "Good"; 49% chose the responses "Fair" or "Poor".

Table 10 tabulates the extent of agreement each faculty unit expressed to the two statements "the administration is working toward well-formulated goals" and "in general, I have confidence in the administrative leadership of the University". Three-fourths of the faculty chose the middle of the road responses of "tend to agree" or "tend to disagree".

In addition to the varying power structures perceived by the different faculty units, the concept of "the administration" was further confounded by changes in the governance structure of the University immediately preceding the distribution of this questionnaire. The University Senate was disbanded in favor of a University Council that included staff members and students as well as faculty and administrative officers; many standing University committees were reorganized as part of the Council, student government was suspended and the Faculty Senate was created.

Table 11

University Council

24. Please indicate the response that best describes your reaction to the following statements concerning the new University Council.

Responses

4	Strongly Agree	2	Tend to Disagree
3	Tend to Agree	1	Strongly Disagree

	<u>% Giving Each Response</u>			
	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
The size of the Council will prevent its acting effectively as a decision-making body.	21	52	25	2
The University committee structure will be improved by functioning through the Council.	8	48	36	7
The new University Council will weaken the influence of the faculty	14	35	43	8
The Council will provide a means for developing a university consensus on questions of policy.	7	51	34	8
Increasing cooperation among faculty, staff, and students will develop through the Council	5	45	42	8
The Council will restrict the powers of the president and vice-presidents.	3	13	48	36
The student members are unlikely to have significant influence.	13	45	38	4

University Council

The Council was created in concept during the 1972-73 academic year. The summer and fall of 1973 was a period of organization and definition which included a name change to President's Advisory Council. The responses to statements about the Council, tabulated in Table 11, show primarily the absence of strong agreement or disagreement. The responses to the first and seventh statements indicate that the faculty did not anticipate the Council acting as a strong decision-making body that would restrict the powers of the president and vice-presidents.

Agreement with Department Goals

Although the sources and amount of influence upon departmental affairs varies from one unit to another the results do not. There are no significant differences noted in the responses of the six faculty units who answered the question of Item 8: Are you in agreement with the present goals and directions of your department? Thirty-one percent of the respondents chose the response, "Yes, almost completely" and an additional 48% responded, "Yes, with some major reservations." "No, not for the most part" was the response of 18%, and 3% said "No, not at all."

Personnel Practices

During the past few years there has been a great deal of discussion on policies concerning tenure, salary levels, and teaching loads. Item 25 asks the faculty whether uniformity of practice in those areas should be at the university, school, or departmental level. The difference in the responses of the nine faculty units tabulated in Table 12 is statistically significant. In general, the faculty of Medicine and Dentistry-Law are less likely than the other faculties to prefer uniformity at the university level. The Dentistry-Law faculty unit tended to prefer uniformity within the school, while the

Table 12

Uniformity of Personnel Practices

25. At what level should there be uniformity of practice on each of the following matters?

Responses							
4	University	3	School	2	Department	1	None
Tenure.	4	3	2	1		
Salary level.	4	3	2	1		
Teaching loads.	4	3	2	1		
Sabbatical or other leaves.	4	3	2	1		

Percent Selecting University (4) or School (3) Responses

Faculty Unit	Tenure*		Salaries*		Loads*		Leaves	
	Univ	School	Univ	School	Univ	School	Univ	School
Arts	65	18	71	12	29	18	53	6
Business	69	27	23	46	15	69	46	46
Engineering	59	26	26	44	15	56	63	33
Humanities	38	43	67	19	43	38	62	33
Natural Science	66	10	34	28	3	34	63	17
Social Science	57	20	41	38	34	37	63	23
Medicine	52	41	10	45	10	29	50	36
Dent-Law	33	60	7	80	0	53	47	47
Other	64	34	48	41	39	46	66	23
<u>Rank</u>								
Assistant	43	40	31	36	22	33	47	35
Associate	57	33	39	46	23	48	63	25
Professor	72	19	32	38	20	44	65	26
TOTAL	56	33	28	41	19	38	56	31

*Responses of faculty units differ at the .05 level of significance
 †Responses of faculty ranks differ at the .05 level of significance

Medical faculty were relatively more accepting of variation between departments, especially for salaries and teaching loads.

An element of self-serving opinion may be a factor in rating the desirable level of uniformity. Although 72% of professors thought that there should be university uniformity on tenure, the majority of assistant professors preferred school or department independence. There is a perfect correspondence between the relative proportion of each faculty unit preferring university uniformity

of salary levels and the average salary of that unit. That is, the lower the average salary, the greater the preference for university uniformity. (The Medical faculty is excluded from this generality for lack of comparable salary data). A similar, but less direct, relationship is noted between the average teaching load of the five faculty units reported in OIS 71-12(3) and preferred level of uniformity. The two units with the lowest average course credits of the Spring 1971 semester were the least likely to prefer university uniformity of teaching loads.

The variety of faculty opinion on the desirable level of uniformity probably contributes to the largely negative response to the statement in item 29, "personnel policies and practices are consistent and fair". Thirty-two percent of the respondents "strongly disagree" with that statement and 32 percent "tend to disagree". Thirty-five percent "tend to agree" and only 2 (most of whom are in Medicine) "strongly agree". No significant differences were noted between ranks.

Tenure

Item 26 contains two statements about tenure and asked the faculty to indicate their approval or disapproval. As a whole, the majority of faculty would be receptive to a revision (unspecified) of the tenure system, but would disapprove of a university quota on tenured faculty (See Table 13). One-fourth of the faculty of Business, Engineering and LAS expressed strong disapproval of a revision of the tenure system compared with only 3% of the rest of the respondents. The assistant professors of all units were most likely to approve of a revision.

Table 13

Tenure

26. Please indicate your opinion on the following issues which have been proposed or discussed.

Responses			
4	Strongly Approve	2	Disapprove with Reservations
3	Approve with Reservations	1	Strongly Disapprove

	Giving Each Response			
	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Revision of the tenure system.				
TOTAL*	34	30	25	11
Assistant Professor	54	30	12	4
Associate and Full	19	30	30	20
A university quota on tenured faculty.				
TOTAL	6	20	37	37

*Responses of faculty units differ at the .05 level of significance

^Responses of faculty ranks differ at the .05 level of significance

Salary

There is no disagreement between faculty units nor faculty ranks on the desirability of establishing "a minimum salary for each professional rank". Sixty-nine percent "strongly approve" and 21% "approve with reservations". Six percent "disapprove with reservations" and four percent "strongly disapprove".

Disagreement is noted between faculty units on degree of approval of "a faculty salary scale with established increases within ranks" and "a faculty collective bargaining unit". The majority of the faculty approved of both statements. The strongest expression of disapproval came from the Business and Engineering faculty (See Table 14) for both proposals. The percentage choosing the "strongly disapprove" response for a collective bargaining unit increased in accordance with rank.

Table 14

Salary

26. Please indicate your opinion on the following issues which have been proposed or discussed.

Responses

4 Strongly Approve	2 Disapprove with Reservations
3 Approve with Reservations	1 Strongly Disapprove

A faculty salary scale with established increases within ranks.*

A faculty collective bargaining unit.*^o

Faculty Unit	Giving Each Response				% Giving Each Response				
	4	3	2	1	4	3	2	1	
Arts	62	38	0	0	20	67	13	0	
Business	23	31	35	12	8	16	44	32	
Engineering	37	26	30	7	15	37	18	30	
Humanities	67	19	5	10	43	24	19	14	
Natural Science	63	23	10	3	33	41	11	15	
Social Science	50	31	11	8	49	20	20	11	
Medicine	47	44	9	0	22	44	20	14	
Dent-Law	47	41	6	6	12	44	44	0	
Other	50	32	11	7	23	35	23	19	
Rank									
Assistant	54	28	15	3	28	39	27	5	
Associate	50	32	8	10	25	36	22	18	
Professor	43	38	15	5	24	30	18	27	
TOTAL	48	35	12	4	25	37	22	16**	

*Responses of faculty units differ at the .05 level of significance

^oResponses of faculty ranks differ at the .05 level of significance

**The ACE 1970 study (1) reports that 46% of the university faculty "strongly agree" or "agree with reservations" with the statement "Collective bargaining has no place in a college or university". In 1973 (2), only 38% were in agreement.

Faculty Evaluations

The two forms of faculty evaluation mentioned, i.e. faculty profiles and student evaluation, are approved by a majority of faculty in each rank and within each unit. The modal response for each was "approve with reservations." (See Table 15)

Table 15

Faculty Evaluation

26. Please indicate your opinion on the following issues which have been proposed or discussed.

Responses

4 Strongly Approve	2 Disapprove with Reservations
3 Approve with Reservations	1 Strongly Disapprove

	<u>% Giving Each Response</u>			
	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Routine formal student evaluation of teachers.	28	46	16	10
Faculty profiles for evaluating performance.	26	54	12	8

Affirmative Action

"Positive implementation of the Affirmative Action program" is approved by the majority of faculty in each unit. Table 16 shows that the greater the number of women faculty within the unit the stronger the approval although in no case does the proportion of women respondents exceed 22%. The responses of the women did not differ significantly from those of the men who answered the item; however, one-third of men failed to give a response.

Table 16

Affirmative Action

26. Please indicate your opinion on the following issues which have been proposed or discussed.

Responses

4 Strongly Approve	2 Disapprove with Reservations
3 Approve with Reservations	1 Strongly Disapprove

Positive implementation of the Affirmative Action program.*

<u>Faculty Unit</u>	<u>Giving Each Response</u>				<u>Women on Faculty</u>
	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
Arts	50	50	0	0	13'
Business	19	44	12	25	20
Engineering	18	41	24	18	16
Humanities	50	33	11	6	16"
Natural Science	25	50	20	5	7
Social Science	39	48	9	3	15"
Medicine	17	56	22	5	---
Dent-Law	23	38	8	31	15
Other	46	43	8	3	22
TOTAL	28	49	16	8	

*Responses of faculty units differ at the .05 level of significance

Academic Directions

The proposal for the sharing of faculty and facilities with other academic and research institutions was approved in principle by 92% of the respondents. As a whole, the faculty tend to "approve with reservations" an increased emphasis, in research and education, on the urban environment. The greatest approval comes from the faculties of Social Science and "Other" graduate-professional schools. Over half of the Humanities faculty chose the two responses of disapproval. Table 17 details the responses of the faculty units for the statements concerning academic directions.

Table 17

Academic Directions

26. Please indicate your opinion on the following issues which have been proposed or discussed.

Responses

4 Strongly Approve	2 Disapprove with Reservations
3 Approve with Reservations	1 Strongly Disapprove

Sharing of faculty & facilities with other academic & research institutions.

Increased emphasis, in research & education, on the urban environment.*

Expansion of international programs and activities.*

Faculty Unit	Giving Each Response				Giving Each Response				Giving Each Response			
	4	3	2	1	4	3	2	1	4	3	2	1
	Arts	56	38	6	0	8	54	38	0	50	43	7	0
Business	32	56	8	4	8	62	25	4	22	35	39	4
Engineering	52	37	7	4	8	50	33	8	16	44	28	12
Humanities	60	35	0	5	24	24	29	24	33	48	19	0
Natural Science	52	33	11	4	16	52	28	4	17	46	25	12
Social Science	49	49	3	0	25	53	11	11	33	44	19	3
Medicine	46	46	7	2	18	54	22	6	18	55	23	4
Dent-Law	71	24	6	0	44	25	25	6	60	27	13	0
Other	54	43	2	0	36	45	19	0	43	41	16	0
TOTAL	50	42	6	2	21	50	23	6	27	47	22	4

Increased development of multi-disciplinary centers.*

Increased emphasis on employment-focused education.*

Appointment of a Provost.*

Faculty Unit	Giving Each Response				Giving Each Response				% Giving Each Response			
	4	3	2	1	4	3	2	1	4	3	2	1
	Arts	14	57	14	14	7	33	53	7	14	57	29	0
Business	23	54	23	0	0	58	42	0	19	50	25	6
Engineering	17	65	13	4	4	52	44	0	12	29	41	18
Humanities	33	43	14	10	5	62	19	14	20	20	0	60
Natural Science	19	23	42	15	8	46	35	12	11	6	33	50
Social Science	40	38	16	5	11	33	33	22	15	45	15	25
Medicine	26	60	10	4	22	42	26	11	8	50	28	15
Dent-Law	50	38	6	6	38	38	25	0	20	60	20	0
Other	56	37	7	0	30	46	21	2	12	21	47	21
TOTAL	31	50	14	5	17	44	30	9	12	39	28	21

*Responses of faculty units differ at the .05 level of significance

Approximately 40% of the faculty of Business, Engineering and Natural Sciences express a measure of disapproval toward expansion of international programs and activities, compared to 20% or less of the other units. Increased development of multi-disciplinary centers is approved by 70 - 93% of the faculty of all units except Natural Science where over half chose a response of disapproval. An increased emphasis on employment-focused education elicited few responses of strong approval or disapproval. A tendency toward approval is noted in all faculty units except Arts and Social Sciences.

Responses to the idea of appointing a Provost reveals the greatest differences of opinion between the faculty units. Eighty percent of the Dental - Law faculty approve, 33% of the Natural Science faculty disapprove.

Academic Schedule

Item 32 asked the faculty to state their preference among four alternative academic schedules. Three of the alternatives provided for the ending of the first session prior to the Christmas vacation. The current calendar, which schedules the last two weeks of classes of the first semester after the vacation has been the subject of much criticism. For the total faculty surveyed 37% preferred the current schedule, 36% prefer the trimester, and a 4-1-4 schedule is attractive to 23%. The quarter system was selected by only 5% of the respondents.

The faculty units differed in their preferences (See Table 18). A majority of the Arts and Engineering prefer the current schedule. The trimester is preferred by a majority of the Business faculty and by a plurality of the Natural and Social Sciences faculty. The 4-1-4 was the most popular alternative of the Humanities faculty. The faculty of the professional/graduate schools are evenly divided (39%) in their preference for a trimester or the current schedule. The responses from the Law, Dental and Medical schools which set their own schedules, were omitted.

Table 18

Preferred Academic Schedule

32. Which academic schedule would you prefer?

Trimester with first session ending before Christmas
 Quarters with first session ending before Christmas
 4-1-4 with first session ending before Christmas
 2 semesters plus summer (current schedule)

<u>Faculty Unit</u>	<u>Percent Giving Each Response</u>			
	<u>Trimester</u>	<u>Quarters</u>	<u>4-1-4</u>	<u>Current</u>
Arts	6	0	31	62
Business	62	8	12	19
Engineering	15	4	30	52
Humanities	24	0	43	33
Natural Science	45	7	7	41
Social Science	42	6	32	19
Others (except Law, Medicine, Dentistry)	39	7	16	39
TOTAL*	36	5	23	37

*Responses of faculty units differ at the .05 level of significance

Individual Satisfactions and Aggravations

A sense of well-being (or discontent) in a job is derived from a complex interaction of many factors, including accordance with the goals of the employer organization, respect for one's co-workers, institutional support systems for the performance of one's duties, expectation of recognition and the degree to which self-aspirations are achieved. This section of the report will describe those items which tend to be specific to the individual and his or her situation within the university.

Evaluations

The faculty show a commendable pride in their departments. Fifty-three percent rated their departments "one of the best" within their school and 39 believe it to be "one of the best" within the University. The responses to the above comparisons did not vary significantly between faculty units, but striking differences were noted in the comparisons relative to the discipline nationally. "One of the best" was again the most frequent response of the Arts and Engineering faculties; the majority of the faculty in Business and LAS were content with the claim of "above average". The responses to this question are tabulated in Table 19.

Table 19

Evaluations of Departments

5. How would you evaluate your department (quality of faculty, students, curricula, etc.) relative to other departments in your school, at the University and within the discipline nationally?

Responses			
4	One of the Best	2	Below Average
3	Above Average	1	Well Below Average

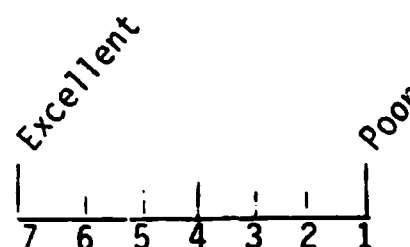
<u>Base of Comparison</u>	<u>Giving Each Response</u>			
	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
School	53	36	9	1
University	39	49	11	1
Discipline*	21	55	19	6
(by faculty unit)				
Arts	42	42	10	5
Business	8	75	8	8
Engineering	48	26	26	0
Humanities	9	64	23	4
Natural Science	4	74	15	7
Social Science	16	51	27	5

*Responses of faculty units differ at the .05 level of significance

When asked to indicate on a 7-point scale (1=Poor 7=Excellent) how good a place USC is for students and faculty, the respondents gave a moderate response averaging 4.6 for both graduate and undergraduate students. In both instances the distribution was slightly skewed with a mode of 5 and with only 1% choosing the lowest possible response. Differences were noted between faculty units. (See Table 20)

Table 20
Evaluations of USC

9. In general, how good of a place do you think USC is for students, faculty, and yourself?



Average Ratings

<u>Faculty Unit</u>	<u>Under-grads</u>	<u>Graduate Students</u>	<u>Faculty</u>	<u>Your-Self</u>
Arts	5.3	4.9	4.6	5.3
Business	4.8	5.0	4.6	5.0
Engineering	4.7	5.3	4.3	4.3
Humanities	4.8	4.7	4.1	4.3
Natural Science	4.2	4.2	4.1	3.9
Social Science	4.6	3.8	4.2	4.2
TOTAL	4.6*	4.6*	4.3	4.4* ^o

*Average ratings of faculty units differ at the .05 level of significance

^oAverage ratings of faculty ranks differ at the .05 level of significance

A somewhat unfavorable response was given to the statement in item 29 asking extent of agreement with the statement "the organization of USC is designed for the primary purpose of meeting the academic needs of the students". Seven percent strongly agree, 36% tend to agree, 42% tend to disagree and 16% strongly disagree. Responses of the various faculty units differed significantly. Only in the schools of Medicine, Dentistry and Law did a majority of the faculty give the agreement responses. The greatest proportion of disagreement

responses came from the LAS faculty.

The faculty gave a slightly lower, although still favorable, rating of USC for **faculty** and themselves than for students. Ratings of how good a place USC is for themselves varied from an average of 4.4 (on the 7-point scale) by faculty unit and by rank. The Arts and Business faculty gave ratings of 5.3 and 5.0 respectively. The other four units gave ratings from 3.9 to 4.3. (See Table 20) The assistant professors had an average rating of 4.0, associate professors 5.0, and professors 4.4.

Predictions

Although the responses of the nine faculty units differ statistically, the majority of the respondents (55%) think that USC will be a better place for undergraduate students five years from now (Table 21). Among the six faculty units which offer an undergraduate program the Engineering faculty are most optimistic of a change for the better. Fewer of the Arts and LAS faculty anticipate improvement for the graduate students than the respondents from the other units and a fair number predict a change for the worse. For the total sample the differences in the responses for graduate and undergraduate students do not differ significantly.

Fewer faculty predicted that USC would be a better place for faculty or themselves than made that prediction for students. The dominant response (almost half of the respondents) was that there would be "no change" in the next five years. About one-third expected improvement, but 16-18% expected it to be a worse place for faculty and themselves. The pessimism was more pronounced among LAS faculty, of whom about one-third predicted a change for the worse. These results are detailed in Table 21.

Table 21

Five Year Predictions of USC

31. Do you think that USC will be a better or worse place for students, faculty, and yourself five years from now?

Responses

3	Better	2	No Change	1	Worse
---	--------	---	-----------	---	-------

Percent Giving Each Response

<u>Faculty Unit</u>	<u>Under-grads*</u>			<u>Grad Students*</u>			<u>Faculty*</u>			<u>Yourself</u>		
	<u>3</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>1</u>
Arts	44	56	0	38	56	6	31	62	6	44	56	0
Business	38	62	0	52	48	0	32	52	16	33	46	21
Engineering	62	31	8	38	62	0	28	48	24	31	38	31
Humanities	35	60	5	35	45	20	10	55	35	15	65	20
Natural Science	47	43	10	30	60	10	17	53	30	25	57	18
Social Science	46	46	9	31	51	17	23	49	29	24	48	27
Medicine	65	33	2	57	38	5	44	47	9	43	43	14
Dent-Law	75	25	0	76	24	0	65	35	0	65	24	12
Other	49	46	5	57	39	4	34	50	16	30	49	21
Total	55	41	6	49	44	7	35	49	16	36	46	18
Less Medicine, Dent-Law & Other	47	48	6									

*Responses of faculty units differ at the .05 level of significance

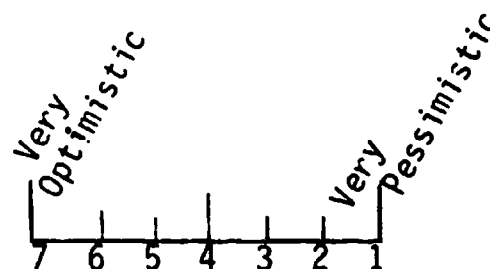
Some insights into these predictions concerning faculty is offered by item 23, which asks for an expression of faculty optimism or pessimism of their own individual prospects during the next several years. As shown in Table 22, the two areas most closely related to university practices, prospects for adequate salary increases and opportunity for a better position at USC, received ratings of 3.0 and 3.2. In both instances the modal response was 1, very pessimistic, and only 4 chose the very optimistic response of 7. Prospects for securing adequate research funds received an average rating of 3.4, which varied from one faculty unit to another in a manner loosely related to current availability of research funds. The faculty did not express great concern

about a possible loss of personal job mobility. Sixty percent gave a response of 5 or more to prospects of an attractive offer from another university resulting in an average rating of 4.8.

Table 22

Personal Prospects

28. How do you feel about your prospects during the next several years for:



	<u>Average Ratings</u>
adequate salary increases	3.0
opportunity for a better position at USC	3.2
securing adequate research funds	3.4*
an attractive offer from another university	4.8

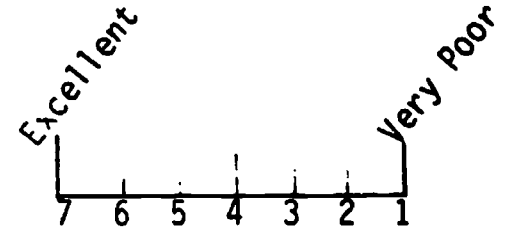
*Average ratings of faculty units differ at the .05 level of significance

The theme of moderate pessimism is continued with the ratings of prospects for new appointments and promotions within the departments for the next several years. On a 7-point scale, where a response of 7=Excellent prospects and 1=Very Poor, prospects for new appointments at the instructor and assistant professor ranks achieved only a moderate average rating of 4. The faculty saw even less likelihood of new appointments at the professor and associate professor ranks. The average ratings are instructor 4.2, assistant professor 4.6, associate professor 2.9 and professor 2.6. Prospects for promotions of current faculty to associate professor or professor appear somewhat brighter (average ratings of 3.4 for associate, 3.1 for professor) than for new appointments at that level. The average ratings of the faculty units, which differ significantly on each of the six scale, are given in Table 23.

Table 23

Appointments and Promotions

27. In general, how would you rate the prospects within your department for the next several years for:



<u>Faculty Unit</u>	new appointments as:				promotion to:	
	<u>Inst</u>	<u>Asst</u>	<u>Assoc</u>	<u>Prof</u>	<u>Assoc</u>	<u>Prof</u>
Arts	4.4	3.8	3.3	3.2	3.8	2.9
Business	4.6	5.7	3.8	4.0	3.1	3.0
Engineering	3.3	5.1	3.0	3.2	2.4	3.9
Humanities	2.6	5.2	2.6	2.8	3.2	3.1
Natural Science	3.1	5.3	2.4	2.4	3.5	4.0
Social Science	3.0	4.3	3.0	3.1	3.9	3.6
Medicine	5.0	4.4	3.1	2.4	3.6	3.0
Dent-Law	3.3	3.2	1.9	1.5	3.4	2.2
Other	4.5	4.7	2.6	2.0	3.1	2.7
<u>Faculty Rank</u>						
Assistant	4.3	4.8	2.8	2.6	3.1	2.6
Associate	3.7	4.5	2.8	2.8	3.3	3.2
Professor	3.8	4.7	3.1	2.8	3.7	3.7
TOTAL	4.2*	4.6*	2.9*	2.6*	3.4*	3.1* ^o

*Average ratings of faculty units differ at the .05 level of significance

^oAverage ratings of faculty ranks differ at the .05 level of significance

With the tightening of prospects for new faculty appointments, 61% of the faculty expect an improvement in the quality of applicants for whatever positions are available. Twenty-seven percent predict no change and 12% predict a decline in quality. Almost half of the faculty predict no change in the quality of the students, one-third predict an improvement, and one-fifth a decline. (See Table 24) More of the Social Science faculty than the others expect an improvement in their graduate students. Only the faculty of units with graduate and undergraduate programs answered this item. (See Table 24)

Table 24

Quality Predictions

4. What changes at USC during the next several years do you predict regarding the academic qualities of:	<u>Percent Giving Each Response</u>		
	<u>Improve</u>	<u>No Change</u>	<u>Decline</u>
undergraduate students.	33	48	19
graduate students	36	45	19*
applicants for faculty positions	61	27	12

*Responses of faculty units differ at the .05 level of significance

University Services and Facilities

Evaluations of general university services and facilities are detailed in Table 25. In every instance but one, the most frequent response of those who expressed an opinion was that their needs are met "Adequately". The exceptional case is "availability of parking" where 46% of the sample said that their needs are "Poorly" met.

Table 25

Evaluations of Services and Facilities

18. How well do the services and facilities listed below meet your needs efficiently and effectively?

	Responses				Average Ratings		
	4 Very Well	3 Adequately	2 Poorly	1 No Opinion			
			<u>% Giving Each Response</u>				
			<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
Faculty Center	21	33	21	25	3.0*		
Campus Mail	17	54	25	4	2.9		
Bookstore	16	50	32	2	2.8		
Printing Office	11	27	13	49	2.9		
Audio-Visual Services	13	34	25	28	2.8*		
Payroll Office	28	53	11	8	3.2		
Insurance and Retirement Office	23	51	11	15	3.1		
Government Accounting Office	9	28	16	47	2.9*		
Campus Security Office	20	56	10	15	3.1		
Availability of Parking	9	39	47	6	2.6		
Maintenance of Buildings	10	54	29	7	2.8		
Purchasing Office	6	32	17	45	2.8*		

*Responses of faculty units differ at the .05 level of significance

*Responses of faculty ranks differ at the .05 level of significance

In most cases the number of people choosing the "Poorly" response exceeded those saying "Very Well" resulting in average rating of less than "Adequately" among those who had an opinion.

Item 19 deals with the various equipment, materials, facilities and services needed by faculty to accomplish their professional duties at USC. For each item listed, the faculty were asked to indicate its importance to themselves and the extent to which their needs were met. The item rated "Important" or "Essential" by the largest percentage (94%) of the respondents is library materials for their students. Closely following are an office for quiet desk work (93%), library materials for research (90%) and the services of secretaries or clerks (90%). The relative importance of the individual items and their availability varied by faculty unit. The I column in Table 26 shows the percentage of faculty in each unit who considered each service or supplies "important" or "essential". The N column shows the percentage of faculty by unit who felt that their need for an item that they considered "important" or "essential" was "adequately" or "generously" met. The variation by item by faculty unit is such that generalization is difficult. In examining Table 26 the reader should avoid over-interpretation of differences among faculty units when the reported percentages are based on a small number of responses.

Table 26

Supplies and Demand

19. Listed below are various things a professor may need for his job. Please indicate how important each is to you and the extent to which your needs are met by USC or through the department or other sub-division. EXCLUDE what you individually provide with external funds.

How Important to You?	Responses			
	Extent to Which Needs are Met			
4 Essential	4	Very well, generously		
3 Important	3	Adequately, usually no problem		
2 Desirable	2	Minimally, must make adjustments		
1 Not at all	1	Not at all		

Column 1 gives the percent of respondents who gave a 3 or 4 rating of Importance.
 Column 2 gives the percent of the individuals in column 1 who gave a 3 or 4 rating of the extent their needs were met.

	Arts <u>I</u> <u>N</u>	Bus <u>I</u> <u>N</u>	Eng <u>I</u> <u>N</u>	Hum <u>I</u> <u>N</u>	H.Sci <u>I</u> <u>N</u>	S.Sci <u>I</u> <u>N</u>	Total <u>I</u> <u>N</u>
Materials and supplies for your classes	94 62	85 77	84 90	95 33	83 62	83 70	86 67*
research office	69 40	77 40	92 52	79 7	83 33	86 27	82 34
Library materials for your research students	75 18	81 71	73 90	68 25	55 94	83 45	73 60*
Equipment for your classes	82 54	81 33	92 61	95 37	100 75	89 38	90* 50*
research office	100 50	96 48	84 90	90 44	93 76	100 43	94 38*
Services of secretaries or clerks	94 69	71 65	58 79	62 33	82 41	66 61	71* 57
technicians or mechanics	62 57	67 44	79 50	57 36	74 30	66 24	68 38
teaching assistants	47 <u>67</u>	70 62	54 85	86 41	38 70	77 33	63* 58*
research assistants	61 50	96 40	96 36	86 29	93 50	97 21	90* 36
Office, studio or laboratory for quiet desk work	41 <u>67</u>	36 0	60 29	20 0	65 31	42 25	45* 27
student conferences	94 <u>67</u>	52 23	52 69	60 82	85 87	74 54	69* 64*
student research	33 <u>40</u>	68 18	71 47	30 0	62 19	79 23	61* 25
your research	94 33	96 76	96 91	90 17	100 85	83 79	93 69*
TOTAL	88 29	72 89	75 83	100 25	77 75	79 74	81 64*
	71 46	43 70	88 67	45 12	88 74	66 48	68* 57*
	56 50	76 74	92 82	86 24	96 69	88 41	84* 58*
	49	54	69	30	62	44	52

Underlined percentages are based on less than 10 individuals.

*Responses of faculty units differ at the .05 level of significance

Table 27

Resource Allocation

29. Please indicate the extent to which you agree or disagree that each of the following statements are true at USC.

Responses

4	Strongly Agree	2	Tend to Disagree
3	Tend to Agree	1	Strongly Disagree

Resources are allocated among schools and departments according to a rational plan.

The top administrators are actively concerned with the maintenance of conditions that facilitate and encourage the work of the faculty.

<u>Faculty Unit</u>	<u>Giving Each Response</u>				<u>% Giving Each Response *</u>			
	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Arts	0	6	78	17	6	33	50	11
Business	4	8	60	28	17	38	25	21
Engineering	4	31	46	19	27	42	27	4
Humanities	0	18	46	36	0	27	41	32
Natural Science	0	28	28	45	0	31	27	42
Social Science	0	27	32	40	8	25	33	33
Medicine	0	31	52	17	10	40	36	14
Dent-Law	0	21	57	21	0	53	27	20
Other	5	19	42	35	7	46	27	20
TOTAL	1	24	48	27	9	38	33	20
	Modal response=2				Modal response=3			

* Responses of faculty units differ at the .05 level of significance

The responses shown in Table 27 to two attitudinal statements closely related to the services and facilities provided faculty reveal a great deal of dissatisfaction. Seventy-five percent of the total faculty tend to disagree or strongly disagree that resources are allocated according to a rational plan and slightly less than half believe that the top administrators are actively concerned with facilitating the work of the faculty.

Reasons To Leave

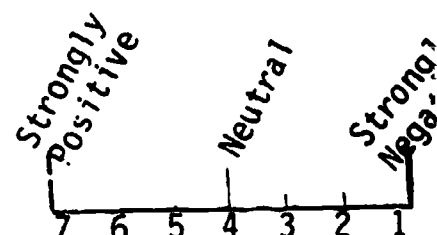
Further insight into the myriad internal and external influences that affect the faculty's job satisfaction is offered by the relative incentive value that

the factors listed in item 20 (Table 28) would have on a decision to accept a faculty position at another university. On this item the responses were more likely to vary in accordance with academic rank rather than faculty unit. The ratings of each factor were made on a 7-point scale where 7 indicates a strong incentive to accept a faculty position at another university, 4 is defined as a neutral value, and 1 indicates a strongly negative incentive value (See Table 28).

Table 28

Incentives to Accept Another Position

20. Listed below are factors that might affect your decision to accept a faculty position at another university. Please indicate the amount of positive or negative incentive value each factor would have on your decision.



Average Ratings

	<u>aP</u>	<u>AP</u>	<u>P</u>	<u>TOTAL</u>
Compensation				
A 5 salary increase	4.7	4.1	4.1	4.3
A 10 salary increase	5.5	4.8	5.1	5.1
A 15 salary increase	6.1	5.5	5.8	5.8 ^o
Promotion in academic rank	6.5	5.5	---	6.0 ^o
More comprehensive fringe benefits	5.1	5.1	5.3	5.2
Physical environment				
Being able to live near campus	5.3	5.1	5.0	5.1*
A university-centered social life	4.3	4.2	3.3	3.9 ^o
Living in a small university town	3.7	3.6	3.3	3.5
Leaving southern California	2.8	2.7	2.1	2.5 ^o
University characteristics				
Lighter teaching load	4.5	4.3	4.6	4.5
Better undergraduate students	5.4	4.9	5.4	5.3*
Less involvement with graduate students	2.2	2.3	1.8	2.1
A strong graduate program in your speciality	5.8	5.6	6.2	5.9 ^o
A large comprehensive department	4.7	4.4	4.6	4.6
More prestigious university	5.1	4.9	5.0	5.0
Less emphasis on research productivity	3.6	3.6	2.6	3.2 ^o
Opportunity for university research funds	5.9	5.7	6.1	5.9
Participating with peers in a research group	5.6	5.2	5.3	5.4*

*Average ratings of faculty units differ at the .05 level of significance
 Average ratings of faculty ranks differ at the .05 level of significance

The job offer most likely to be accepted would be to an assistant professor and include a promotion in rank (average rating = 6.5). A university that offers a strong graduate program in the appropriate specialty and opportunity for university research funds would also be attractive (average ratings are 5.9 for each factor). Less involvement with graduate students (2.1) and less emphasis on research productivity (3.2) are the university characteristics having the strongest negative values. A lighter teaching load (4.5) and a large comprehensive department (4.6) are of only mild interest. A more prestigious university (5.0), better undergraduate students (5.3) and participating with peers in a research group (5.4) are somewhat stronger attractions.

Being able to live near campus was given a positive rating of 5.1 by the faculty; however, a university-centered social life (3.9) is a neutral factor and living in a small university town (3.5) is mildly negative. Leaving southern California is definitely a negative factor, receiving the second lowest rating of 2.5.

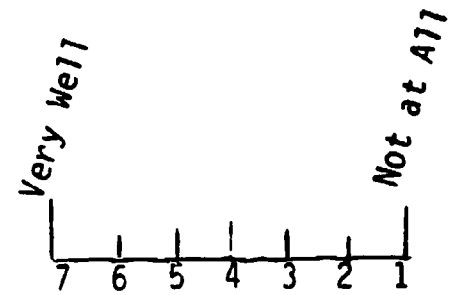
A 5% salary increase has a near neutral value of 4.3, a 10% increase is more interesting (5.1) and a 15% increase is definitely attractive (5.8). The associate professors tended to assign a lower value to salary increases than did the professors and assistant professors. More comprehensive fringe benefits has about the same rating (5.2) as a 10% salary increase (5.1).

Reward System

Recognition for a job well done is a critical element of job satisfaction and the faculty were asked to indicate on a 7-point scale the extent to which they think that USC has appreciated and rewarded their work at the University. (Table 29) The responses form a rectangular type of distribution. Less than 5% chose each of the extreme responses of 1 and 7, the other 90% were spread

Table 29
Perceived Reward

23. To what extent do you think USC has appreciated and rewarded your work at the University?



	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Percent Giving Each Response	5	14	21	18	20	18	4
	<u>aP</u>	<u>AP</u>	<u>F</u>	<u>Total</u>			
Average Ratings	3.5	4.2	4.2	4.0 ^c			

^cAverage ratings of faculty ranks differ at the .05 level of significance.

almost evenly over the responses 2 through 6. The average rating for assistant professors is 3.5; for associate and full professors the average is 4.2.

A good reward system presumes a uniform, and preferably valid, measure of faculty performance. In the case of a multi-purpose organization like a university where the faculty is expected to contribute to many goals of undefined relative importance, it is particularly difficult to assess individual accomplishment. On items 21 and 22 the faculty were asked to show on a 7-point scale the extent that USC seems to value faculty service in each of eight areas and to mark the areas in which they feel that they have made an important contribution. Three questions were asked:

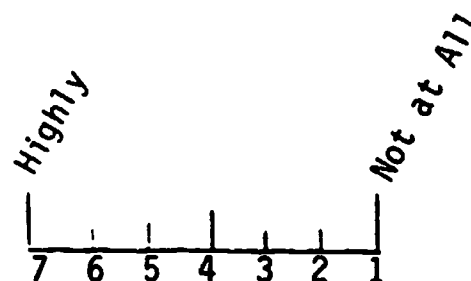
- 1) which areas are perceived by the faculty to be highly valued at USC?
- 2) in which areas do the faculty believe that they have made an important contribution?
- 3) do the faculty who believe that they have made an important contribution in the areas perceived to be highly valued at USC also believe that their contributions have been rewarded?

The answers to these questions are indicated in Table 30. Although the absolute values assigned to each area by the six faculty units differed, there is a definite

Table 30

Perceived USC Values
and Personal Contributions

21. To what extent does it seem to you that USC values faculty contributions in each of the following areas?
22. Please make a check mark (✓) on the line next to the areas in which you believe you have made an important contribution.



	Perceived USC Value	Faculty who have contributed	Perceived Reward	
			Made a contribution	No contribution
Securing research funds	5.6*	25%*	4.0	3.9
Scholarly reputation of faculty	5.4	62% ^c	4.1	3.8
Training of graduate/professional students	4.5*	68%	4.0	3.9
Service to industry and business	4.1*	16%	4.3	3.9
Service to local government and public institutions	3.9*	16%	3.7	4.0
Participation on department, school and university committees	3.7*	49%	4.1	3.9
Improving the undergraduate experience	3.7 ^c	41%*	3.8	4.1
Undergraduate classroom teaching	3.6 ^c	57%	3.7	4.3**

*Responses of faculty units differ at the .05 level of significance
^cResponses of faculty ranks differ at the .05 level of significance
 **Average perceived rewards differ significantly at the .05 level of significance.

consensus that the two faculty services most highly valued at USC are securing research funds and the scholarly reputation of the faculty. Closely following is the training of graduate/professional students. The faculty who believe that they have made an important contribution in those areas do not have a greater sense of being personally rewarded than those not working in those areas. In only one area, that viewed to be least valued at USC, did the average perceived reward differ significantly according to whether or not the faculty had contributed. The 57 of the respondents who believe that they have made an important contribution to undergraduate classroom teaching have an average perceived reward of 3.7; those not contributing have an average perceived reward of 4.3.

An examination was made of the other questionnaire items to determine whether faculty who believe that their work has been rewarded and appreciated by USC differ in any way from those who do not feel that they have been rewarded. Those findings will be presented in a supplementary report.

Satisfaction With Oneself

The best form of recognition and reward is what one accords oneself. A sense of achieving success and the degree to which one is fulfilling one's personal aspirations are perhaps the best measure of job satisfaction. Looking only at the modal responses to the three items illustrated in Table 31, we find that, although the faculty consider themselves "fairly successful", their scholarly productivity is "slightly below" their personal aspirations. Nevertheless, if they could do it all over again they would still choose to be a college professor.

Table 31

Satisfaction with Oneself

6. Using the measure appropriate to your discipline, how would you classify the amount of your scholarly productivity in the past two years relative to: your personal aspirations?

Well above	12%
Slightly above	27%
Slightly below	45%
Well below	16%

12. Comparing yourself with other academicians of your age and professional background, how successful do you consider yourself in your career?

	USC	ACE (2)
Very successful	33%	26%
Fairly successful	57%	68%
Fairly unsuccessful	10%	6%
Very unsuccessful	0%	---

11. If you were to begin your career again, would you still want to be a college professor?

Definitely yes	52%
Probably yes	36%
Probably no	11%
Definitely no	1%

CONCLUSIONS

On a day-to-day basis the USC faculty seem to be fairly happy. They like the professorial job, they respect their students and colleagues, and are for the most part in agreement with departmental and institutional goals. There is a sense of estrangement between faculty and administration that appears to be associated with personnel practices rather than the academic program.

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Appendix A

EASIC DATA

(Number of Faculty Giving Each Response)

BASIC DATA

(Number of Faculty Giving Each Response)

(NR = No Response)

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Faculty Survey
Fall 1973

Instructions

To answer each item, please circle the number of the response which best expresses your opinion.

LAS faculty should interpret "School" as synonymous with their LAS Division.

1. How much interest do you have in each of the four aspects of professional activity described below?

Administration - development and establishment of academic policies, practices, programs

Performance - use of professional skills to solve a problem, to devise a procedure, or to create something, e.g., music, a painting, building, etc.

Research - participation in specific projects that include the collection, organization and analysis of data for the advancement of knowledge.

Teaching - the training and education of students including direction of student research and advisement.

	Great Interest							No Interest
	7	6	5	4	3	2	1	NR
Administration	7	19	22	36	22	22	11	8
Performance	6	27	16	19	11	13	7	12
Research	8	33	19	17	7	1	0	6
Teaching	10	30	18	11	1	0	0	6

2. What forms of personal contact have you had in the past year with the administrative officers listed below? Circle all that apply.

Responses

- 5 A telephone conversation
- 4 An informal face-to-face conversation
- 3 A formal meeting alone or in a small group
- 2 Participation on the same committee
- 1 A written report submitted

	5	4	3	2	1	NR
President	1	1	1	1	1	1
Any Vice President	30	27	22	52	45	74
The Dean of your School	67	101	81	50	69	36

3. In general, do you usually think of yourself primarily as a member of your:

- university (55)
- department or school (30)
- discipline (15)

4. What changes at USC during the next several years do you predict regarding the academic qualities of:

Responses

	3 Improve	2 No Change	1 Decline	NR
undergraduate students	53	27	10	10
graduate students	40	30	15	15
applicants for faculty positions	40	25	15	20

5. How would you evaluate your department (quality of faculty, students, curricula, etc.) relative to other departments in your school, at the University and within the discipline nationally?

Responses

	4 One of the best	3 Above average	2 Below average	1 Well below average	NR
School	4	15	15	2	6
USC	8	15	15	2	6
Discipline	6	15	15	2	6

Responses to Items 6 and 7

4 Well above average
3 Slightly above average
2 Slightly below average
1 Well below average

6. Using the measure appropriate to your discipline, how would you classify the amount of your scholarly productivity in the past two years relative to:

	4	3	2	1	NR
faculty in your department	9	26	5	1	1
faculty of your school	11	27	4	1	1
peers in your discipline	11	27	4	1	1
your personal aspirations	11	27	4	1	1

7. How would you rate yourself as a teacher for:

	4	3	2	1	NR
undergraduate classes	11	15	15	1	1
graduate classes	11	15	15	1	1
individual instruction	11	15	15	1	1

8. Are you in agreement with the present goals and directions of your department?

- Yes, almost completely (50)
- Yes, with some major reservations (78)
- No, not for the most part (30)
- No, not at all (5)
- NR (4)

9. In general, how good of a place do you think USC is for students, faculty, and yourself?

	Excellent	7	6	5	4	3	2	1	Poor	NR
Undergraduate students	7	29	59	43	17	7	2	3		
Graduate students	12	29	46	42	26	6	3	3		
Faculty	4	21	48	38	29	14	4	5		
Yourself	19	35	31	26	24	18	10	4		

10. What is your opinion of the amount of emphasis put on publications and teaching ability in determining rank and salary within your department and school and the University?

Responses

3 Too much emphasis
2 About the right emphasis
1 Too little emphasis

	3	2	1	NR
Publications				
Department	44	104	14	5
School	60	70	19	12
USC	57	68	25	17
Teaching Ability				
Department	2	89	73	7
School	10	67	77	13
USC	6	57	84	20

11. If you were to begin your career again, would you still want to be a college professor?

- Definitely yes (80)
- Probably yes (61)
- Probably no (18)
- Definitely no (0)
- NR (0)

12. Compare yourself with other academicians of your age and professional background. How successful do you consider yourself in your career?

- Very successful (55)
- Fairly successful (95)
- Fairly unsuccessful (16)
- Very unsuccessful (0)
- NR (1)



CIRCLE A RESPONSE NUMBER FOR EACH ITEM

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13. How often do you experience the following types of personal interaction with other faculty in your department?

- Informal casual fellowship (coffee, lunch, 901, etc.)
- Collaboration on professional projects
- Informal professional consultation or discussions
- Parties and other social events
- Social gatherings that include students

	Vary Often					Not at All				
	7	6	5	4	3	2	1	NR		

14. To what extent do you feel a loyalty and commitment to each of the units listed below?

- Your department
- Your school
- The University

	Very Great Extent					No Extent At All				
	6	5	4	3	2	1	NR			

15. Please indicate the degree of interest you would have in holding the following university positions (not necessarily at USC).

- Department chairman
- Dean of an academic unit
- Vice-President
- President

	Great Interest					No Interest				
	6	5	4	3	2	1	NR			

16. Please indicate the extent to which you feel a sense of obligation for effective professional service to each of the groups listed below.

- Faculty in your department
- Colleagues in your field elsewhere
- Total U.C. faculty
- Students in your class
- USC administrative community
- U.C. alumni and benefactors
- USC Board of Trustees
- The greater Los Angeles community

	Very Great Extent					No Extent At All				
	6	5	4	3	2	1	NR			

17. The statements below express opinions with which some faculty will agree and others will disagree. Please indicate your opinion.

Responses

4 Strongly Agree	2 Tend to Disagree
3 Tend to Agree	1 Strongly Disagree

	4	3	2	1	NR
The dominant need in my field is for the application and utilization of existing knowledge rather than discovery of new knowledge	28	11	10	2	0
A university professor should focus his attention on future needs rather than on immediate problems.	17	10	10	12	5
What I like best is making use of the skills and talent I have in my own field	29	11	10	1	0
Faculty without professional contacts outside the university world tend to become unrealistic and esoteric.	20	11	11	11	1
The translation of my theoretical knowledge into a completed product or program is a very exciting accomplishment . . .	111	11	9	1	1
The best measure of professional competence is quality of research	20	11	11	11	1
The development of a discipline requires study of topics that may seem trivial to the generalist in the field . . .	20	11	11	11	1
Most of my research is done solely to secure promotions and salary increases	1	11	11	105	1
Attending professional meetings and reading the journals are sufficient to stay current in the field.	1	11	11	11	1
Teaching a lower division course is a waste of my knowledge and expertise.	1	11	11	11	1
In general, the most respected faculty are asked to serve on important committees	11	61	11	11	1
Most faculty active on committees are seeking security and influence they can't achieve as scholar-teachers	10	11	11	11	1
I'd rather leave the committee work to those who like that sort of thing.	34	11	11	11	1
Usually the most prestigious person is elected to chair a department	8	11	11	11	1
Faculty active on committees have a great deal of influence on the university.	8	11	11	11	1
Every student should have some basic knowledge of my discipline	42	11	11	11	1
I feel responsible if the students in my class don't seem to have learned much.	11	11	11	11	1
My primary obligation to USC is to do a good job of teaching my classes	11	11	11	11	1
The intellectual abilities and motivation of the USC students make teaching a pleasure	21	11	11	11	1
Teaching effectiveness, not publications, should be the primary basis for faculty promotion.	24	11	11	11	1

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18. How well do the services and facilities listed below meet your needs efficiently and effectively?

		Responses				
		4	3	2	1	
		Very well	Adequately	Poorly	No opinion	
Faculty Center						
Campus Mail						
Bookstore						
Printing Office						
Audio-Visual Services						
Payroll Office						
Insurance and Retirement Office						
Government Accounting Office						19
Campus Security Office						10
Availability of Parking						3
Maintenance of Buildings						10
Purchasing Office						10

19. Listed below are various things a professor may need for his job. Please indicate how important each is to you and the extent to which your needs are met by USC or through the department or other sub-division. EXCLUDE what you individually provide with external funds.

		Responses	
How Important to You?		Extent to Which Needs are Met	
4	Essential	4	Very well, generously
3	Important	3	Adequately, usually no problem
2	Desirable	2	Minimally, must make adjustments
1	Not at all	1	Not at all

	How important to you?					Extent to which needs are met				
	4	3	2	1	NR	4	3	2	1	NR
Materials and supplies for your										
classes	80	50	10	5	4	1	40	10	10	11
research office	77	10	10							
Library materials for your										
research students	40	40	10							
Equipment for your										
classes	100	40	10							
research office	100	20	60							
Services of										
secretaries or clerks	100	10	10							
technicians or mechanics	100	10	10							
teaching assistants	100	10	10							
research assistants	100	10	10							
Office, studio, or laboratory for										
quiet desk work	100	10	10							
student conferences	100	10	10							
student research	100	10	10							20
your research	100	10	10							

CIRCLE A RESPONSE NUMBER FOR EACH ITEM

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20. Listed below are factors that might affect your decision to accept a faculty position at another university. Please indicate the amount of positive or negative incentive value each factor would have on your decision.

	7	6	5	4	3	2	1	NR
Being able to live near campus.	32	41	28	51	5	1	0	5
Participating with peers in a research group.	42	..	30	38	7	4	5	..
A 5% salary increase.	16	10	36	64	10	11	9	5
Less involvement with graduate students . . . . .	..	..	..	..	..	34	7	0
Better undergraduate students	26	43	55	38	3	3	2	7
Promotion in academic rank.	50	32	17	35	1	1	12	10
A university-centered social life	9	18	28	57	17	11	22	5
More prestigious university	32	31	40	43	..	4	7	5
A large comprehensive department.	21	29	21	59	17	5	2	2
Living in a small university town	9	10	22	48	12	21	34	5
Less emphasis on research productivity.	12	8	24	30	19	24	12	7
A 10% salary increase	32	31	48	38	..	..	..	..
A strong graduate program in your specialty	31	31	27	21	..	0	1	5
Opportunity for university research funds	0	0	32	19	..	0	0	0
Leaving southern California . . . . .	..	..	..	..	..	..	..	..
A 15% salary increase	0	0	..	..	0	..	4	..
Lighter teaching load	10	23	25	7	..	..	11	..
More comprehensive fringe benefits.	30	31	27	44	..	..	..	..

21. To what extent does it seem to you that USC values faculty contributions in each of the following areas?

	7	6	5	4	3	2	1	NR
9 Undergraduate classroom teaching.	6	1	39	22	22	7	13	..
10 Training of graduate/professional students.	12	2	45	27	1	15	..	..
10 Scholarly reputation of faculty	10	9	31	23	13	..	..	..
10 Improving the undergraduate experience.	6	15	28	41	24	20	11	..
10 Securing research funds	20	30	19	15	7	12	..	..
10 Service to local industry and business.	11	18	30	28	24	25	11	1
10 Service to local government and public institutions	7	14	21	41	10	..	..	..
10 Participation on department, school and university committees . . . . .	..	..	..	..	..	..	..	..

22. Please make a check mark (✓) on the line next to the area listed below in which you believe you have made an important contribution.

23. To what extent do you think USC has appreciated and rewarded your work at the University?

	7	6	5	4	3	2	1	NR
--	---	---	---	---	---	---	---	----

8

CIRCLE A RESPONSE NUMBER FOR EACH ITEM

24. Please indicate the response that best describes your reaction to the following statements concerning the new University Council.

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Responses

4 Strongly Agree	2 Tend to Disagree
3 Tend to Agree	1 Strongly Disagree

	4	3	2	1	NB
The size of the Council will prevent its acting effectively as a decision-making body.	10	10	7	7	34
The University committee structure will be improved by functioning through the Council.	10	9	27	17	63
The new University Council will weaken the influence of the faculty	2	7	25	46	70
The Council will provide a means for developing a university consensus on questions of policy.	17	10	22	25	74
Increasing cooperation among faculty, staff, and students will develop through the Council	11	9	24	24	68
The Council will restrict the powers of the president and vice-presidents.	1	1	10	88	100
The student members are unlikely to have significant influence.	3	6	24	41	74

25. At what level should there be uniformity of practice on each of the following matters?

Responses

4 University	3 School	2 Department	1 None
--------------	----------	--------------	--------

	4	3	2	1	NB
Tenure.	159	17	11	10	197
Salary level.	94	109	18	13	234
Teaching loads.	61	117	48	17	243
Sabbatical or other leaves.	163	10	11	6	190

26. Please indicate your opinion on the following issues which have been proposed or discussed.

Responses

4 Strongly Approve	2 Disapprove with reservation
3 Approve with reservations	1 Strongly Disapprove

	4	3	2	1	NB
Sharing of faculty and facilities with other academic and research institutions.	139	11	17	11	178
A minimum salary for each professional rank.	107	10	17	11	145
A faculty salary scale with established increments within rank.	107	10	24	11	152
Appointment of a Provost	11	11	24	47	103
A faculty collective bargaining unit	11	11	24	11	57
Revision of the tenure system.	11	11	61	10	93
Routine formal student evaluation of teachers.	11	11	29	18	69
A university quota on tenured faculty.	11	11	96	107	225
Positive implementation of the Affirmative Action program.	11	11	11	11	44
Increased emphasis, in research and education, on a collegial environment.	11	11	11	11	44
Expansion of extracurricular programs and activities.	11	11	11	11	44
Increased emphasis on continuing education.	11	11	11	11	44
Increased emphasis on capital and fixed capital.	11	11	11	11	44
Strict enforcement of academic standards.	11	11	11	11	44
Faculty pay raise for evaluation purposes.	11	11	11	11	44

CIRCLE A RESPONSE NUMBER FOR EACH ITEM:

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27. In general, how would you rate the prospects within your department for the next several years for:

new appointments at the level of

Instructor
 Assistant Professor
 Associate Professor
 Professor

Excellent
 Very Poor

promotion to

Associate Professor
 Professor

	7	6	5	4	3	2	1	NH
Instructor	49	30	24	35	16	21	24	50
Assistant Professor	12	22	35	32	21	18	29	19
Associate Professor	9	11	37	43	45	44	52	23
Professor	17	14	2	25	26	51	108	21
Associate Professor	18	14	41	50	40	39	55	29
Professor	13	18	20	50	37	47	68	25

28. How do you feel about your prospects during the next several years for:

adequate salary increases
 opportunity for a better position at USC
 securing adequate research funds
 an attractive offer from another university

Very Optimistic
 Very Pessimistic

	7	6	5	4	3	2	1	NH
adequate salary increases	12	10	34	50	57	60	77	11
opportunity for a better position at USC	11	18	30	66	35	43	63	19
securing adequate research funds	19	24	41	51	44	39	48	14
an attractive offer from another university	11	10	20	34	33	31	36	11

29. Please indicate the extent to which you agree or disagree that each of the following statements are true of the administration at USC.

Responses

4 Strongly Agree	2 Tend to Disagree
3 Tend to Agree	1 Strongly Disagree

Personnel policies and practices are consistent and fair
 Resources are allocated among schools and departments according to a rational plan
 Faculty are rewarded according to their contributions to the University
 The administration is consistent in working toward well-formulated goals
 The Deans and Vice-Presidents are becoming increasingly isolated from the faculty
 The top administrators are actively concerned with the maintenance of conditions that facilitate and encourage the work of the faculty
 The organization of USC is designed for the primary purpose of educating the academic core of the student
 The quality of life is declining in the administration of USC

	4	3	2	1	NH
Personnel policies and practices are consistent and fair	1	67	35	87	16
Resources are allocated among schools and departments according to a rational plan	4	61	113	70	1
Faculty are rewarded according to their contributions to the University	5	76	114	79	14
The administration is consistent in working toward well-formulated goals	2	100	98	66	12
The Deans and Vice-Presidents are becoming increasingly isolated from the faculty	50	96	70	18	20
The top administrators are actively concerned with the maintenance of conditions that facilitate and encourage the work of the faculty	3	100	17	60	10
The organization of USC is designed for the primary purpose of educating the academic core of the student	27	67	125	3	12
The quality of life is declining in the administration of USC	1	1	1	1	1

30. In general, how much influence do each of the following have over what goes on in your department?

	Very Great Influence					No Influence At All		
	1	2	3	4	5	6	7	8
Undergraduate students	11	1	1	1	1	11	5	12
Graduate students	1	1	1	1	1	11	13	12
Department faculty as a whole	1	1	1	1	1	7	11	12
A department executive committee	1	1	1	1	1	13	5	12
Department chairperson	11	1	1	1	1	1	1	12
The Dean of the school	1	1	1	1	1	6	11	12
University Committees	5	1	1	1	1	1	33	30
Vice-Presidents	1	1	1	1	1	1	35	36
University President	1	1	1	1	1	1	11	12
USC support groups	1	1	1	1	1	1	19	10
Granting agencies	1	1	1	1	1	1	17	11
National accrediting groups	1	1	1	1	1	1	1	34

31. Do you think that USC will be a better or worse place for students, faculty, and yourself five years from now?

Responses		
3 Better	2 No Change	1 Worse

Undergraduate students	12	11	1	11
Graduate students	12	11	1	11
Faculty	12	11	1	11
Yourself	10	12	1	20

32. Which academic schedule would you prefer?

Trimester with first session ending before Christmas	(10)
Quarters with first session ending before Christmas	(1)
4-1-4 with first session ending before Christmas	(1)
2 semesters plus summer (current schedule)	(10)

APPENDIX B

UNREPORTED ANALYSES

(Statistically significant differences
not detailed in the report)

Percent Giving Each Response

<u>Item</u>	<u>Response</u>	<u>Arts</u>	<u>Bus</u>	<u>Eng</u>	<u>Hum</u>	<u>N.Sci</u>	<u>S.Sci</u>	<u>Total</u>
3	1	10	19	38	23	31	12	22
	2	58	50	42	46	28	21	38
	3	32	31	19	32	41	68	39

Percent Giving Each Response

<u>Item</u>	<u>Response</u>	<u>aP</u>	<u>AP</u>	<u>P</u>	<u>Total</u>
4b	1	23	13	16	19
	2	38	44	56	45
	3	40	44	28	36

5a	1	0	0	2	1
	2	11	11	7	9
	3	40	36	36	36
	4	49	53	55	53

Percent Giving Each Response

<u>Item</u>	<u>Response</u>	<u>Arts</u>	<u>Bus</u>	<u>Eng</u>	<u>Hum</u>	<u>N.Sci</u>	<u>S.Sci</u>	<u>Total</u>
7c	1	0	0	4	0	0	0	1
	2	0	4	16	5	4	3	5
	3	22	33	36	42	13	42	33
	4	78	62	44	53	79	56	61

Percent Giving Each Response

<u>Item</u>	<u>Response</u>	<u>aP</u>	<u>AP</u>	<u>P</u>	<u>Total</u>
17f	1	15	17	0	11
	2	35	30	26	29
	3	35	37	48	41
	4	15	15	26	19
17n	1	49	20	40	37
	2	36	36	34	36
	3	8	39	22	22
	4	8	4	4	5

Percent Giving Each Response

<u>Item</u>	<u>Response</u>	<u>Arts</u>	<u>Bus</u>	<u>Eng</u>	<u>Hum</u>	<u>N.Sci</u>	<u>S.Sci</u>	<u>Total</u>
17p	1	11	12	26	9	3	0	10
	2	22	24	41	9	34	14	24
	3	44	32	18	41	41	58	40
	4	22	32	15	41	21	28	26
17s	1	11	4	7	0	22	19	12
	2	17	35	33	27	44	33	33
	3	33	42	52	59	26	42	42
	4	39	19	7	14	7	6	14
17t	1	6	19	22	18	24	12	17
	2	17	35	33	36	38	53	37
	3	39	31	33	32	34	21	31
	4	39	15	11	14	3	15	15

Percent Giving Each Response

<u>Item</u>	<u>Response</u>	<u>aP</u>	<u>AP</u>	<u>P</u>	<u>Total</u>
10a	1	6	4	16	9
	2	55	65	69	64
	3	40	30	16	27
10c	1	10	10	29	17
	2	39	46	49	45
	3	51	44	22	38

Average Ratings

<u>Item</u>	<u>Arts</u>	<u>Bus</u>	<u>Eng</u>	<u>Hum</u>	<u>N.Sci</u>	<u>S.Sci</u>	<u>Total</u>
16a	6.3	6.0	5.4	6.0	6.0	5.8	5.9*
b	5.8	4.9	5.1	5.6	5.6	5.8	5.5*
c	4.6	4.5	4.3	4.4	4.3	4.2	4.4*
d	6.7	6.7	6.3	6.7	6.4	6.5	6.5*
e	4.1	4.8	3.9	4.0	3.6	3.4	3.9*
f	4.1	4.0	3.4	3.0	3.0	2.5	3.2
g	3.4	4.0	3.1	3.0	2.9	2.3	3.0
h	4.5	5.0	3.5	3.4	3.5	4.2	4.0

*Unit differences are NOT significant at .05 level

Percent Giving Each Response

<u>Item</u>	<u>Response</u>	<u>Arts</u>	<u>Bus</u>	<u>Eng</u>	<u>Hum</u>	<u>il.Sci</u>	<u>S.Sci</u>	<u>Total</u>
18a	1	44	4	20	41	34	19	25
	2	17	8	20	18	34	22	21
	3	11	56	44	27	24	32	33
	4	28	32	16	14	7	27	21
18e	1	41	46	19	23	31	21	28
	2	0	17	12	41	24	44	25
	3	29	29	46	27	34	32	34
	4	29	8	23	9	10	3	13
18h	1	75	76	9	71	20	52	47
	2	0	0	30	14	20	18	16
	3	19	19	44	14	47	24	28
	4	6	5	17	0	13	6	9
18l	1	59	77	18	48	23	58	45
	2	6	4	26	33	17	6	17
	3	24	9	48	14	53	33	32
	4	12	9	7	5	7	3	6

Percent Giving Each Response

<u>Item</u>	<u>Response</u>	<u>aP</u>	<u>AP</u>	<u>P</u>	<u>Total</u>
19li	3+4	94	80	95	91
19ld	3+4	35	47	71	50
19ln	3+4	61	56	81	66
19lp	3+4	43	57	69	56

Average Ratings

<u>Item</u>	<u>Arts</u>	<u>Bus</u>	<u>Eng</u>	<u>Hum</u>	<u>N.Sci</u>	<u>S.Sci</u>	<u>Total</u>
20a	3.9	4.8	5.3	5.3	5.5	5.4	5.1
b	4.3	5.3	5.4	5.2	5.9	5.5	5.4
e	5.2	4.7	4.7	5.6	5.6	5.6	5.3
21b	5.6	4.2	4.9	4.4	4.4	4.2	4.5
e	5.1	4.7	6.3	4.9	5.9	6.0	5.6
f	5.1	3.7	3.5	4.2	4.0	4.6	4.1
g	4.7	3.3	3.4	4.3	3.6	4.3	3.9
h	4.9	3.0	3.6	3.1	3.6	4.0	3.7

	<u>aP</u>	<u>AP</u>	<u>P</u>	<u>Total</u>
21a	3.0	3.9	3.9	3.6
c	3.3	3.8	4.1	3.7

Percent Giving Each Response

	<u>Response</u>	<u>aP</u>	<u>AP</u>	<u>P</u>	<u>Total</u>
22c	1	50	65	72	62
	0	50	35	28	38
22e	1	7	26	42	25
	0	93	74	58	75

Percent Giving Each Response

<u>Item</u>	<u>Response</u>	<u>Arts</u>	<u>Bus</u>	<u>Eng</u>	<u>Hum</u>	<u>N.Sci</u>	<u>S.Sci</u>	<u>Total</u>
22c	1	68	15	33	48	33	54	41
	0	32	84	67	52	67	46	59
22e	1	5	0	63	9	50	16	25
	0	95	100	37	91	50	84	75
22f	1	10	50	22	0	13	3	16
	0	90	50	78	100	87	97	84

24

<u>Unit</u>	<u>Item 24a</u> <u>Percent Giving</u> <u>Each Response</u>				<u>Item 24b</u> <u>Percent Giving</u> <u>Each Response</u>			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Arts	0	11	67	22	29	29	14	29
Bus	0	27	50	23	10	50	35	5
Eng	5	20	75	0	10	30	50	10
Hum	6	33	39	22	11	22	67	0
N.Sci	0	25	45	30	6	56	39	0
S.Sci	0	38	38	24	10	39	45	6
Med	0	17	64	19	2	35	58	5
Dent-Law	7	43	21	29	8	38	31	23
Others	10	28	38	23	6	33	42	19
TOTAL	2	25	52	21	7	35	48	8

<u>Unit</u>	<u>Item 24d</u> <u>Percent Giving</u> <u>Each Response</u>				<u>Item 24e</u> <u>Percent Giving</u> <u>Each Response</u>			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Arts	11	22	67	0	12	38	50	0
Bus	24	14	48	14	10	52	38	0
Eng	14	33	48	5	18	40	36	0
Hum	12	41	41	6	11	44	39	6
N.Sci	11	61	22	6	10	68	21	0
S.Sci	20	37	40	3	21	36	39	3
Med	0	33	64	2	2	39	54	5
Dent-Law	8	25	42	25	7	43	43	7
Others	5	31	49	15	5	32	49	15
TOTAL	8	34	51	7	8	42	45	5

26

<u>Unit</u>	<u>Item 24g</u> <u>Percent Giving</u> <u>Each Response</u>				<u>Item 26f</u> <u>Percent Giving</u> <u>Each Response</u>			
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
Arts	0	11	33	56	0	21	50	29
Bus	5	48	33	14	32	8	28	32
Eng	9	27	54	9	22	22	22	33
Hum	0	28	56	17	15	25	30	30
N.Sci	6	24	53	18	25	25	21	29
S.Sci	3	24	42	30	24	15	24	33
Med	2	50	42	5	2	33	29	36
Dent-Law	0	21	64	14	6	44	25	25
Others	10	41	41	8	7	17	45	31
TOTAL	4	33	45	13	11	25	30	34

<u>Item</u>	<u>Unit</u>	<u>Average Rating</u>	<u>Unit</u>	<u>Average Rating</u>
28c	Arts	2.9	S.Sci	3.6
	Bus	3.1	Med	3.1
	Eng	4.2	Dent-Law	3.2
	Hum	2.4	Others	3.6
	N.Sci	4.5	TOTAL	3.4

<u>Item</u>		<u>Percent Giving Each Response</u>			
29e	<u>Rank</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
	aP	8	26	40	25
	AP	10	27	45	18
	P	3	33	24	40
	TOTAL	7	28	36	30

<u>Item</u>	<u>Unit</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
29g	Arts	11	50	33	6
	Bus	20	40	24	16
	Eng	4	58	38	0
	Hum	24	57	14	5
	N.Sci	40	28	28	4
	S.Sci	33	42	22	3
	Med	6	41	46	7
	Dent-Law	7	36	50	7
	Others	25	34	32	9
	TOTAL	16	42	36	7