2003 State of SMSU Leadership:

Faculty Report

Prepared by the Faculty Concerns Committee

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Executive Summary

Purpose

Effective leadership at Southwest Missouri State University is tied directly to the effects that SMSU administrator-leaders have on work conditions that support faculty effectiveness, for it is faculty who are most directly connected to SMSU's core purpose of developing educated persons. Faculty members are ideally situated to provide meaningful feedback to SMS administrators pertinent to the impact that leadership actions have on conditions that support *faculty* effectiveness. Hence, the primary purpose of the *2003 State of SMSU Administrative Leadership: Faculty Report* is to provide information that can be used to strengthen the leadership of SMSU Department Heads, College Deans, Vice President of Academic Affairs (VPAA) and University President. Such feedback is one of three components necessary for improving leadership and strengthening the leadership culture and effectiveness of any organization (McCauley and Van Velsor, 2004).

Methods

Two theoretical models describing effective organizational leadership guided the construction of the *2003 Administrator Assessment.* The seven-item quantitative evaluation was based primarily on transformational leadership theory, which is relevant to subordinate motivation, commitment, and creativity. Functional leadership theory guided qualitative reports about administrative activities. The functional approach enabled the Faculty Concerns Committee to focus faculty comments specifically on administrative leadership actions that are directly relevant to a workplace environment that supports faculty morale and excellence.

Three-hundred-thirty-one faculty (44%) participated in either the quantitative or qualitative parts of the *2003 Administrator Assessment.* Faculty evaluated their own Department Head, their College Dean, the Vice President of Academic Affairs, and the University President. Faculty provided approximately 90 pages of single-spaced comments about administrative actions that supported or detracted from their workplace environment. The majority of responses were constructive, issue-driven and useful for providing feedback for improving leadership practices at SMSU. Subgroups in the Faculty Concerns Committee condensed the 90 pages into a 12-page summary that is reported in this assessment. A complete report of faculty comments can be accessed at the Faculty Senate website (http://www.s.msu.edu/acadaff/fsenate/2003assessment). The Faculty Concerns Committee reviewed the 12-page summaries completed by subgroups to ensure that the final document adequately represented the praises and concerns that SMSU faculty had about administrators' activities. The final document received unanimous support via committee vote. Thus, the *2003 State of SMSU Leadership Faculty Report* is presented as *representative of the faculty view* of SMSU administration at four levels in the direct line of supervision.

General Findings Relevant to SMSU Leadership

- Evaluations were progressively lower from department level leadership to college level leadership to university level leadership.
- Evaluations were progressively lower as faculty rank increased. Full Professors appraised all levels of leadership lower than did other ranked faculty, and tenured faculty appraised SMSU leadership more unfavorably than untenured faculty.
- Issues for which faculty commented most frequently pertained to:
  - Faculty Governance. Faculty comments implied a desire and willingness to contribute to important issues at SMSU. Perceptions that faculty governance is not supported by SMSU administration was reported at all levels of leadership, but was most uniformly voiced when faculty appraised university level leaders. Faculty members recognized and appreciated opportunities to contribute their expertise when invited, but were critical and reported a disenfranchisement when not granted an opportunity to participate in important decisions, when not given the opportunity to contribute to the "debate" about which directions might

strengthen the departments/colleges/university, and when not provided rationale for important decisions made.

- o Comments addressed whether administrators are genuinely concerned about faculty. Salary issues were raised by several faculty members, but an underlying issue that may be more core to the salary issue is whether or not faculty believe they are appreciated and valued by administrators at different levels. This theme characterized a large body of comments.

Findings Relevant to the University President

- As indicated by the number of commenting faculty, the University President's actions relevant to supporting faculty job satisfaction and work motivation were given the most attention. Comments suggested that the University President was inconsistent at making faculty feel valued, respected, and equitably treated. The quantitative data appeared consistent with qualitative comments: 43% of faculty evaluated the University President with the low end anchor of "1" on a 10-point scale on a question pertinent to "two-way exchange of communication is encouraged," "faculty needs and desires are recognized," and "leading by continuous engagement is evident." It was worrisome that attitudes became less favorable as faculty tenure increases at SMSU. Also, a majority of responses voiced displeasure at the University President's stance against including sexual orientation in the university's non-discrimination statement.

- No doubt, the University President's job is multifaceted, and faculty evaluations contained in this report are most pertinent to the *downward influence* of the University President. While several comments voiced varying concerns about the University President's impact on faculty, the data indicate that the actions of the University President are *not* positively affecting faculty morale. This concern is exacerbated by the *2002 Faculty Concerns Survey Report* that documents low morale and commitment among faculty that is *most strongly* correlated with decisions, policies, and leadership occurring at the University Level. Few would argue that faculty motivation and satisfaction is critical if SMSU is to optimally advance toward the accomplishment of its primary purpose of producing educated persons and toward its advancement of the statewide public affairs mission.

- A challenge that confronts the current University President and the next University President is how to change a current climate characterized by a poor faculty/university level leadership relationship. No doubt, both faculty and SMSU leadership benefit from constructive and mutually respectful relationships, which bear favorably on faculty morale and, ultimately, productivity. **Addressing this particular *leadership challenge* defines the most pressing concern contained in this report.**

Findings Relevant to the Vice President of Academic Affairs

- Quantitative and qualitative data indicated a largely negative evaluation of the Vice President of Academic Affairs. An exception to a negative tone in the evaluations were comments complementary to Academic Affairs for providing opportunities for faculty professional development (with the exception of funding for conference travel) and support for advancing technology in the classroom. A consistent perception expressed through faculty comments was that the VPAA did not effectively advocate for faculty on a variety of issues that included equitable pay, equitable course loads across the university, academic matters, and issues pertinent to morale. Related to the perception of the VPAA not advocating for faculty were several comments expressing the perception that he did not listen to nor consider faculty input.

- A second theme was that faculty perceived the VPAA's style of interaction as directive, authoritarian, and in opposition of supporting faculty governance. In conjunction with a low quantitative evaluation of the VPAA by faculty, descriptors that included "vindictive," "dismissive," "disinterested," and "unwilling to listen" were common enough to indicate a rift in the relationship between faculty and the VPAA. Based on the quantitative comments, perceptions were relatively more negative for tenured and senior levels of faculty when compared with more junior faculty.

- It is likely that neither faculty nor the VPAA desire the relationship that is consistent with data collected via this assessment. We encourage a constructive attempt to solve issues that appear most frequently in this report, involving the joint planning and combined efforts of faculty and the Office of Academic Affairs.

Findings Relevant to College Level Leadership

- College deans were evaluated approximately ½ scale point lower than department heads on the 10-point scale and were, on average, assessed above the scale midpoint (means ranged from 6.1-6.5 across questions). There was, however, disparity across colleges in faculty evaluations. Means on "overall effectiveness" ranged from 5.2 to 7.4. This variance in response suggests that college deans might benefit by reading faculty reports of what other deans are doing in support of faculty morale and productivity.

- Broad themes that emerged in the evaluation were expectations that college deans *should* support the governance process, with faculty views evenly divided concerning how well deans supported that process. Comments indicated that faculty were positively responsive to College Dean actions to seek faculty input on college issues. Faculty expressed the expectation that college deans *should* advocate for faculty both in and outside of the department. In this vein, recognition of faculty accomplishments and achievements was recognized when it occurred, but not recognizing faculty accomplishments and quality was the most frequently reported theme under the dimension: *College Dean actions that support work motivation*. Similarly, faculty responded strongly to perceived inequity of faculty work loads.

Findings Relevant to Department Level Leadership

- Direct leadership is especially important to morale and satisfaction. Ideally, the average faculty perception of direct leadership would be high, and ideally that high perception would be uniform across departments. Indeed, faculty responded to direct leadership with the strongest evaluations compared to other levels of administration. For all of the seven quantitative questions of Department Head leadership, the most common evaluative response was either a "9" or a "10" on the 10-alternative scale. With respect to uniformity of responses across departments, nine of the 38 (26%) departments (where at least four faculty responded) evaluated their department head at or below the 5.5 midpoint for the question, "Overall, my Department Head does a good job." Aggregated responses to other questions indicated that 25-33% of faculty negatively evaluated their own department head across the seven leadership questions posed.

- The disparity found among department head assessments accentuates the importance of a sharing of ideas among the campus community of department heads so that they might share successful strategies and leadership practices. At a minimum, this information would permit individual department leaders to develop personal plans of action based on what has impacted favorably on faculty across campus. It also provides department heads an opportunity to uncover actions that have not produced beneficial effects on the morale and productivity of faculty. Some common perceptions of department head actions that are perceived as impacting favorably on faculty include:

  - Being a good "role model" in the department by working hard and being a productive faculty member by departmental standards.
  - Being a strong advocate for faculty governance. A non-exhaustive list of relevant actions included: a) holding regular departmental meetings to solicit faculty perspectives on important issues, b) adequately representing a departmental view to upper administration, c) not catering to a select "in-group" of faculty, d) demonstrating commitment to a democratic process and engaging in a participatory style of leadership, and e) keeping faculty informed of relevant information as it is conveyed from upper administration.
  - Working hard to foster equity regarding course loads, research, and service activities.
  - Being a strong student advocate and supporting activities/services for majors.

Concluding Remarks

SMSU Faculty respectfully submit this assessment of SMSU leadership for faculty and administrative review. The Administrative Assessment measures SMSU leadership effectiveness against standards of excellence that are defined by scholarly models of organizational leadership. It is our hope that SMSU administrators receive this information in the spirit of strengthening university leadership and in the pursuit of professional excellence—a standard against which we are all held.

Quality leadership has been often described as a "multiplier," for quality leadership actions can multiply the effectiveness of all members in an organizational community. In the advancement of quality leadership, programs that expose organizational leaders to feedback from various sources to use for professional development are considered "best current practices" often adopted by organizations that specialize solely in the development of organizational leaders (e.g., McAuley & Van Velsor, 2004). This report represents the activities of the Faculty Concerns Committee to solicit and organize the perspectives of 44% of SMSU faculty with respect to how well administrative leaders support faculty motivation and effort relevant to implementing SMSU's core purpose of developing educated persons. Whereas leadership *quality*, ultimately, depends on a leader's impact on subordinate personnel, this feedback should be received with full consideration by SMSU administrators at all levels. In this spirit, we ask SMSU administrators to review the contents of this report and share their perspectives of the data reported by faculty.

The majority of faculty members, like SMSU administration, are vested in the well-being of the university and want to participate in the advancement of the university. It is our view that faculty commitment and willingness to be involved is **an asset—to be harnessed**! The data collected from faculty and reported here indicate a gulf between faculty and SMSU administration at the university level. That divide has created a workforce that reports low morale (see the 2002 Faculty Concerns Report) and unfavorable perceptions among faculty targeted at senior SMSU administrators. We invite SMSU administrators to view these issues as a *leadership issue* or a *challenge* as opposed to an unalterable reality that must necessarily characterize subordinate/leader relationships at higher learning institutions.

Recommendations to the Faculty Senate

Ideally, the *State of SMS Leadership* reports would be accepted by SMS administration as feedback for improving SMS leadership. That means that the report would be discussed in administrative gatherings at all levels of SMS leadership, would be given full consideration, and would result in action plans for improving conditions that support the efficacy with which faculty can deliver University services.

After reviewing the *2003 SMS Administrative Leadership: Faculty Report* and after thorough discussion, the Faculty Concerns Committee determined it to be in the best interest of faculty if an ad-hoc subcommittee selected by the Faculty Senate be convened to, first, identify a set of recommendations based on the content of this report. Second, we recommend that the subcommittee fully consider ways to encourage avenues that invite a constructive administrative response to the issues raised in this report at all levels of SMS leadership. We urge the Senate Subcommittee to share their report with the broader faculty body.

2003 State of SMS Leadership: Faculty Report

Philosophy of the 2003 SMS Administrative Leadership Assessment
The Faculty Concerns Committee drew from transformational and functional leadership theories to develop, respectively, a quantitative and qualitative assessment of SMS leadership. This was done to ground the instrument's construction in current and validated models of organizational leadership that describe effective organizational leadership across diverse organizations. The functional leadership approach (Hackman & Walton, 1987) defines a leader's primary role as contributing positively to a workplace environment that supports the morale and effectiveness of subordinate personnel. To specifically define a "functional workplace environment" at SMS, faculty focus groups generated a list of fifty three conditions that appear in Table 1. The fifty three conditions were placed in eight categories, which were used to guide responses on the *qualitative* portion of the administrative assessment. To assess each level of administration, faculty were asked to identify administrative activities that either enhanced or detracted from functional workplace conditions. This was done to ensure that faculty comments addressed important and *relevant* administrative activities.

We constructed the quantitative assessment with the assistance of transformational leadership theory. Transformational leadership theory describes the activities of leaders that are deemed *exceptional* because those activities produce a motivated, committed, and hard working workforce that adopts the values of an organization as their own (Bass, 1985; Burns, 1978). A large body of evidence links transformational leadership to employee motivation, commitment, and performance across organizational settings, including academic settings (Avolio, 2001). According to the theory, a leader influences followers in two primary ways, first, by engaging in exchanges. Such exchanges usually involve distributing rewards and punishment in exchange for certain employee efforts. Second, leaders can use transformational influence by enlisting followers to internalize and commit to the goals and values of an organization. Engaging in transactions can be effective; however, transformational leadership most powerfully impacts followers and organizations. The benefits of transformational leadership have been found for lower level managers, the commanders of Army battalions, and even for the leaders of nations (Bass, Waldman, Avolio & Bebb, 1987a, Bycio, Hackett & Joyce, 1995; Kane & Tremble, 2000)). Of relevance to this multi-level evaluation of administration here at SMS, the transformational effects have been reported as s*tronger* in higher as opposed to lower levels of organizations (Bass, Waldman, Avolio, & Bebb, 1987b; Kane & Tremble, 2000). Also, transformational leadership at senior managerial levels supports the leadership effectiveness of more subordinate levels of management (Bass, Waldman, Avolio & Bebb, 1987b).

The transformational leadership approach is especially relevant for assessing leadership actions as they affect the commitment, morale, creativity, and productivity of faculty. Actions described in the transformational leadership framework (see Table 1) pertain directly to rewarding excellence, engaging employee involvement, stimulating creative ideas by challenging the status quo, and engaging in value-based and moral leadership (Bass & Steidlmeier, 1999). Hence, transformational leadership, from the perspective of faculty, defines actions that *should* contribute to a University environment characterized by innovation, worthwhile pursuits, integrity, and the free exchange of ideas.

Analyses of the Quantitative Evaluation of Administration
Three hundred thirty one faculty (44%) participated in either the quantitative or qualitative parts of the assessment. The 2001 response rate was approximately 20%.

General Evaluation. Responses to "Overall, this administrator does a good job" provided a general evaluation of SMS administration. Figure 1 contains the general evaluation of administrators for the years 2001 and 2003. As shown the ratings were similar across the two-year time span. Figure 2 presents responses to the general evaluation question for tenured and untenured faculty. As shown, tenured faculty evaluated each level of administration less favorably than non-tenured faculty. Data contained in Figure 3 reports general evaluations of administrators by faculty rank. A consistent trend found in Figure 3 shows that administrators were assessed progressively less favorably by higher ranked faculty.

Table 1.
Effectiveness Conditions Supporting Faculty Morale and Productivity

Conditions that support job motivation

1.
   a) *The department/college/university culture" supports effective teaching, research, and service.*
   b) *Mutual faculty support is a norm.*
   c) *Faculty achievements are publicized in and outside of the department.*
   d) *Faculty are confident that quality efforts and ideas receive support and reinforcement, while unproductive and low quality efforts do not.*
   e) *Faculty pursue challenging goals for teaching, scholarly, and service accomplishments.*

Conditions that support job satisfaction

2.
   a) *Faculty governance permits input into decisions affecting the department.*
   b) *Faculty have discretion in course schedules and classes taught.*
   c) *Tasks assigned to faculty are meaningful.*
   d) *Faculty are equitably treated with regard to pay structures, reassigned time, perquisites, and so on.*
   e) *Faculty pay and benefits compare favorably to other Universities.*

Conditions that support effective conflict resolution

3.
   a) *Faculty governance, when possible, resolves conflicts concerning important issues.*
   b) *Faculty disputes are resolved according to the department's best interest and the merit of ideas.*
   c) *Faculty views are fully heard before decisions are made.*
   d) *Disputes are resolved directly rather than covertly.*
   e) *Faculty approach conflict constructively. Personal attacks are rare.*
   f) *Once decisions are made, faculty work together cohesively.*

Conditions that support relevant marketing and promotion of programs

4.
   a) *The department identifies opportunities to obtain available space, money, and personnel.*
   b) *The department has good working relations with college and university administrators.*
   c) *Departmental activities warrant campus-wide respect.*
   d) *Departmental activities warrant the respect of others in the SMSU community.*

Conditions that support student achievement and well-being

5.
   a) *The physical classroom environment effectively supports student learning.*
   b) *Student organizations attract majors, enjoy quality supervision, and enable meaningful student experiences.*
   c) *The department recruits and retains quality majors.*
   d) *Majors receive quality advisement for both academic and career oriented decisions.*
   e) *Effective relations are maintained with alumni.*
   f) *Alumni donate time and money to the department.*

6. **Conditions that support adequate resources for faculty productivity and development:**

    a) *Activities to improve teaching, research, and service are supported and funded.*

    b) *Conference travel and dissemination of research at national and local conferences is supported.*

    c) *Relevant in-service training is available and flexibly scheduled to enable participation.*

    d) *Faculty are fully aware of criteria for tenure and promotion decisions, and the specific criteria that are used.*

    e) *New faculty receive mentoring, are involved collaboratively with other productive faculty, and receive guidance and support related to tenure and promotion.*

    f) *Performance appraisal procedures are fair and conducive to faculty development.*

    g) *Faculty know about internal and external funding opportunities specific to their research/practice/teaching needs.*

    h) *Faculty are aware of budget priorities, rationale for distributing and spending money, and where monies go.*

    i) *Faculty actively involved in conference governance (e.g., officers, programs chair) receive adequate travel support.*

    j) *Classroom and lab space sufficiently support teaching and research excellence.*

   k) *Up to date technology (computers, classroom equipment) meets faculty needs.*

7. **Conditions that support quality direction & planning.**

    a) *Clear and compelling direction characterizes departments, the college and SMS.*

    b) *Those who possess appropriate expertise are consulted before taking action or setting direction.*

    c) *Faculty input is sought and respected when initiatives for change directly affect the structure or functioning of the Department/College/University.*

    d) *Direction is consistent with the ideas and concerns expressed through faculty governance.*

    e) *Faculty share high levels of commitment in moving toward organizational goals at all levels.*

    f) *Quality information is gathered and shared prior to establishing plans that affect a department/college/SMS.*

    g) *Faculty are asked to evaluate proposed goals critically, input is valued, and faculty ideas are fully considered.*

    h) *Alternative plans are developed and debated prior to selecting any single strategic option.*

    i) *Feedback is sought from faculty concerning the success and possible improvement of strategic initiatives.*

    j) *Assessments of required resources are accurate in relation to department/college/SMS goals/mission.*

    k) *Faculty forum are held for identifying issues and solving problems with respect to moving SMS toward valued goals.*

8. **Conditions that support professionalism and appreciation of diversity:**

Conditions associated with high levels of professionalism and appreciation for diversity.

    a) *The department values diversity (e.g., racial, ethnic, gender) among students, faculty, staff, and administrators.*

    b) *Policy, research, and practice support the accommodation of those with disabilities.*

    c) *Activities or policies that discriminate on the basis of race, color, national origin, gender, physical handicap, age, and sexual orientation do not occur.*

    d) *University pay structures are equitable with regard to gender.*

    e) *Employees treat each other respectfully.*

Figure 1. Overall this administrator does a good job

Bar chart with y-axis from 1 to 10. Groups by administrator:
- University President: 2001 = 4.9, 2003 = 4.7
- Vice President of Academic Affairs: 2001 = 4.7, 2003 = 4.9
- College Deans: 2001 = 6.9, 2003 = 6.5
- Department Heads: 2001 = 7.6, 2003 = 7.0
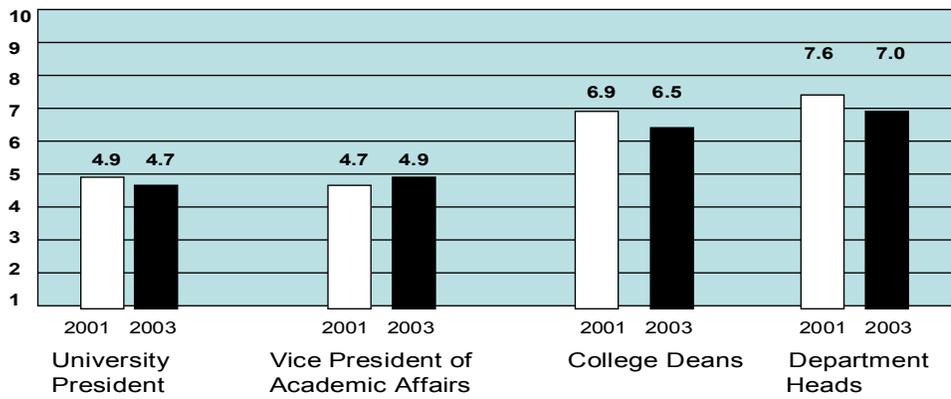
Note: Faculty reporting on this question range from 278 to 286

Figure 2. Overall this administrator does a good job (by tenure)

Bar chart with y-axis from 1 to 10. Groups by administrator:
- University President: non-tenure = 5.7, tenure = 4.4
- Vice President of Academic Affairs: non-tenure = 6.1, tenure = 4.6
- College Deans: non-tenure = 7.6, tenure = 6.1
- Department Heads: non-tenure = 8.0, tenure = 6.8
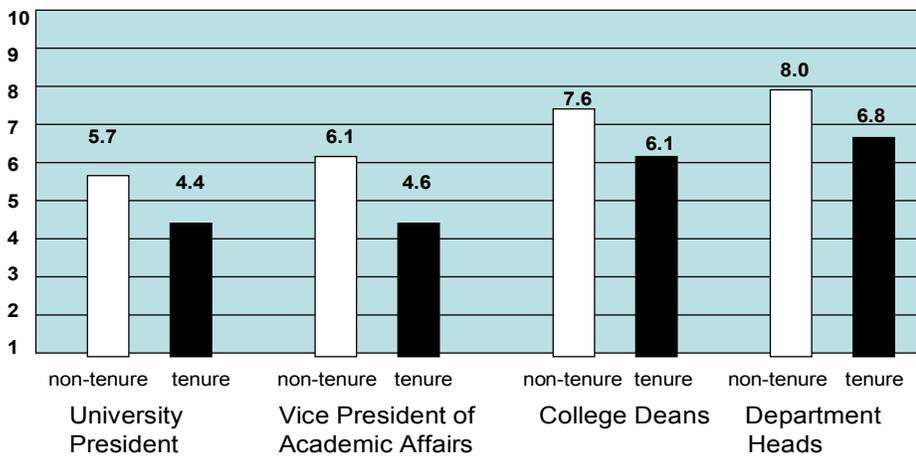
Note: 197 Tenured and 89 non-tenured faculty reporting

Figure 3. Overall this administrator does a good job (by rank)

1 – lecturer (23)
2 – instructor (9)
3 – assistant professor (71)
4 – associate professor (68)
5 – full professor (117)
(18 faculty did not report rank)
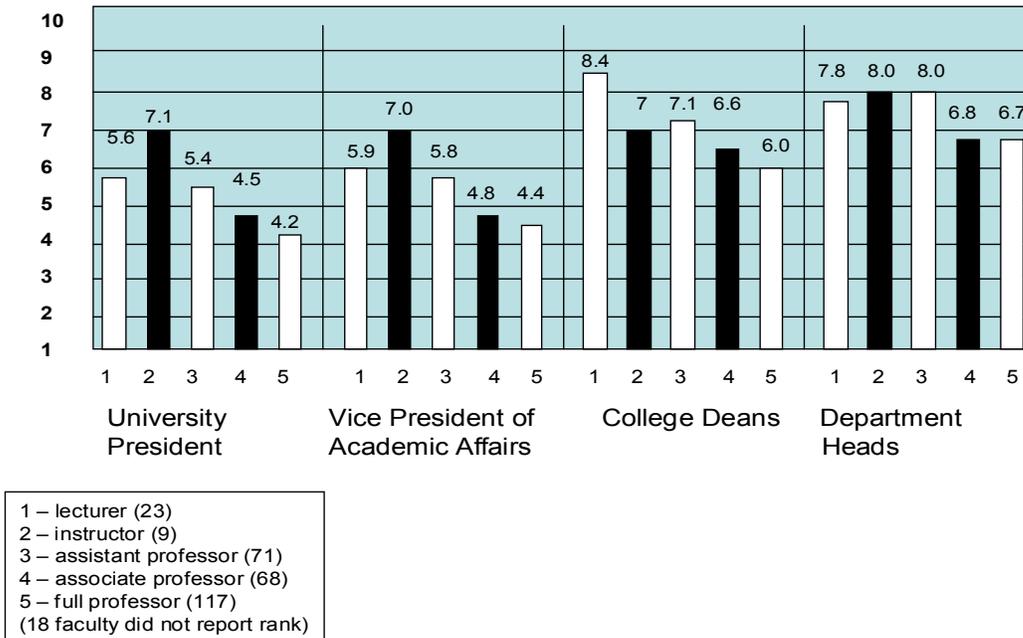
Evaluation of Transformational Leadership.

Table 2 reports means, standard deviations, and the mode (most frequently chosen response option) for faculty evaluations of transformational leadership. Response options for questions ranged from 1 (not at all) to 10 (completely). Computed means indicated that faculty evaluated department heads most favorably, followed by College Deans. Department Heads and Deans were evaluated, on average, above the 5.5 scale midpoint. Department Heads were mostly commonly rated either "8," "9," or "10" for every question. The most frequently chosen response option for College Deans was '8' or '9' except for *Individualized Consideration*, for which faculty most frequently reported '1.'

The VPAA and University President were evaluated below the scale midpoint of 5.5 for all questions. The mode, or most frequent response (reported in Table 2) indicated that the University President and the VPAA were most commonly rated '1' on the 10-alternative scale. For both levels of leadership, approximately 1 out of 3, responded with "1" when characterizing *Individual Consideration* and *Intellectual Consideration*. Among the transformational leadership dimensions, *Intellectual Stimulation* best reflects support for the faculty governance, the solicitation of faculty input, and seeking out and benefiting from diverse perspectives. *Individualized Consideration* best represents how well a leader considers subordinate needs and tolerates diverse viewpoints.

Figure 4 reports on transformational leadership actions *aggregated across all levels* of University leadership. Transformational leadership actions across levels of the SMS hierarchy ranged from 5.07 to 5.61. Provided a scale midpoint of 5.5, a conservative conclusion is that from the perspective of faculty, transformational leadership does not strongly characterize SMS.

To fully interpret the data reported here, the Faculty Concerns Committee is currently analyzing the more than 90 pages of quantitative data produced by the assessment. Those analyses will be included in the final 2003 SMS Administrative Leadership: Faculty Report.

Table 2.
Assessment of Transformational Leadership.

1. Contingent Reward: Clearly specifies what outcomes he or she desires from faculty and, based on that, forms an implicit agreement by making it clear the rewards and benefits that should arise from successful efforts. Honors formal and implicit agreements by fairly & consistently distributing rewards & resources.

	Mean	Stand. dev	Median	Mode
Department Head	6.89	2.95	8	8 & 9 (n=57, 20%)
College Dean	6.25	2.90	7	9 (n=54, 20%)
Vice President	4.64	2.75	5	1 (n=50, 16%)
University President	4.18	2.87	3	1 (n=69, 27%)
ALL	**5.49**			

2. Idealized influence: Activities suggest that the needs of others supercede personal needs. Sacrifices personal gain for sake of others. Models a high standard of ethical and moral conduct, and serves as an ideal role-model for others to follow

	Mean	Stand. dev	Median	Mode
Department Head	6.96	3.09	8	10 (n=70, 24%)
College Dean	6.31	3.04	7	9 (n=43, 16%)
Vice President	4.57	2.81	4	1 (n=52, 21%)
University President	4.12	2.94	4	1 (n=74, 29%)
ALL	**5.51**			

3. Inspirational actions: Displays enthusiasm and optimism, provides a future vision for Dept/college/SMS that engages faculty, and convinces faculty to challenge themselves to move Dept/College/SMS forward.

	Mean	Stand. dev	Median	Mode
Department Head	6.81	3.07	8	10 (n=68, 23%)
College Dean	6.48	3.01	7	9 (n=50, 17%)
Vice President	4.61	2.81	5	1 (n=49, 19%)
University President	4.56	3.15	4	1 (n=73, 27%)
ALL	**5.61**			

4. Intellectual stimulation: Creativity is encouraged and is a norm of conduct, new ideas for addressing relevant problems are solicited from faculty, and faculty are rewarded for challenging the status quo and questioning long-held assumptions about "*how things work around here.*" Mistakes are treated as opportunities for learning.

	Mean	Stand. dev	Median	Mode
Department Head	6.64	3.19	8	10 (n = 68, 23%)
College Dean	6.10	3.11	7	8 (n = 44, 16%)
Vice President	4.01	2.83	3	1 (n = 74, 30%)
University President	3.82	2.93	3	1 (n = 91, 35%)
ALL	**5.14**			

5. Individualized Consideration: A two-way exchange in communication is encouraged. "Leading by continuous engagement" is a norm. Faculty needs and desires are recognized. Administrator's activities demonstrate not only acceptance of individual differences but also a desire to attract them to enhance creativity and innovation.

	Mean	Stand. dev	Median	Mode
Department Heads	6.85	3.17	8	10 (n = 77, 27%)
College Deans	6.12	3.27	7	1 (n = 48, 18%)
Vice President	3.92	2.73	3	1 (n = 77, 30%)
University President	3.38	2.82	2	1 (n = 112, 43%)
ALL	**5.07**			

NOTE: Response options ranged from a low of "1" (not at all) to "10" (completely). Overall N = 310 (42%)

Figure 4. Transformational Leadership Averaged Across all Levels of Admin
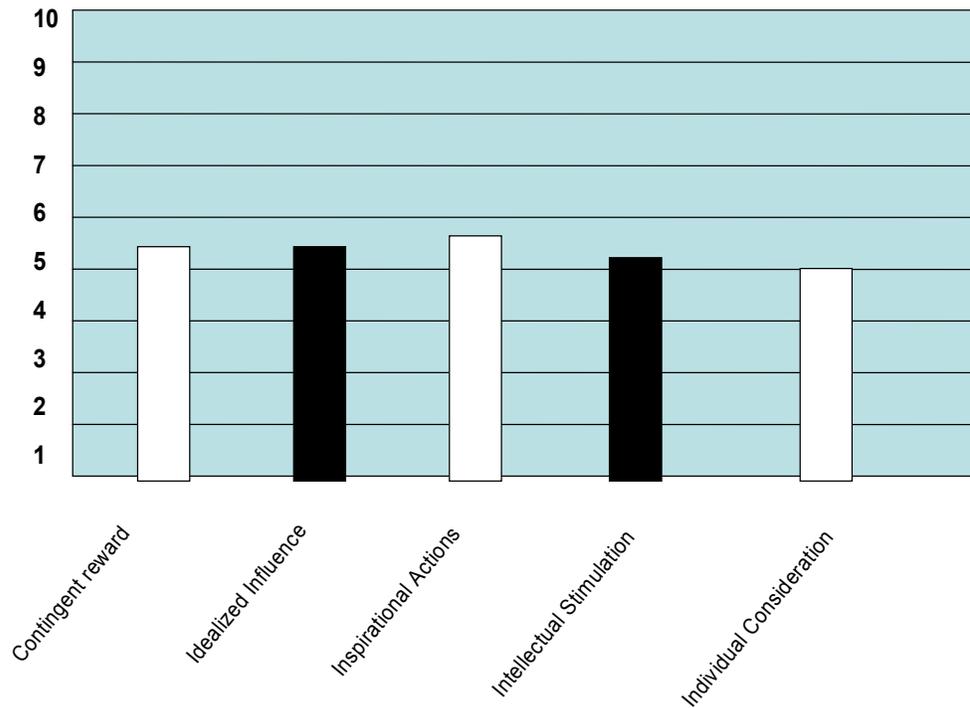
Transformational leadership dimensions defined

Contingent reward: Clearly specifies what outcomes he or she desires from faculty and, based on that, forms an implicit agreement by making it clear the rewards and benefits that should arise from successful efforts. Honors formal and implicit agreements by fairly and consistently distributing rewards and resources.

Idealized influence: Activities suggest that the needs of others supercede personal needs. Sacrifices personal gain for sake of others. Models a high standard of ethical and moral conduct, and serves as an ideal role-model for others to follow.

Inspirational action: Displays enthusiasm and optimism, provides a future vision for Dept/college/SMS that engages faculty, and convinces faculty to challenge themselves to move Dept/College/SMS forward.

Intellectual Stimulation: Creativity is encouraged and is a norm of conduct, new ideas for addressing relevant problems are solicited from faculty, and faculty are rewarded for challenging the status quo and questioning long-held assumptions about "*how things work around here.*" Mistakes are treated as opportunities for learning.

Individual Consideration: A two-way exchange in communication is encouraged. "Leading by continuous engagement" is a norm. Faculty needs and desires are recognized. Administrator's activities demonstrate not only acceptance of individual differences but also a desire to attract them to enhance creativity and innovation.

Report of Qualitative Comments

Method

Faculty reported comments pertinent to administrative leadership on-line. To access the on-line site, faculty were provided a password and the site address. The first two numbers of the 4-digit password code indicated the faculty member's college and department, and the second two digits were randomly generated to protect faculty identities within departments. As a further protection of faculty confidentiality, no data were aggregated and reported at the department level because of the low response rate in specific departments.

Through campus mail, faculty members received a hard copy of the work effectiveness conditions (reported in Table 1) and were directed to the website containing the on-line survey. Faculty members were instructed that they could comment on as many or few administrators or functional conditions that they desired. More than 40% of SMS faculty commented on administrative action and collectively spent more than 73 hours on-line.

Comments were grouped according to the effectiveness conditions described in Table 1 and distributed to eight subgroups comprised of members of the Faculty Concerns Committee. The subgroups were instructed to construct summary boxes that described common administrative practices, both positive and negative, that were most prevalent for each effectiveness condition. The summary boxes were brought before the broader Faculty Concerns Committee for review and discussion. After full review, the summary boxes were brought before the committee for a vote. A unanimous vote of all members in attendance supported the comments contained in this report as reasonably representing the faculty view of the leadership practices at SMSU.

A Full Transcript of Comments

Because of the large volume of observations reported by faculty, the 90 pages of qualitative comments pertinent to administrative leadership were not included in the text of this report. A complete transcript of the qualitative can be accessed from the Faculty Senate web-page: http://www.smsu.edu/acadaff/fsenate/

Note

The contents of the summary boxes on the following pages vary in content and style because different faculty focus groups authored the comment summaries. The content of the summaries were approved *unanimously* in their current form by the Faculty Concerns Committee and are offered to represent the full body of comments reported by those who completed the assessment. The Faculty Concerns Committee's approval of this document reflects the committee's view that the document fairly represents faculty perceptions of SMS leadership at different administrative levels. Both faculty and administration are welcome to visit the Faculty Senate's web-site to review the full body of comments reported by faculty. All comments were edited to protect the confidentiality of the evaluating faculty and the focal administrators at and below the college level.

Comment Summaries: Department Heads

DH actions in support of Job Satisfaction	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	87	334 minutes	56	64

- Faculty are almost equally divided in their perceptions of DHs' impact on job satisfaction, with 47% registering positive comments and 53% registering negative comments.

- The most often cited reasons for a favorable opinion regarding the DHs were:
  - Being supportive of faculty concerns regarding salary and work loads
  - Democratic in course scheduling (19 responses)
  - Responsive to faculty input regarding departmental policy and procedures (10 responses)
  - Communicative of university policy and decisions
  - Considerate in assigning meaningful tasks at the departmental level
  - Equitable in matters of departmental roles and rewards

- Among the concerns expressed by respondents who registered an unfavorable opinion of their DHs were related to salary and work loads. Ten faculty indicated that DHs do not support equitable salaries and eight faculty indicated that DHs assigned work loads unequally among department members.
  - Especially notable was that seven faculty cited "favoritism" as a factor in assigning roles and rewards. Some specific comments related to this concern included the following:
    - ✓ "DH seems to be listening to only a few faculty and apparently to some who have no idea what is going on."
    - ✓ "DH makes decisions about which courses to teach in the summer based on faculty favoritism."
    - ✓ There is "very little discretion in course schedules and classes taught 'unless you're a full professor maybe'".
    - ✓ "I feel like decisions get made among a small group of senior faculty."
  - Another form of perceived inequality was that DHs do not enforce equal work loads. Comments frequently expressed that too few faculty were made to do "the heavy lifting," some faculty are "allowed to ignore much of the research and service duties" expected of a department, and that DHs expect too much of department members relative to "the university norm."
  - Nine faculty responded that there was too little governance in their departments. Five indicated that voting was rare to non-existent while two others voiced concern that DHs did not enforce decisions voted on. Ten more believed that their DH acts unilaterally or highhandedly in regard to faculty matters.
    - ✓ "The DH of the department uses the power to discourage students taking certain courses."
    - ✓ "A tenure-track faculty member was hired last year by the DH without a meeting to discuss the decision with faculty."
    - ✓ "…the impression I get is that policy is a done deal and we are expected to rubber stamp."
    - ✓ There is "no consultation on course schedules."

Observations of work motivation for dept. heads	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	96	355 minutes	70	55

Comments split fairly evenly between actions that support and detract from work motivation.
- More than half of the comments mentioned encouragement, general support, and recognition. Among most frequent positive and negative comments was how well DH's "recognized and promoted faculty achievements."
- DH's were perceived as responsible for creating the overall atmosphere or culture of support for several departments. They were expected to be positive role models, work hard, and make sacrifices. Poor role modeling identified by faculty included:
- Faculty were especially sensitive to inequity, *in-group* favoritism, and ignoring low levels of productivity. Faculty were less likely to report fairness and equity as a DH strength.
- Faculty appreciated the DH's support of autonomy in teaching load and role assignments. Conversely, some faculty reported punitive and autocratic leadership in their departments.
- Some faculty expressed that higher admin's provision of economic resources was essential to the DH performing optimally.

Department Head's actions in support of conflict resolution	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	60	159 minutes	33	47

- Most common among positive comments was that the DH consults with faculty and considers their view prior to decisions. Other comments included:
    - DH resolves disputes directly and equitably.
    - DH promotes collegiality.
    - DH rarely uses personal attacks.
- Most common among negative comments was that many decisions behind closed doors with little input from faculty. Other comments include:
    - Conflicts are left unaddressed and disputes are resolved covertly.
    - His personal attacks are rampant and unchecked.

DH actions relevant to quality planning and direction.	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	49	153 minutes	24	34

- Overall perception of Department Heads' actions related to planning and direction was negative.
- Working within the same infrastructure with the same level of support produces widely varied results across departments.
- Leadership abilities vary considerably from on department head to department head.

- *Positive Comments*
    - Faculty is involved in decision making processes.
    - Faculty is kept up-to-date and informed on departmental activities.
    - Planning activities are carried out at a high level and are effective.

- *Negative Comments*
    - There is an overall lack of vision at the department head level.
    - Overall department heads are not effective leaders.
    - There is no planning, communication, or generation of new ideas at the department head level.
    - Deadlines are frequently not met.
    - There are too many inequities in teaching loads.
    - Department heads are poor strategic planners.

Observations of DH's actions in support of students	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	57	153 minutes	42	34

- DHs are positively rated for:
    - Attempting to acquire resources to support academics (12 comments)
    - Making a concerted effort at providing students with professional advising
    - Attending, supporting, funding and promoting student organizations (7 comments)
    - Maintaining good relations with students and listening to and responding to their concerns (11 comments)
    - The balance of positive comments are general without reference to specific activities (e.g., "b c d and e are true")

- DHs were rated negatively for:
    - Insufficient focus on gaining alumni support
    - Excessive emphasis on non-departmental issues
    - Insufficient or negative relations with current students (e.g., "Does not know majors or visit/congratulate them" or "Most students and majors have a fear of our DH") (5 comments)
    - Poor classroom facilities (e.g., "Classrooms … are most unattractive and only marginally clean" or "Constant banging ... in classrooms is extremely distracting. Students complain frequently.") (7 comments)

DH's actions in support of Faculty Development	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	58	230 minutes	46	41

- Faculty perceptions of DH's actions related to faculty development were almost equally split between positive and negative.
- Among positive comments included:
  - Six faculty commented that classroom technology has been well supported.
  - Five faculty mentioned allocation of resources, particularly travel funds.
  - Several faculty acknowledged DH passes on information to them. "We are kept up to date on budget and spending issues."
  - One faculty member mentioned DH's sensitivity and support of faculty goals. "Does an excellent job at encouraging faculty and staff to take advantage of professional development opportunities … is equitable in distribution of resources toward professional development."
- Among negative comments, issues pertaining to funding were raised most frequently (15). "Conference travel is not sufficient to fund attendance at even one national conference." Other negative comments included:
  - Lack of rationale for distribution of funding was mentioned.
  - Several mentioned poor classroom technology. "Conditions do not support teaching in my classes."
  - Poor support for faculty development and no mentoring or training for faculty was mentioned. "DH had never instituted any activity to improve teaching research or service. He/she has never developed any program, offered any kind of training or mentoring, brought in any speaker or developed any kind of seminar or workshop aimed at developing faculty skills or motivation."
  - Several faculty were concerned that "favoritism is shown" regarding travel funds, class caps, and tenure and promotion.

DH's actions in support of Marketing & Promotion	Commenting Faculty	Time Responding	Positive comments	Negative Comments
Summary of Comments	59	191 minutes	41	34

- Generally, faculty were positive about the DH's:
  - Relationships with faculty and other administrators ("Overall a good advocate for faculty, students and dept as a whole.")
  - supportive nature overall
  - representation of faculty activities to others
  - pursuit of resources for department activities
  - The balance of positive comments were general in nature (e.g., "good job") but made no specific reference to any particular activity or characteristic. Several departments rated DHs high or effective at this task. For example: "Activities definitely warrant campus-wide respect." (10 comments total)

- DHs were rated negatively for: (22 comments)
  - poor organization and time management in these matters
  - needing to place greater emphasis on dept representation & recruitment ("What are we doing to attract quality students?")
  - needing to place greater emphasis on resource acquisition
  - worrying more about pleasing administration than about department issues
  - obstructing programs for personal reasons ("…working against certain programs because of professional jealousy.")

DH actions in support of professionalism & diversity	Commenting Faculty	Time Responding	Positive comments	Negative Comments
Summary of Comments	48	86 minutes	27	24

- Positive comments include:
  - DH supports diversity and makes accommodations for disabilities
  - Employees are treated with respect and courtesy.
  - Some positive responses credit professionalism more to the faculty as a whole than the Head in particular.
- Negative comments reflect concerns over inequity in treatment of faculty.
  - Three complaints over special treatment given to particular faculty member(s).
  - Four complaints over discrimination or insensitivity towards women.
  - Four comments criticizing a lack of diversity in department.

Comment Summaries: College Deans

College Dean's actions in support of job satisfaction	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	54	180 minutes	25	44

- Issues with regard to salary were raised most frequently. Themes include: Salaries and benefits are far behind those of similar colleges and universities; Inequitable salaries within the university and departments; ; There is no advocacy for better pay; Credit is not given for time commitments (teaching loads)
- Thirteen faculty expressed concerns for the Dean's value of faculty input.   Themes included: A top-down management style; No faculty input is valued for course offerings; There is a lack of direct communication
- Eight faculty voiced dissatisfaction with the climate of inequitable treatment. Themes included: A matter of those who are in favor and those who are not; Workloads are not equitable throughout the college
- Eight faculty communicated dissatisfaction for the Dean's lack of support for professional activities. Themes included: There is no program for making faculty more productive as researchers and scholars; No time is given for research pursuits
- Seven faculty were pleased that their Dean encouraged faculty input. Themes included: Promotes faculty contributions in decision making; open door policy; Faculty have discretion in schedules/classes taught; Committees help guide decisions
- Six faculty stated concern for the Dean's lack of support for faculty governance. Themes included, "Dean does not allow faculty governance" and "Faculty input on department head ignored"
- Two faculty stated satisfaction with time given for research, service, and teaching responsibilities.

College Dean's actions in support of work motivation	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	57	315 minutes	39	36

- Faculty were split evenly between actions that support and detract from motivation.
- The most frequently occurring themes were *recognition of accomplishments* and *general support* (e.g., of teaching research and service).
- Faculty were most dissatisfied with college deans who failed to promote departments and individual faculty achievements. Recognition of efforts appeared very important. Similarly, faculty commonly reported that the Dean's lack of recognition for quality work detracted from their motivation.
- Qualities supporting work motivation included (in order of most to least frequent):
  - Recognizes accomplishments and quality work ("A wonderful, positive approach that is infectious. Very supportive, responsive and encouraging.")
  - Creates environment of support
  - Enthusiastic leadership which challenges and sets high standards (e.g., "Dean encourages good work ethics, acknowledges and appreciates creativity and productivity, creates an exemplary college culture")
  - Openness to new ideas and supportive of new initiatives and clear and open communication
  - Emphasis on collaboration in and outside of dept. (e.g., "Supports collaboration among Faculty in various depts")
- Qualities detracting from work motivation included (in order of most to least frequent):
  - Quality of work does not count
  - Not supportive
  - Autocratic and/or punitive leadership ("Autocratic leadership style that clearly runs counter to professional development and evaluation … This Dean has no real sense of what academic leadership is.")
  - Achievements not recognized (individuals, departments)
  - Inequitable treatment (e.g., "Support is selective and based on favoritism. Only achievements by those who are in favor are publicized. Others are ignored or minimized. There is no confidence that good ideas and efforts will receive support unless they are from people who are in favor.")
  - Respect of faculty lacking, out of touch with faculty

College Dean's actions in support of effective conflict resolution	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	38	192 minutes	21	27

- The most common comment in support of CD effectiveness was listening to faculty views and being respectful of faculty. Other positive comments included:
  - o Gives good suggestions for resolving problems.
  - o Tries hard to accomplish things.

- The most common negative comment was that the CD is opposed to faculty governance and makes important decisions without faculty knowledge. Other negative comments included:
  - o Only listening to the DH, while ignoring faculty opinions.
  - o Being a cause of conflict or disputes.
  - o Making personal attacks on individuals

College Dean's actions in support of effective planning & direction	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	38	146 minutes	15	29

- Overall, faculty perceptions of Deans' actions related to planning and direction were negative.
- *Positive Comments*
  - o Deans are supportive of faculty governance.
  - o Deans have clear planning, effective communication, and seek input from faculty on key college issues.
- *Negative Comments*
  - o Dean does not seek input from faculty committees and frequently ignores information from faculty on key issues.
  - o Deans do not demonstrate a clear vision for the college.
  - o Deans do not possess effective leadership skills.
  - o Too often decisions are made unilaterally.
  - o Initiatives for change are the result of reactionary tactics rather than being proactive.

CD's actions in support of Students	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	23	48 minutes	13	17

- Faculty were more negative than positive on the CD's support of students.
- Three faculty mentioned classroom facilities as being in excellent condition. "Our classrooms are models for electronic access classrooms."
- Four faculty were positive about the CD's fund-raising efforts especially with alumni. "The dean supports efforts to maintain relationships with alumni both in terms of time and funding for special alumni events."
- Several faculty mentioned the poor condition of classrooms and lecture halls, citing inadequate lighting and acoustics. "They are an embarrassment for faculty who care about classroom environment."
- Faculty mentioned the CD's preoccupation with filing reports and numbers and questioned the quality of students in graduate programs. "The dean is only interested in submitting reports that show that the maximum number of students has been run through the system at the lowest possible cost."

College Dean's actions in support of Faculty Development	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	43	206 minutes	32	31

Faculty perceptions of CD's actions related to faculty development were almost equally split between positive and negative.

- Some of the most common positive observations were:
  - Seven faculty were positive about technology. "Classroom and technology conducive to effective teaching."
  - Faculty mentioned support for faculty travel reimbursement for attending conferences. "It is through the dean's support that I am able to participate in various committees at the national level."
  - Good communication was mentioned including clarity on requirements for tenure and promotion.
  - Faculty mentioned CD "is well informed about grants opportunities, training offered through the university."
  - Faculty mentioned that CD shares budget issues with them.
- Some of the most common negative observations were
  - Eight faculty mentioned inadequate travel money. "Conferences and travel monies are horribly low and too much out-of-pocket expense is put on the faculty while at the same [time] national conference attendance and committee work is pushed."
  - Five faculty mentioned lack of awareness of budget rationale. "Faculty are not aware of budget priorities rationale for distributing and spending money and where monies go."
  - Several faculty mentioned that funding is based on favoritism.
  - Faculty mentioned that research is not equitably supported.
  - Faculty mentioned that CD is unclear about criteria for tenure and promotion. "The dean has made a complete muddle of the tenure and promotion process. Untenured faculty have no idea what to expect."
  - *One faculty member commented "morale could not possibly be lower."

Observations of CD's actions in support of Marketing & Promotion	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	29	58 minutes	19	23

- Generally, faculty were positive about the CD's: (19 comments total)
  - relationship with faculty and with other administrators ("Communication is continuous ….")
  - supportive nature overall
  - representation of faculty, dept. & college activities to others ("College has respect within the University community.")
- CDs were rated negatively for: (23 comments)
  - lack of influence with upper administration
  - needing to place greater emphasis on resource acquisition
  - favoritism between departments or lack of support for a department when needed
  - worrying about pleasing upper administration

Observations of CD actions that support professionalism & diversity	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	29	57 minutes	22	17

- Several positive comments regarding Dean's support for diversity and efforts toward promoting greater diversity.
- Eight comments specifying Dean's respect for diversity.
- Other comments supporting Dean's efforts to stop gender harassment and accommodate disabilities.
- Any qualifications regard dynamics related to diversity that are beyond CD's control.
- Several different criticisms for Dean with respect to professionalism and diversity.
- Evident displeasure over inequity in pay structures.
- Some questioned professionalism in working with faculty, for instance, an administrative style not public enough in terms of college visibility and a perceived lack of effort to discipline faculty who fail to treat others with respect. Miscellaneous remarks on insensitivity to different cultures (religious, national) and handling of specific situations.

Comment Summaries: The Vice President of Academic Affairs (VPAA)

VPAA's actions in support of Job Satisfaction	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	37	110 minutes	13	31

- Issues with regard to salaries were raised most frequently.
  The focus of the comments consisted of:
  - Salaries/benefits are inequitable within SMSU, depts, and in comparison with other universities and colleges
  - Indifferent to faculty concerns and issues
  - Faculty pay is not a priority
  - There is no advocacy for better salaries
  - Very few opportunities for obtaining merit-based pay raises
- One faculty member felt the benefits are reasonable given the current economic conditions.
- Nine faculty voiced dissatisfaction with the VPAA's disregard for faculty input.
  - During the decision-making process faculty input is overlooked with a dismissive attitude
  - The faculty senate is ignored and motions are not supported
  - VPAA has influence on decisions that should be left to department
- Three faculty stated satisfaction with the VPAA's treatment of faculty.
  - Fairness in dealing with faculty
  - Supports and permits faculty input
  - Respects opposing input received
- Three faculty expressed concerns about an inequitable workload across SMS and compared to other universities.

VPAA's actions in support of Work Motivation	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	36	123 minutes	19	28

- Although some faculty (nine) registered "some support" to "very supportive" related to the VPAA's actions in support of work motivation, faculty perceptions overall were negative.

- Consistently expressed in one fashion or another is that the office of VPAA is either ineffective at representing faculty interests or "disinterested" in faculty morale.

- Several voiced concern that the VPAA does not represent faculty in academic matters.
  - Is uncooperative in granting "release time" for research and writing.
  - Shows a lack of "understanding and appreciation for what faculty" do.
  - Gives the impression that "we aren't all in this together."
  - Does not "focus on quality of teaching, research or service", but rather "treats faculty as a
  - Commodity instead of a valued resource".

- Another common perception was that the VPAA is "hostile" towards faculty and/or departments.
  - "Does not respect faculty".
  - "Has undermined faculty support of one another" … by use of "divisive strategies".
  - "Is not open to suggestions and often does not listen with an open ear".
  - "Is disinterested in faculty morale".
  - "Faculty fear his vindictive nature."

- Several faculty expressed concerns related to the VPAA's administrative style.
  - "A weak leader"
  - "Vindictive … mean-spirited".
  - "The essence of poor leadership".

- Regarding faculty roles and rewards, 4 faculty indicated deep dissatisfaction with inequalities in salary and/or workload.

VPAA's actions that support planning & direction	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	23	117 minutes	7	18

- Positive comments included statements that VPAA is responsive to faculty ideas and shows a willingness to change his mind.

- Negative comments, which were more numerous, included concerns regarding the perceived unwillingness to listen to and act on faculty input.

- Some respondents point out that faculty has little influence over decision-making process.

- Responses include sentiment that faculty is uninvolved in planning and decision-making process.

- A respondent noted that VPAA office asks for timely resolutions for own concerns but is slow to respond to faculty requests.

VPAA actions in support of effective conflict resolution	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	24	75 minutes	9	19

- He opposes faculty governance. Faculty views are heard but typically ignored (MOST COMMON).

- He has an anger management problem dealing with faculty and deans.

- He ignores conflicts.

- Disputes and issues are not resolved according to the department's best interests.

- He does not handle conflicts and disputes fairly.

- He has a clear vision on conflict resolution.

VPAA's actions in support of Students	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	14	27 minutes	9	6

- Faculty were more positive than negative on the VPAA's support of students.

- Faculty mentioned that the VPAA provides opportunities for professional development and improvement for instruction.

- One faculty mentioned that the VPAA interacts with students in a proper manner and treats them with respect.

- Several faculty mentioned classrooms that were in poor condition and in need of renovation, e.g., "Throughout much of the campus the physical classroom environment actively inhibits student learning."

- One faculty mentioned that new equipment was needed. "Even the chairs are terribly uncomfortable."

VPAA's actions in support of Faculty Development	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	23	144 minutes	14	17

- Overall, faculty perception of the VPAA actions related to development was negative.

- *Positive Comments*
  - The positive comments most frequently pertained to internal professional development.
  - Technology was another aspect of development which received positive comments.

- *Negative Comments*
  - Lack of commitment to increasing faculty salary.
  - Buildings and teaching facilities are substandard.
  - Non-academic program funding is too high. Budget cuts should be focused on non-academic programs.
  - Class loads are not equitable.
  - Funding and reassignment time for research is not adequate.
  - Funding for graduate education needs to be higher.
  - Budget priorities for funding academic programs are not clear.
  - Funding for travel to professional development opportunities and professional conferences is very low.
  - Outside consulting activities need more oversight and tighter controls.

VPAA's actions in support of Marketing & Promotion	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	15	29 minutes	8	11

- Positive comments tended to be general, like, "very supportive" and "overall positive" or simple citing of support points ("a, b & c"). One specific comment noted that the VPAA had given the faculty member needed support and had "circumvented red tape" to make the process easier.

- Negative comments reported an apathy or hostility toward specific departments and their needs; insufficient emphasis on providing resources necessary for teaching

VPAA actions that support professionalism & diversity	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	18	49 minutes	7	15

- Some positive but unspecific statements of support in this regard. Statements highlight VPAA as being genuine and professional.

- Several comments assert that diversity is not valued.

- Three comments raise concerns about gender discrimination in pay and promotion.

- Two comments raise a concern about lack of persons of color in administration.

Comment Summaries: The University President

UP's actions in support of Job Satisfaction	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	50	210 minutes	12	47

- Salary issues were raised most frequently. The focus of the comments consisted of:
  - Salaries/benefits are inequitable within SMSU, within departments, and when compared with other universities and colleges
  - Recognition is not given to basic cost of living increases
  - Dissatisfaction with allocation of financial resources
  - Lack of support for faculty salaries and benefits
- Fourteen faculty expressed dissatisfaction with the UP's disregard of faculty input.
  - Faculty input does not lead to final decisions
  - A climate has been created of opposition to faculty governance
  - Exerting control over curriculum
- Eight faculty raised issues of the UP's lack of concern for faculty welfare and needs.
  - No concern for faculty morale
  - Workload is increased with fewer resources available
  - Inequitable treatment within SMSU
- Two faculty indicated satisfaction with the support given to Deans, Associate Deans, and faculty.
- One faculty member suggested having a trained facilitator present for the Faculty Concerns committee.

UP actions that support planning & direction	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	22	201 minutes	8	17

- Positive comments include: President has clear and compelling plan for the university and is successful in executing his plans. Some positive comments are qualified with concerns over direction.

- Negative comments, which are more numerous, include several concerns regarding the perception that faculty input is not valued or considered.

- Faculty reported the general sentiment that faculty are not a major part of decision-making process.

- More specific criticisms included statements that President is unsuccessful in obtaining faculty support for administrative initiatives, a tendency to discount opposing views, and President's stance on the non-discrimination statement.

UP actions that support effective conflict resolution	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	21	53 minutes	6	18

- Negative comments pertained most often to:
  - **Faculty reported that i**ssues are not resolved fairly since he does not believe in faculty governance. **His agenda** is the only agenda (MOST COMMON).
  - Faculty views are never heard before decisions are made
  - He uses dictatorial approach
  - Has no or little conflict resolution skills**.**
  - Personally attacks those who opposes him.

- Positive comments included
  - He has made no personal attacks on anyone who opposes.
  - He has presented intellectual arguments to support his points of view.

UP actions that support work motivation	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	42	200 minutes	20	33

- Reports supported UP efforts in behalf of fundraising and advancement of SMS in the community and state-wide.
    - "is doing a commendable job during tough times"
    - enjoys "good rapport with … public and state officials"
    - has "increased the prestige of the University"
    - "excels … in acquiring funds" for the University
    - " excels --- in forming necessary alliances and marking the University   effectively"

- Overall, observations of UP actions that support work motivation were negative. The overriding concern was related to the UP's leadership style. Seven faculty mentioned the UP's "autocratic" style as an issue of job satisfaction.
    - The UP's "style is inconsistent with open dialogue."
    - This is an authoritarian institution.
    - The UP has created "an atmosphere of open conflict" with some departments.
    - The "top-down, my way or the highway" approach to leadership has gotten "very old".

- Faculty expressed the sentiment that the UP's style is remote and inaccessible to faculty.
    - The UP "spends little time talking with individual faculty outside his office."
    - "Achievements of faculty are neither publicized nor acknowledged."
    - "There is little connection between the president and faculty members."
    - "Faculty seem to be his lowest priority."

- Faculty mentioned specifically the UP's "dismissive and rude tone" as a negative affecting faculty motivation.
    - "His gruff and bullish style is not suited to dealing with the problems the university now faces."
    - The UP employs a "confrontational leadership approach."
    - "He is a bully with a short temper and a narrow mind."
    - "He obviously puts his own agenda before the needs of this community."

- Faculty concerns included the perceived indifference of the UP toward salaries and rewards. Three faculty indicated salary as a definite detraction from job satisfaction. Others expressed that merit is not generally rewarded on campus.

- *The sentiment that "the president fails to make the sacrifices he expects of others" appears in several responses.

UP actions in support of Students	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	12	33 minutes	5	9

- Faculty were nearly twice as negative as positive on the UP's support of students.
- Among positive comments were:
    - One faculty mentioned the UP's fund-raising efforts and said they were appreciated.
    - One faculty mentioned the UP's role in the physical environment. "We have a new library and several new buildings … that is pretty good support … and I understand other renovations are at least in the plans."
- Among negative comments were:
    - Faculty mentioned physical facilities being in disrepair and detracting from student learning despite requests for assistance. "Unsatisfactory, unsafe conditions often exist."
    - One faculty mentioned that the administration seizes opportunities to pit students against faculty, thus widening the gap between the administration and faculty.
    - One faculty mentioned the university's recruitment of faculty member's children, citing the fact that they are given 12 hours of credit per academic year. "[It's] less than half of what they need – whereas most universities give children of faculty a full tuition waiver."

UP actions that support faculty development	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	17	69 minutes	8	15

- Overall perception of the President's actions related to development was negative.
- Overall there is a lack of support and disregard for the well-being of faculty.

- Positive Comments addressed:
    - Fund raising was successful until the recent budget crisis.
    - The campus is technologically connected.

- Negative Comments addressed:
    - Lack of adequate funding for academic programs and faculty salaries.
    - Funding ratio for administrative activities is too high as compared to faculty.
    - Distribution of financial resources is top heavy toward administrative activities.
    - Duties overlap too much between the President's office and the VPAA.
    - Funding is too high for nonacademic activities.
    - Complete lack of respect for faculty governance.

UP actions that support professionalism & diversity	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	27	96 minutes	8	25

- Handful of largely complimentary remarks on President's support of professionalism and diversity. Two of the positive comments express support of President's stance on the sexual orientation issue in the non-discrimination statement.

- An overwhelming majority (15 of 23) of the responses voice displeasure at UP's stance against including sexual orientation in the university's non-discrimination statement. Fours statements addressed problems with pay equity with respect to gender.

UP actions in support of Marketing & Promotion	Commenting Faculty	Time Responding	Positive Comments	Negative Comments
Summary of Comments	16	40 minutes	8	11

- UP is complimented for his support of specific programs which are seen as advancing the University in the eyes of the community such as the public affairs mission, athletics and KSMU. (3 comments)

- The balance of positive comments are general without reference to specific activities or characteristics (e.g., "a b c d positive")

- UP was rated negatively for: (11 comments)
    - apathy or hostility toward specific departments and their needs
    - open hostility in one-on-one interactions with faculty
    - insufficient emphasis on providing resources necessary for teaching
    - an inability to muster the backing of legislative support for collegiate programs

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