

2001 State of SMSU Leadership:
Faculty Report

Prepared by the Faculty Concerns Committee

Chair

Thomas D. Kane

2001 State of SMSU Leadership Report

Table of Contents

Listing of Tables and Appendices	3
Executive Summary	4
Introduction	6
Report of Data Collected on SMS Leadership	7
Departmental Effectiveness Conditions	8
General evaluations of SMS administration	9
Department Head Leadership	10
Quantitative Reports	10
Qualitative Reports	10
Summary	11
College Dean Leadership	14
Quantitative Reports	14
Qualitative Reports	14
Summary	15
VPAA Leadership	17
Quantitative Reports	17
Qualitative Reports	17
Summary	18
University President Leadership	21
Quantitative Reports	21
Qualitative Reports	21
Summary	22
Key Issues	25
Footnotes	27

Listing of Tables and Appendices

Tables

Table 1: SMS Leadership Ratings correlated with <i>Effectiveness Conditions</i>	8
Table 2: Frequency of responses: “Overall (administrator) is doing a good job.”	9
Table 3: Frequency of comments pertaining to Department Heads	12
Table 4: Categories of Comments made about Department Head activities	12
Table 5: Frequency of comments pertaining to College Deans	15
Table 6: Categories of comments pertaining to College Deans	15
Table 7: Frequency of comments pertaining to VPAA	19
Table 8 Categories of comments pertaining to VPAA	19
Table 9: Frequency of comments pertaining to University President	23
Table 10: Categories of comments pertaining to University President	23

Appendices

Appendix A: Effectiveness Conditions Defined	28
Appendix B: Department Head & College Dean Assessments aggregated by college	30
Appendix C: Summarized comments made about Department Head leadership	31
Appendix D: Summarized comments made about College Dean leadership	36
Appendix E: Summarized comments made about VPAA leadership	41
Appendix F: Summarized comments made about University President leadership	48

Executive Summary

This document reports results of an assessment of Department Heads (DH), College Deans (CD), the Vice President of Academic Affairs (VPAA), and University President (UP) conducted by the Faculty Concerns Committee (FCC) in the Spring of 2001. The assessment procedures were designed to be responsive to feedback provided by the VPAA about a previous form of an administrative assessment at a FCC meeting convened on September 28, 1999. At that meeting, the VPAA recommended that, in constructing a faculty-based assessment, the FCC should ensure the confidentiality of the respondent, a single response per respondent, and the production of data with which decision makers can act to strengthen SMS leadership.

In conjunction with considering the VPAA's input, the FCC deliberated to specifically define the purposes of the Administrative Assessment. After spending much time and debate, the FCC members decided that the assessment should be constructive in nature and provide data for strengthening SMS leadership (for a more detailed discussion of purposes, see the "Introduction"). The FCC's interest was also to keep the instrument relatively short because four administrative levels were to be assessed. Throughout the planning and development process, the above purposes guided instrument construction, procedures by which data were collected and stored, and the report of results.

A faculty with expertise in organizational behavior and measurement guided survey development. Using a "functional leadership" model as a guide¹, focus groups from each college discussed and defined "ideal effectiveness conditions" for promoting faculty productivity and morale. These *effectiveness conditions*, defined in Appendix A, are the foundation of the assessment and anchor it to relevant leadership activity. To keep the assessment of four administrative levels relatively short, faculty made general evaluations of how well the activities of individual administrators supported each *effectiveness condition* (10 ratings per administrator). Detailed information about SMS leadership practices were provided by faculty members' qualitative comments about administrative actions that supported or detracted from each *effectiveness condition*. Faculty also responded to the question: "Overall (administrator) is doing a good job." The assessment was conducted via the Internet to ease data collection, to standardize and facilitate future assessments, and to ensure one response per faculty. Confidentiality was protected as each faculty logged in with a password known only to that faculty member (e.g., envelopes were addressed after passwords were sealed therein).

Assessing at least one administrator were 237 faculty (33%). Some faculty reported only quantitative information, while others reported only qualitative responses. More than 1,704 administrative activities *relevant* to the *effectiveness conditions* are reported in this document. The majority of faculty responses were constructive, issue driven, and useful for providing feedback to administration for improving SMS leadership practices.

Results generated by responses to, "Overall (administrator) is doing a good job" were similar to those reported in the 1999 Faculty Concerns (Morale) Survey in that faculty evaluated DHs most favorably, and upper level administrators progressively less favorably. In the current assessment, the VPAA and the UP were evaluated very similarly, which diverged from the 1999 report that revealed the VPAA being assessed relatively less favorable than the UP.

Some evaluation patterns held across administrative levels. First, activities supporting *student support* and *marketing and promoting programs* were assessed more strongly across administrative levels than other *effectiveness conditions*. Second, quantitative reports and the frequency of comments indicated that faculty perceived administration as least supportive of *effective conflict resolution*, *quality direction* and *quality planning*. Qualitative comments across administrative levels suggested that, in relation to these specific conditions, faculty strongly value leadership activities that support faculty governance and demonstrate that administrators value input into decisions affecting SMS, colleges, and departments. The most common non-supportive administrative activities reported were administrators *not* soliciting faculty input, *not* respecting faculty governance, or engaging in an autocratic or top-down management style. Third, faculty were sensitive to administrators' support of equity at the personal, departmental, and college levels. Equity issues were raised in regard to salary distribution, faculty participation in University affairs, distribution of resources, and general perceptions of administrator "fairness."

Differences among administrative levels were also apparent. First, assessments of DHs were most strongly related to faculty reports of departmental conditions. On average faculty perceived DH support of effective work conditions more favorably than the work conditions themselves, suggesting strength in DH leadership. Perceived supportive DH activities strongly outnumbered non-supportive activities. Faculty comments indicated that open communication, support of autonomy, participative leadership, and fair and equitable treatment supported work effectiveness conditions.

College Dean (CD) ratings were slightly less favorable than DHs, but more favorable than ratings of departmental conditions. Except for *quality direction*, *quality planning* and *conflict resolution*, comments about supportive CD activity outnumbered reported non-supportive activity. Faculty noted numerous specific activities, patterns of leadership, and quality programs in support of CD effectiveness. CDs across campus are encouraged to share positive leadership activities identified within this report.

Evidence supports that faculty perceived the VPAA and UP similarly. General effectiveness assessments correlated strongly ($r = .78$), and means and variances across *effectiveness conditions* were similar. Qualitative responses indicated that faculty assessments of the VPAA and UP were sensitive to perceived university conditions, major decisions affecting colleges and departments, and specific interactions of the VPAA and UP with faculty in public forums. Most written reactions to recent major administrative decisions were not viewed as supporting faculty effectiveness, and more than 20% of the faculty assessed the VPAA and UP with the lowest possible rating when responding to, "Overall (administrator) is doing a good job." The response pattern was evident across the majority of other *effectiveness conditions* as well. It is possible that progressively less favorable ratings at higher as opposed to lower levels of leadership simply reflected how removed the UP and VPAA are from faculty, however, favorable faculty assessments of CDs and DHs provides evidence against a "general" anti-administration bias accounting for the results. Although a significant proportion of faculty assessed the VPAA and UP unfavorably, variance in how individual faculty perceived upper administrative leadership shows that a significant proportion of faculty assessed VPAA and UP actions favorably. This should encourage upper administration's efforts to broaden that support by considering the data contained in this report.

Some of the comments made about UP leadership were positive, especially when addressing UP activities directed toward the broader community or state legislature. The positive comments were supported by the relative strength of faculty evaluations of the UP's support of *marketing and promotion*. Similarly, qualitative responses about the VPAA distinguished between VPAA efforts and observed University conditions. As such, some faculty positively assessed VPAA *efforts*, while indicating dissatisfaction with specific university *conditions*.

Based on the data collected, the Faculty Concerns highlighted two key issues that, from both faculty and administrative perspectives, are tightly linked to SMS effectively: 1) strengthening faculty governance and 2) retaining quality personnel at SMS. Satisfaction and organizational commitment are primary factors in contemporary models of voluntary turnover in organizations.⁸ Both are moderate to strong predictors of *intentions to search* for alternative jobs and *intentions to quit* an organization. Faculty commonly expressed concerns with regard to faculty salary, external equity, and internal equity, which are elements of job satisfaction linked to decisions to leave organizations. Specific concerns with retaining quality personnel are discussed in further detail in the "Key Issues" section of this report (p. 25).

Faculty also commonly communicated the desire to be included in the affairs, decisions, and direction of the university by providing input, being involved in planning, and helping to establish the direction of their department, their colleges, and SMS. Faculty governance is a valued component of any University organization. If upper administration values faculty input, then that value is inconsistent with comments made by a large proportion of responding faculty. The FCC views faculty participation in and commitment to issues affecting SMS and individual departments as central to the morale and productivity of faculty, thus, to the effectiveness of SMS. This perspective aligns with mainstream leadership models that identify participative decision making as a key determinant of commitment and organizational creativity.^{3,4,6,7} Such models also define inspiring commitment among constituents as a key leadership function; especially critical when organizational employees possess intelligence, possess expertise in the content domain defined by the issue, and are motivated to participate.³ Issues pertaining to faculty input and governance are discussed in further detail in the "Key Issues" section of this report (p. 25).

Introduction

The Faculty Concerns Committee was charged by Faculty Senate to develop a biannual review of SMS Administrative Leadership. Originally, the Administrative Assessment was contained within the Faculty Concerns (Morale) Survey; however, to more thoroughly evaluate administrative leadership, the Administrative Assessment and Faculty Concerns Survey are now conducted in alternate years.

Of importance in developing this assessment was defining exactly what faculty mean by *effective administrative leadership*. Because faculty primarily support the strength of SMS by providing services in areas including teaching, research and scholarship, and service, a key administrative leadership role *should be* to support faculty effectiveness in these areas. As such, *effective* University leadership enhances conditions that support faculty effectiveness, while ineffective leadership detracts from such conditions. To sharpen our definition, focus groups comprised of faculty from each college identified and defined work conditions that support faculty effectiveness. These discussions produced 55 quality work conditions that were classified according to the 10 dimensions below. During the process, faculty concerns members solicited feedback from the broader faculty so that these conditions fully represented *what faculty want* their work environment to be. In this report, these conditions are broadly referred to as *effectiveness conditions (listed below)*. **Effectiveness conditions are fully defined in Appendix A.**

EFFECTIVENESS CONDITION CATEGORIES

1. *Conditions that support high levels of work motivation*
2. *Conditions that support high levels of job satisfaction*
3. *Conditions that support effective conflict resolution*
4. *Conditions that support the marketing and promotion of programs*
5. *Conditions that support University students*
6. *Conditions that support for faculty development*
7. *Conditions that support resources that promote faculty effectiveness*
8. *Conditions that support quality direction*
9. *Conditions that support quality planning*
10. *Conditions that support high levels of professionalism and an appreciation of diversity*

The FCC extensively debated alternative purposes to be served by the Administrative Assessment. Resulting deliberation led a strong FCC majority to assert that, to best serve faculty, the assessment should be developed in the spirit of improving SMS leadership as it impacts on faculty morale and productivity. More specifically, the FCC constructed the assessment to achieve the following:

1. Communicate what faculty desire from administrative leadership with respect to enhancing SMS productivity and morale.
2. Provide data on how well administrators in the direct line of supervision are perceived (Department head, College Dean, VPAA, and University President) as supporting conditions relevant to faculty productivity and morale.
3. Provide feedback to individual administrators related to effective and ineffective administrative activities *relevant* to the productivity and morale of their constituent faculty.
4. Share with administrators what other SMS leaders specifically do to improve or detract from *effectiveness conditions*.
5. Offer recommendations to strengthen administrative leadership campus wide.

The VPAA provided feedback to the FCC about the previous administrative assessment in a meeting held on September 28, 1999. At that meeting, the VPAA suggested that confidentiality of the respondent, ensuring one response per faculty, producing useful data for decision makers, and generating feedback for improving SMS leadership should be considered in future versions of the assessment.

The State of SMS Administrative Leadership Report was written to accomplish the above objectives. This report represents the FCC's genuine measures to develop a constructive dialogue with administration about issues pertaining to SMS leadership. Such a dialogue promotes positive change at SMS, thereby, serves the mutual interest of both faculty and administrators.

Report of Data Collected on SMS Leadership.

The 2001 State of SMS Administrative Leadership Report promotes faculty morale and effectiveness by providing data from which administrators can strengthen their leadership practices. We offer that administrators can improve their leadership by considering the following:

- 1) Faculty assessments of their *departmental conditions* were summarized at the College and University level. These data suggest strengths and weaknesses in faculty working conditions, and can be used to:
 - a. Identify workplace issues to set goals/priorities for improving workplace conditions. This information can help faculty and administrators plan ways to improve working conditions that support faculty morale and effectiveness.
 - b. Serve as a baseline from which to assess programs or activities designed to improve *effectiveness conditions*. Future assessments, compared with baseline data, can be used to gauge the effectiveness of such interventions.
- 2) Administrators can evaluate each level in the direct line of supervision (i.e., Department Head, College Dean, VPAA, Univ. President) to identify challenges, issues, strengths, and weaknesses that are relevant to specific levels of administration.
- 3) Faculty contributed 90 pages of responses about relevant leadership issues. Summarized comments offer the faculty's perspective of effective and ineffective leadership. Administrators who review this data will learn about successful leadership practices campus-wide.
- 4) We encourage administrators to consider recommendations made by the FCC with regard to leadership issues raised within this report. In making these recommendations, the FCC relied on both the faculty perspective and the empirical organizational behavior literature.

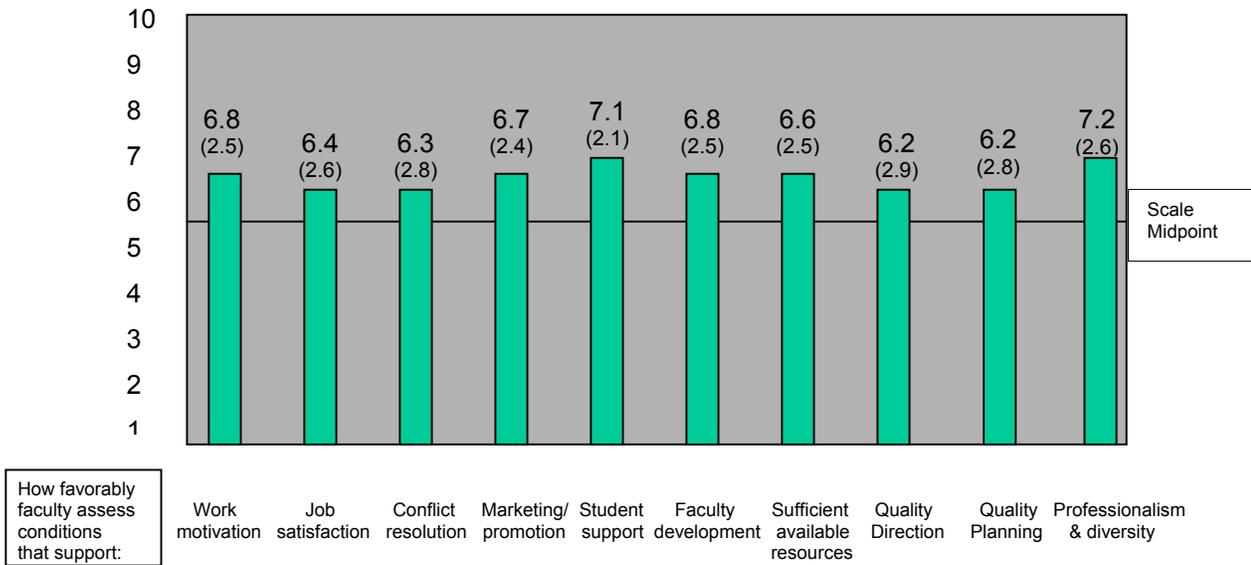
Consistent with a constructive focus, this report addresses leadership *issues*, rather than individual people. Department Heads and College Deans are not identified individually. Faculty comments were edited, when necessary, to protect the confidentiality of the evaluating faculty and target administrators.

The VPAA and UP constitute specific and discrete levels of SMS leadership, therefore, feedback about their respective activities could not be reported anonymously. All who review this report should recognize that making cross-level comparisons of administrators based on data reported in this report is inappropriate. Different levels of SMS leadership obviously require different activities. This is apparent when contrasting assessments of the University President's and Department Head's daily activities. Faculty more frequently observe Department Head activities than those of the President, therefore, must make more inferences about the President's leadership. Such inferences might reflect perceptions and interpretations of "critical incidents," SMS conditions, publicized decisions and opinions, or the University President's activities when addressing faculty committees (e.g., at Faculty Senate).

In this report, data are reported for the question, "Overall, (administrator) is doing a good job." While different cross-level administrative activities are evaluated by this question, faculty's perspective about the competence of administrators at all SMS levels is important. Respect flowing from the perceived competence of leaders is an oft-cited foundation of constructive leadership power,² enabling leader and subordinate to work cohesively together.

Thanks to those administrators and faculty, whose feedback of prior assessments led to current efforts to strengthen SMS Leadership. Thanks also to 237 faculty members who participated in the Assessment. For those who did not participate, please contact your Faculty Concerns Committee or Faculty Senate Representative so that we may consider your concerns when administering the administrative assessment in Fall 2002.

Department *Effectiveness Conditions* as Assessed by Faculty



Because this is the first time that we have collected data on this form of the administrative assessment, the *effectiveness conditions* reported above provide a baseline for interpreting future assessments. The definitions provided for each condition appear in Appendix A. Departmental ratings aggregated by college appear in Appendix Y. Of course, factors other than university leadership contribute to *effectiveness conditions*, and rated conditions by themselves do not indicate effective or ineffective leadership. They can serve, however, as criteria for assess University interventions aimed to improve SMS work conditions.

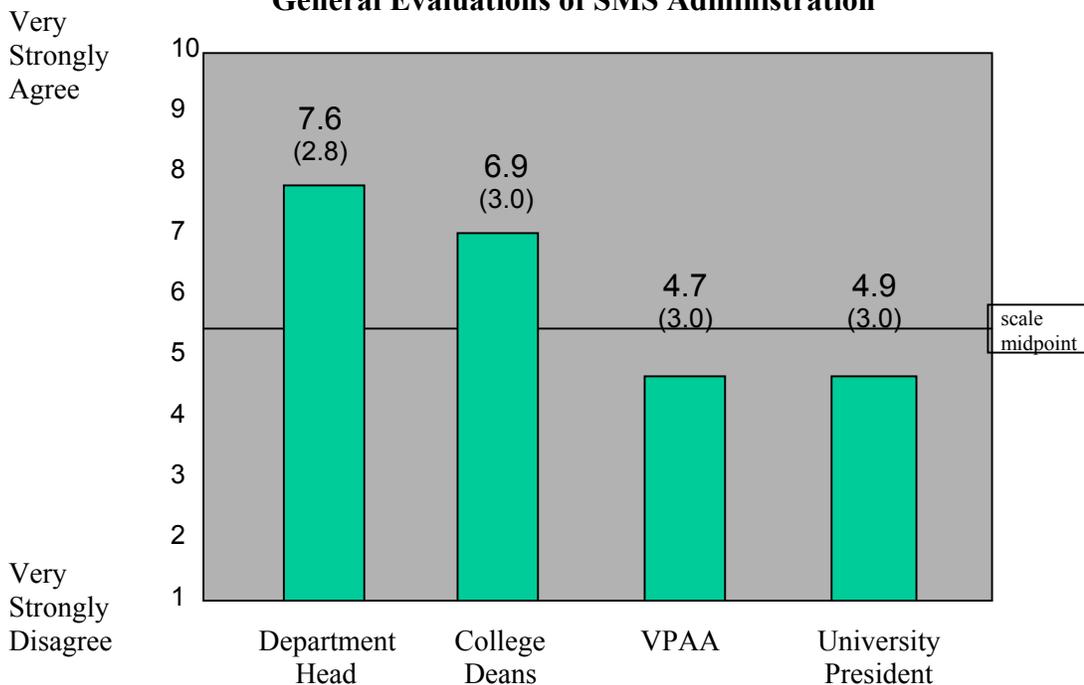
The following observations should be of interest to faculty and administrators:

- For all dimensions, ratings were above the scale midpoint (5.5).
- As shown in the Table below, ratings of Department Head support activities were most strongly associated (correlated) with reported *effectiveness conditions*. This makes sense because questions were tailored to departmental levels. Those reviewing this data should not conclude that upper administrators weakly affect department conditions because their influence can be both direct and occur through their effects on more subordinate administrators (often referred to as “cascading” leadership effects).
- The most frequent (mode) departmental rating was 7,8, or 9 for every condition.

Conditions that Support:	DHs	Deans	VPAA	Univ. President
• Work motivation	.79	.36	.31	.25
• Job Satisfaction	.66	.33	.30	.35
• Conflict Resolution	.78	.35	.13	.19
• Marketing/Promotion	.59	.29	.25	.19
• Support for Students	.55	.41	.17	.25
• Faculty Development	.62	.44	.36	.34
• Sufficient Resources	.44	.44	.36	.34
• Quality direction	.70	.44	.40	.43
• Quality Planning	.74	.37	.38	.37
• Professionalism/Diversity	.62	.62	.43	.41

Note: Leadership ratings matched the department conditions. For example, DH support of work motivation was correlated with Faculty ratings of conditions that support work motivation.

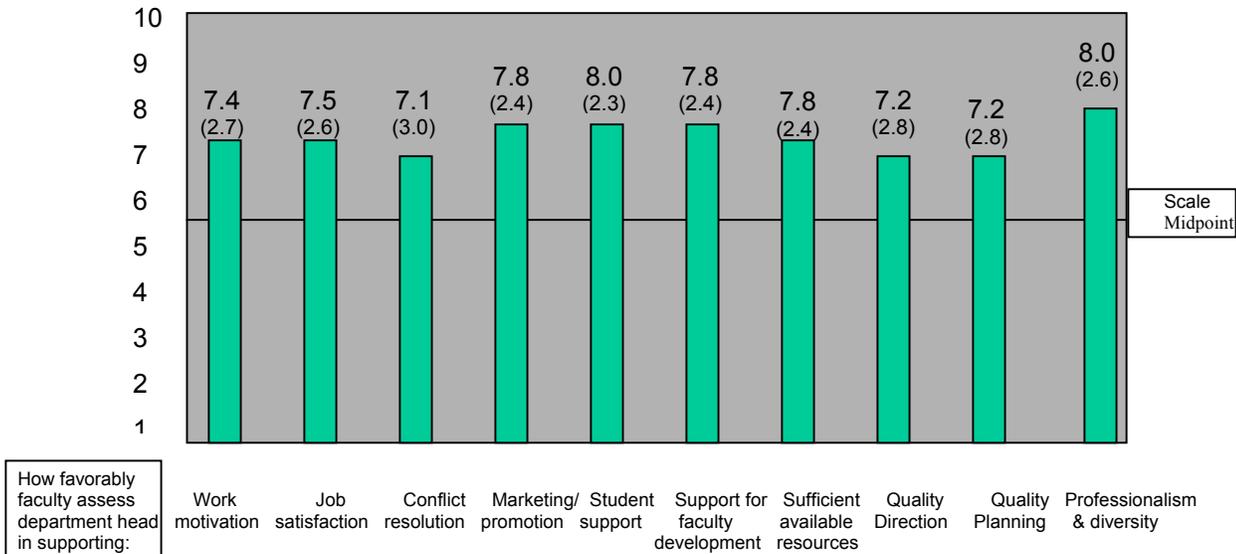
General Evaluations of SMS Administration



Reported above are responses to the question, “Overall (DH/DEAN/VPAA/PRESIDENT) is doing a good job.” Responses options ranged from 1 (very strongly disagree) to 10 (very strongly agree). Perceived administrator effectiveness is important because of the mutual reliance characterizing faculty and administrators. Faculty rely on administrators to support *effectiveness conditions*, while administrators depend on faculty to advance the mission, goals, and services of SMS. As shown, faculty assessed Department Heads (DHs) and College Deans (CDs) above the scale midpoint of 5.5, while averaged ratings for the VPAA and University President (UP) were slightly less than “5.” Faculty viewed the effectiveness of both the VPAA and UP similarly, which is apparent given similar means and a strong correlation ($r = .78$) between ratings of both (i.e., in contrast, rated effectiveness of DHs correlated $r = .33$ with ratings of CDs). The frequency of responses to the overall effectiveness question appears in Table 2. The most frequent response was a rating of “10” (32%) for DHs, “9” (22%) CDs, “1” (21%) for the VPAA, and “1” (22%) for the UP. Table 2 also shows that a great deal of variation that characterized responses.

	DH	Dean	VPAA	UPres
<i>Very strongly disagree</i>				
1	10	16	28	31
2	5	4	14	10
3	7	10	14	15
4	4	6	8	12
5	9	7	13	10
6	9	10	12	14
7	10	11	17	13
8	16	28	12	19
9	36	33	7	10
10	51	28	9	8
<i>Very strongly agree</i>				

Department Head Support of Effectiveness Conditions



Note: means are reported above each bar and standard deviations appear in parentheses under each mean.

Quantitative Ratings

The graph above reflects faculty perceptions of DH support of effectiveness conditions. Averaged DH ratings were above the 5.5 scale midpoint, apparently reflecting perceptions that DHs contribute positively to departmental working conditions. When compared to other conditions, DHs were perceived as contributing most favorably to cultivating a climate for *student support*, *professionalism & diversity*, *faculty development* and *sufficient resources*. While still assessed strongly, DH's were viewed as contributing least to *quality direction*, *quality planning*, and effective *conflict resolution*. Note that these dimensions were relatively weak in faculty perceptions of department *effectiveness conditions* listed on page 7. For *all 10* of the *effectiveness conditions* rated by faculty, the most frequent response (mode) was either the highest possible scale rating (10) or second highest (9).

Appendix B reports assessments of DHs grouped by college (colleges remain anonymous). Rating means grouped by college suggest that perceptions of DHs were relatively consistent across colleges.

Qualitative Ratings

Table 3 reports the number of faculty who commented about DH activities relevant to department *effectiveness conditions*. Faculty identified 531 DH activities. Similar comments were grouped under each *effectiveness condition* to identify patterns of leadership activities perceived by faculty as most/least effective. These categories appear in Table 4. For all DH activities identified by faculty and listed by category, refer to Appendix C. Because more than 85 single-spaced pages of faculty comments about administrators were recorded, edited summaries of effective/ineffective DH activities appear in Appendix C. Committees comprised of the FCC reviewed summarized comments to ensure that the abbreviated comments were representative of the verbatim comments. Observed patterns of faculty responses are reported below.

- Sixty one percent (61%) of the comments made identified *supportive* DH activities.
- The greatest frequency of positive comments occurred for DHs supporting *work motivation*, *resolving conflict*, *marketing/promoting* the department, and *supporting students*.

- The ratio of supportive to non-supportive DH activities was greatest for *professionalism & Diversity* (73%), *supporting students* (68%), and *marketing & promotion* (67%).
- Faculty favorably responded to solicited involvement in departmental direction setting, planning, and governance favorably. Most common among *non-supportive* DH activities was a non-participative and directive leadership style. Comments about solicited faculty involvement were among the most frequent for four of ten *effectiveness conditions*.
- Faculty reported “equitable and fair treatment” as relevant to *effectiveness conditions of work motivation, job satisfaction, conflict resolution, and support for professionalism & diversity*.
- The ratio of positive to negative DH activities observed by faculty was lowest for *supports quality direction* (see Table 3). This ratio is consistent with quantitative ratings for which *quality direction* was the lowest assessed conditions (equally low were *quality planning* and *conflict resolution*).

Summary

In general faculty perceived DHs as supporting *effectiveness conditions*; whereby, DH support of *effectiveness conditions* was rated more favorably than the actual *effectiveness conditions* (p.7). Rated especially strong was DH supporting of students and programs, obtaining resources for students and faculty development, and supporting professionalism and diversity. When examining the quantitative and qualitative information conjunctively, *quality direction* and *quality planning* received both the lowest quantitative assessments and the fewest comments as to effective DH activities. *Quality direction* was the only *effectiveness condition* that attracted more negative exemplars of DH activities than positive.

Based on qualitative comments, faculty appear willing to become involved in University dialogues and assess DHs favorably when they solicit that involvement. While many faculty have a great deal of discretion and freedom in their daily activities, they depend on the direct line of leadership, beginning with their DH, to contribute to broader College and University issues. All administrative leaders at SMS should recognize that participation in decision making is especially related to satisfaction when employees are motivated, educated and committed to an organization.³

Equitable and fair treatment was discussed in two ways. First, equal treatment, equal pay, and equal workload (e.g., teaching load and service requirements) were identified as important outcomes of effective DH leadership (e.g., based on frequency of comments). Second, fairness reflected by involving a broad range of faculty, rather than only a limited circle, was viewed favorably.

Of importance to the upper administrators who support DH activities, was that some of the positive and negative comments contained *conditional statements* implying the existence of organizational constraints that hindered DH's from more effectively doing their job. Based on the content of such comments, upper administration may gather information from DHs to reveal the validity of such perceived constraints. If such information leads to administrative actions that better support DHs effectiveness, then such activities can only promote favorable working conditions for faculty.

Faculty reported a range of DH activity conducive for a positive work climate. A more detailed presentation of this information appears in Appendix C. The FCC encourages DHs to review strengths and weaknesses apparent in others' leadership activities. The value of DHs sharing effective leadership practices is especially critical given the great deal of variance in how faculty assessed DHs campus-wide.

Effectiveness conditions:	<u>Frequency of Faculty Comments</u>	
	Supporting ECs	Not supporting ECs
• Work motivation	50	31
• Job Satisfaction	33	25
• Conflict Resolution	37	24
• Marketing/Promotion	37	18
• Support for Students	34	16
• Faculty Development	29	21
• Sufficient Resources	28	19
• Quality direction	21	22
• Quality Planning	21	12
• Professionalism/Diversity	17	6

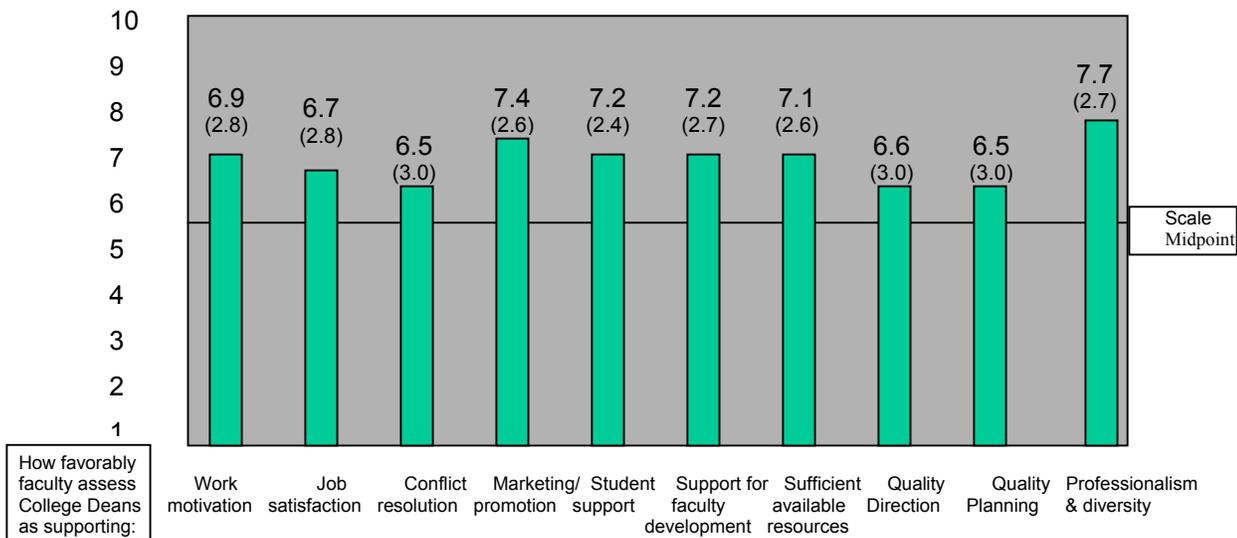
Note: 532 comments were reported (not including “none” or “nothing”). Reported under “open comments” and not part of this table were 31 comments. Number of faculty responding were 170.
EC = Effectiveness Conditions

Table 4: Categories of Comments made about DH activities (for a comprehensive summary of faculty comments pertaining to DH activities, please refer to Appendix C).

<u>Effectiveness Conditions</u>	<u>Supportive activities</u>	<u>Non-supportive activities</u>
Work Motivation	<ul style="list-style-type: none"> • Communicates/listens/ involves • Recognizes & rewards quality • Establishes fairness & equity • Optimistic, encourages, good role model • General (e.g., excellent leader) 	<ul style="list-style-type: none"> • Inequity/unfair treatment • Fails to reinforce quality • Does not involve faculty
Job Satisfaction	<ul style="list-style-type: none"> • Supports Autonomy • Supports participation • Equitable treatment • General support 	<ul style="list-style-type: none"> • Inequitable treatment • Does not involve faculty. • Salary complaints • Work load comments • Not supportive of Autonomy
Conflict Resolution	<ul style="list-style-type: none"> • Supports open environment that fosters ideas • Uses Effective Tactics (different tactics listed in Appendix C) • Directly deals with conflict 	<ul style="list-style-type: none"> • Favoritism • Does not involving faculty in decisions • Avoids resolving conflict issues • Poor tactics
Marketing & promotion	<ul style="list-style-type: none"> • Quality Tactics (e.g., newsletters) (see Appendix C) • Supports marketing/promotion by faculty • In all of the right places • Quality External Representative 	<ul style="list-style-type: none"> • Poor tactics • Lack of involvement • Organizational Barriers

Support for students	<ul style="list-style-type: none"> • General: Emphasizes/supports students • Specific Tactics (listed in Appendix C) • Finds resources that support students • Strong support of student advisement 	<ul style="list-style-type: none"> • Student support not emphasized/valued • Poor tactics (listed in Appendix C) • External constraints to support by DH
Faculty development opportunities	<ul style="list-style-type: none"> • General Support of faculty development (see Appendix C for specific comments) • Quality Tactics (listed in Appendix C) • Supports Specific Activities 	<ul style="list-style-type: none"> • Unclear employment policy & unclear expectations for faculty • Poor support for newer faculty • Poor tactics (2 listed in Appendix C)
Sufficient Resources	<ul style="list-style-type: none"> • Does well despite constraints • Sound Fiscal Management • Acquires resources well • Distributes resources equitably/wisely • Informs faculty about available resources 	<ul style="list-style-type: none"> • Constraints affect DH efforts • Poor communication to faculty w/ regard to resources • Does not support travel/resources • Inequitably distributes resources
Providing Quality Direction	<ul style="list-style-type: none"> • Solicits Participation • Provides quality direction (general) • Exemplars of quality direction (see Appendix C) • Mentioned Constraints 	<ul style="list-style-type: none"> • Unrealistic direction/lack of direction • Lack of Faculty input, overly directive • Poor decisions/decision making • Other factors contribute to lack of direction
Fostering Quality Planning	<ul style="list-style-type: none"> • Supports Faculty Participation in planning • General support of planning process (specific tactics listed in Appendix C) 	<ul style="list-style-type: none"> • Contributes to poor planning process • Does not support faculty participation in planning • Stated Constraints (2 commented that upper administration inhibited DH planning efforts)
Professionalism & appreciation of diversity	<ul style="list-style-type: none"> • Effectively models professionalism • Fair/equitable in treatment of Faculty colleagues • General (e.g, Fantastic; open minded!) • Specific tactics (6 appear in Appendix C) 	<ul style="list-style-type: none"> • Comments pertaining to not supporting professionalism (See appendix C) • Pertaining to sexist & prejudiced behavior (specific comments appear in Appendix C) (4)

College Dean Support of Effectiveness Conditions



Note: means are reported above each bar and standard deviations appear in parentheses under each mean.

Quantitative Ratings

The graph above reflects faculty perceptions of College Dean (CD) support of effectiveness conditions (as defined in Appendix A). Faculty ratings of CDs across all effectiveness conditions were above the 5.5 scale midpoint. For *all* 10 assessments of CDs made by faculty, the most common response (mode) was 8, 9, or 10. Approximately 1/3 of faculty gave the maximum assessment (10) to CD's support of professionalism and diversity. The patterns of CD ratings were similar to DH ratings; whereas, conflict resolution, quality direction and quality planning were approximately 1/3 to 3/4 a scale point lower than ratings for other conditions.

Appendix B reports assessed CD grouped by college (colleges remain anonymous). The quantitative ratings reported in Appendix B indicate somewhat similar faculty perceptions of CDs for most SMS colleges.

Qualitative Ratings

Below in Table 5 we report the number of comments made by faculty for each effectiveness condition. Similar comments under each effectiveness condition (351 total comments) were grouped into categories to identify patterns of leadership perceived by faculty as most/least effective. These categories appear in Table 6. Summarized comments sorted by category appear in Appendix D. Hence, the qualitative data are consistent with quantitative assessments that efforts could be made to improve leadership in these areas.

- Fifty four percent (54%) of the comments about CD activities were positive.
- The largest proportions of positive to negative comments about CD activity were reported for *marketing and promoting* (75%), faculty development (58%) and work motivation (54%).
- Similar to DH qualitative assessments, the ratio of positive to negative CD activities reported by faculty was lowest for *conflict resolution* (35%), *quality direction* (42%), and *quality planning* (42%).

- Faculty views were favorable to specific programs/tactics used by college deans. CDs across campus can share the successes of their colleagues by reading the comments in Appendix D.

Summary

Based on both qualitative and quantitative assessments, faculty assessed CDs as supporting *professionalism and diversity, marketing and promotion, students, faculty development, and resources*. These ratings implicate positive assessments of CDs in a general “supporting” role with regard to the climate and resources affecting faculty.

Consistent across assessments of departmental conditions, DHs and CDs were relatively lower assessments with regard to *quality direction, quality planning, and conflict resolution*. This pattern appeared supported in both quantitative and qualitative assessments. The variance in responses was fairly large indicating, that while CDs were rated strongly on average, a number of faculty assessed CD support of effectiveness conditions very weakly. Similar to assessments at all leadership levels, CD activities that demonstrated an that faculty input was sought and appreciated were reviewed favorably by faculty.

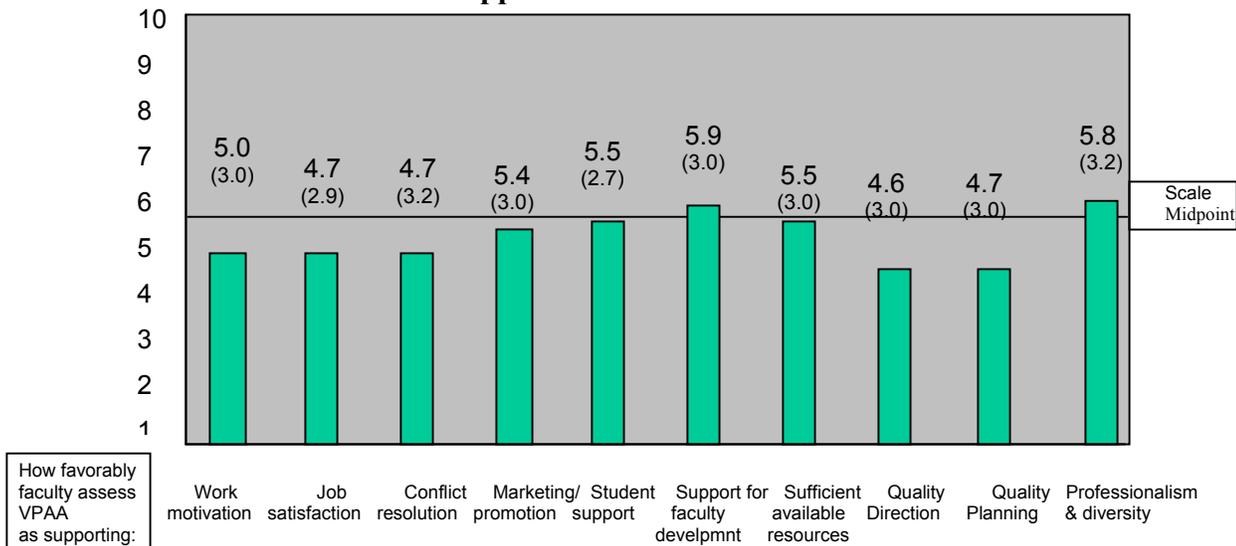
Based on qualitative faculty comments, soliciting faculty involvement in direction setting and planning activities are potential areas that CDs might consider. Similar activities were mentioned as relevant to conditions that support *work motivation and job satisfaction*. Improved communication between administration and faculty, prompt attention to conflict issues before escalation occurs were identified as additional valued CD activities.

Table 5: Frequency of Faculty Comments Pertaining to College Deans’		
Activities that Support:	<u>Frequency of Faculty Comments</u>	
	Supporting ECs	Not supporting ECs
• Work motivation	37	21
• Job Satisfaction	20	20
• Conflict Resolution	13	24
• Marketing/Promotion	27	9
• Support for Students	13	9
• Faculty Development	20	14
• Sufficient Resources	18	12
• Quality direction	16	22
• Quality Planning	13	18
• Professionalism/Diversity	9	9
<p><u>Note:</u> 375 comments were reported (not including “none” or “nothing”). Reported under “open comments” and not part of this table were 31 comments. Number of faculty responding were 165. EC = Effectiveness Conditions</p>		

Table 6: Categories of Comments made about College Dean activities (for a comprehensive summary of faculty comments pertaining to Dean activities, refer to Appendix D).

COLLEGE DEAN ACTIVITIES		
Effectiveness Conditions	Most commonly supporting condition	Most commonly not supporting condition
Work Motivation	<ul style="list-style-type: none"> • Permits participation; democratic • <i>Attends to and rewards faculty</i> • Support of travel/research: • Effectively models 	<ul style="list-style-type: none"> • Professionalism concerns • Inappropriate appraisal & action w/ regard to faculty needs • Leadership style concerns (autocratic)
Job Satisfaction	<ul style="list-style-type: none"> • Communicates/listens/allows autonomy • Encourages, supports, rewards • Other (See Appendix D) 	<ul style="list-style-type: none"> • Does not amend pay inequity & other forms if inequity • Restricts faculty input • Poor leadership style/conduct w faculty
Conflict Resolution	<ul style="list-style-type: none"> • Excellent decision-making, evidence of effectiveness (See Appendix D) • Quality tactics (<i>immediate, thoughtful, communicates effectively</i>) 	<ul style="list-style-type: none"> • Poor tactics (Inactivity/slow responding, escalates conflict) • Poorly communicates to upper admin & faculty
Marketing & promotion	<ul style="list-style-type: none"> • Effective tactics (listed in Appendix D) • Supports depts (involves faculty, supports dept activities w/ resources, encourages faculty to work together) • Actively Markets & promotes • Works well with public relations 	<ul style="list-style-type: none"> • Faculty disagree with priorities • Direction missing or support for new direction missing • Univ constrains promoting college
Support for students	<ul style="list-style-type: none"> • Generally supports students • Active involvement in or support of student programs/events/classrooms 	<ul style="list-style-type: none"> • Poor classroom & building facilities • Difficult to assess • Could better maintain alumni relations • Generally does poor job • Constraints (<i>e.g., conditional statements like, "not sure it's dean's fault, but..."</i>)
Faculty development	<ul style="list-style-type: none"> • Supports specific faculty programs • Advertises development opportunities • Effectively supports tenure, promotion, & reappointment process • Supports professional development, teaching & research. 	<ul style="list-style-type: none"> • Travel not well-supported • Activities not conducive to effective tenure & promotion processes • Unfair/inequitable treatment of faculty • Disagreement with dean's priorities • One person commented that descriptors had little to do with Dean's role
Sufficient Resources	<ul style="list-style-type: none"> • Technology supported well • Travel supported well for disseminating research or professional development • Other support (listed in Appendix D) 	<ul style="list-style-type: none"> • Ineffective effort to maximize, obtain, distribute resources • Poorly supported travel
Quality Direction	<ul style="list-style-type: none"> • Solicits information about direction & communicates well with faculty • General leadership w/ regard to providing direction (see Appendix D). • Specifically instances of well-provided direction & other comments • Linked to upper admin's mission 	<ul style="list-style-type: none"> • Provides little or poorly defined direction • Poor communication with regard to college direction • Specific opinions w/ regard to direction • Other general comments (Appendix D)
Quality Planning	<ul style="list-style-type: none"> • Gathers information from faculty & involves faculty in planning (6) • General (e.g., good in this area) (3) • Other support of quality planning (2) 	<ul style="list-style-type: none"> • Planning does not involve faculty or CD does not communicate well with faculty • Poorly directed planning/unclear outcomes • Other comments (see Appendix D)
Professionalism & appreciation of diversity	<ul style="list-style-type: none"> • Models professionalism (5) • Supports appreciation for and efforts toward diversity in University culture 	<ul style="list-style-type: none"> • Unprofessional behavior or patterns of behavior • Need to develop strategic college plan for increasing diversity)

VPAA Support of Effectiveness Conditions



Note: means are reported above each bar and standard deviations appear in parentheses under each mean.

Quantitative Ratings

The graph above reflects faculty perceptions of the Vice President of Academic Affairs (VPAA) support of effectiveness conditions (as defined in Appendix A). Faculty ratings of the VPAA across all except two effectiveness conditions were at or below the 5.5 scale midpoint, and computed standard deviations indicated a great deal of variance across responses. Strongest among rated dimensions were *support for students* and *support of professionalism and diversity*. For these two effectiveness conditions, the most common (mode) response was 8 on the 10-alternative scale. Similar to all other leadership positions assessed, conflict resolution, quality direction, and quality planning were assessed 1/3 to 1 1/3 scale points lower than the other conditions. Diverging from assessments of other leadership, perceived VPAA support of job satisfaction was relatively lower than other dimensions. For these four lowest rated effectiveness condition, the most frequent quantitative response was “1” on the 10 alternative scale. Approximately 21% to 27% of the faculty responded with a rating of “1” for the VPAA’s support of these effectiveness conditions.

Qualitative Ratings

Below in Table 7 we report the number of comments made by faculty for each effectiveness condition. Similar comments under effectiveness conditions (378 total comments) were grouped into categories to identify patterns of leadership perceived by faculty as most/least effective. These categories appear in Table 8. Summarized comments sorted by category appear in Appendix E. The ratio of supportive to non-supportive VPAA activities corroborates the quantitative results indicating that faculty perceived *quality direction* and *quality planning* as areas for which VPAA activities were least supportive.

Patterns revealed from qualitative comments included the following:

- The most frequent comment about supportive VPAA activities pertained to the VPAA rewarding and supporting quality work and excellence (see *work motivation* comments).
- Approximately 30% of faculty comments were supportive of VPAA activities. The highest proportion of supportive to non-supportive VPAA activities under any heading was approx. 50% for support of *Faculty Development*. The frequency of these comments was consistent with quantitative information collected; whereby, faculty rated support for faculty development most favorably.
- Many expressed dissatisfaction with campus conditions independent of VPAA activity. For instance, under the work effectiveness condition labeled *job satisfaction*, dissatisfaction with *salary* (e.g., discrepancies in pay for administrators returning to faculty, pay is not equitable, hardly any progress in moving faculty salaries, pay is considerably lower than comparable institutions, no cost of living raise

and equitable salaries are a problem) was the most frequent complaint voiced by faculty. For the job satisfaction effectiveness condition, the most frequent praise of VPAA activity involved VPAA *efforts* related to salary issues (e.g., lobbied, fights hard, attempts to equalize). No faculty mentioned that they were satisfaction with salary per se. We hope that reported issues as well as perceptions of specific leadership activities raise awareness of issues that impact on the daily effectiveness of faculty.

- Not soliciting faculty input was the most common comment about VPAA activities expressed by faculty. This comment was either the first or second most frequent comment as not supporting *work motivation, job satisfaction, conflict resolution, quality direction and quality planning* conditions
- Comments were voiced in response to recent administrative decisions such as those affecting salaries, the Economics Department, restructuring of the School of Education, and the Forest Institute of Psychology collaboration. For these issues, negative comments strongly outnumbered positive ones.
- With regard to *faculty development, sufficient resources* and *student support* typical comments were supportive of in-house professional development activities for faculty and support of technology. Non-supportive activities were voiced with regard to dissatisfaction with specific tenure decisions or with the University level participation in the tenure process. Most common complaints about resources were expressed dissatisfaction with conference travel support.
- Most commonly expressed opinions about the VPAA's leadership style described an autocratic, micromanaging, or punitive style. Most research of leadership effectiveness enlist follower perceptions as valid indicators of a leader's behavioral style, which in turn consistently predicts organizational effectiveness². Within the context of all contemporary leadership frameworks, punitive and autocratic leadership is not conducive to work motivation, organizational commitment, or satisfaction.³

Summary

When assessing the VPAA, faculty appeared sensitive to VPAA interaction with faculty, important administrative decisions made with regard to departments and colleges, and perceptions of university conditions ranging from conference travel support to existing technology and physical classroom environments. Qualitative comments communicated a strong faculty desire for participative leadership. Some faculty reported VPAA participative leadership, effective communication, and involving them in SMS decisions as "supportive" activities. However, the most common response about the VPAA's leadership communicated perceptions of an autocratic and non-participative style. Dissatisfaction with the VPAA's solicitation of faculty input or directive leadership style appeared commonly under the five workplace conditions that received the lowest quantitative assessments.

Of potential concern to upper administrators is the disproportionate number negative perceptions reported about major administrative decisions and apparent priorities. Faculty support behind decisions affecting colleges and departments is important for in a number of reasons. First, administrative commitment to decisions that lack faculty support can produce conflict between faculty and administration. Second, the implementation of University level planning can be more effective if faculty support and commit themselves to such decisions. Third, if administration engages in activities that gain faculty support for current decisions, then support for future administrative decisions might be more likely. Theories describing effective executive and upper level leadership emphasize the importance of making organizational decisions but equally emphasize the importance of building commitment to such decisions. Some of the most commonly cited leadership activities that build commitment in organizations include: 1) Involving employees in the decision making process, 2) Clarifying and convincing employees of the merit of such ideas, and 3) Delineating organizational benefits to be derived by such decisions, and 4) Engaging employees "intellectually" to criticize and strengthen proposals and in implementing the decisions.⁴

Table 7: Frequency of Faculty comments pertaining to the VPAA

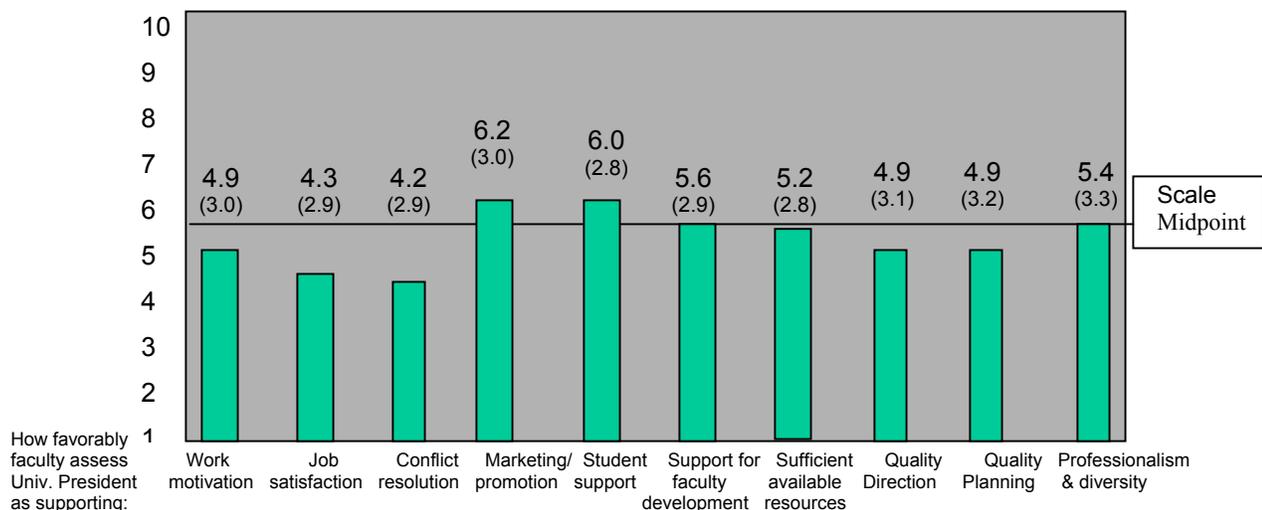
Activities that support:	Frequency of Faculty Comments	
	Supporting ECs	Not supporting EC
• Work motivation	15	35
• Job Satisfaction	11	32
• Conflict Resolution	10	27
• Marketing/Promotion	11	21
• Support for Students	8	17
• Faculty Development	17	18
• Sufficient Resources	10	21
• Quality direction	5	32
• Quality Planning	6	25
• Professionalism/Diversity	9	24
Total comments = 375 (with 25 open comments) Number of Faculty Respondents = 158 Note: 375 comments were reported (not including “none” or “nothing”). 25 “open comments” were not part of this table. ECs = Effectiveness Conditions		

Table 8: Categories of comments made about VPAA activities (for a comprehensive summary of faculty comments pertaining to VPAA activities, refer to Appendix E).

CATEGORIES OF ADMINISTRATOR ACTIVITIES (For summarized comments pertaining to VPAA activities, see Appendix E)		
Effectiveness Conditions	Most commonly supporting condition	Most commonly not supporting condition
Work Motivation	<ul style="list-style-type: none"> • Demonstrated support of faculty & students • Rewards quality efforts • Effectively communicates w/ faculty 	<ul style="list-style-type: none"> • Not soliciting faculty input or poor communication w/ respect to decisions affecting faculty • Non-motivating leadership style (punitive; perceived as not valuing/ respecting faculty) • Does not rewarding quality effort • Does not support “motivated culture” • Poor policy & decision-making affecting motivation
Job Satisfaction	<ul style="list-style-type: none"> • Quality effort to improve faculty salary • Promotes autonomy/responsibility • Solicits faculty input well 	<ul style="list-style-type: none"> • Dissatisfaction with salary issues • Not soliciting faculty input • Leadership style issues (most involving micro-management or autocratic style) • Equity (not regarding pay)
Conflict Resolution	<ul style="list-style-type: none"> • Considers faculty viewpoints • Effective conflict resolution tactics (Appendix E) • General comments in support of effective conflict resolution 	<ul style="list-style-type: none"> • Does not solicit faculty input or support governance • Specific instance or patterns of poor tactics • Leadership style issues (e.g., style not viewed as conducive to resolving conflict) • Dissatisfaction with specific decisions • Generally perceived ineffectiveness
Marketing &	<ul style="list-style-type: none"> • Good job marketing outside of 	<ul style="list-style-type: none"> • Has not represented university or faculty well

promotion	<p>SMS</p> <ul style="list-style-type: none"> • Markets, promotes or supports departments or students • Constraints or role promotes unfavorable faculty perceptions 	<ul style="list-style-type: none"> • Fails to convey importance of dept. programs • Has not promoted SMS well to broader community
Support for students	<ul style="list-style-type: none"> • General support of classrooms/programs • Unable to comment—4 faculty mentioned that this particular assessment was difficult 	<ul style="list-style-type: none"> • Poor support of students or academic programs • With regard to poor physical facilities
Faculty development	<ul style="list-style-type: none"> • Support of in-house professional development opportunities • Other activities that supported Faculty development (See Appendix E for 5 other activities). 	<ul style="list-style-type: none"> • Activities not conducive to quality/fair tenure, promotion & reappointment • Discontent with travel support • Discontent with research support • Mentoring not used effectively on campus • See Appendix E for 3 other comments
Sufficient Resources	<ul style="list-style-type: none"> • Quality support of technology • Support of Resource for academic programs • General positive comments—see Appendix E 	<ul style="list-style-type: none"> • Insufficient conference travel resources • Not satisfied with budget distribution or priorities • Dissatisfaction with other (specific) resources—e.g., classrooms, technology, external funding, salaries—See appendix E
Quality Direction	<ul style="list-style-type: none"> • Five diverse positive comments appear in Appendix E 	<ul style="list-style-type: none"> • Lack of clear, compelling direction • Does not solicit faculty input about direction • Poor direction evident in decisions • Direction not credible or equitable
Quality Planning	<ul style="list-style-type: none"> • <i>Six Diverse</i> supportive activities appear in Appendix E 	<ul style="list-style-type: none"> • Input not solicited in planning process • Planning processes perceived as faulty • Two comments appear in Appendix E under “Other”
Professionalism & appreciation of diversity	<ul style="list-style-type: none"> • Activities promoting diversified/equitable community • Other support (see Appendix E) 	<ul style="list-style-type: none"> • Actions not conducive to professional environment • Dissatisfaction with support of SMS diversity • Dissatisfaction with gender equity • Other comments (see Appendix E)

University President Support of Effectiveness Conditions



Note: means are reported above each bar and standard deviations appear in parentheses under each mean.

Quantitative Ratings

The graph above reflects faculty perceptions of the University President’s (UP) support of effectiveness conditions (as defined in Appendix A). Ratings of the UP, except for three effectiveness conditions, were at or below the 5.5 scale midpoint. Strongest among rated dimensions were *support for students* and *marketing and promotion*. For these two *effectiveness conditions*, the most common (mode) response was 8 on the 10-alternative scale. Supporting *job satisfaction* and *conflict resolution* received the weakest evaluations by faculty. Evaluations were 2/3 to 2 scale points lower than evaluations of the president’s support of other *effectiveness conditions*. Supporting quality direction, *quality planning*, and *job motivation* defined a second tier of ratings below the scale median. The most frequent response on the 10 alternative scale was “1” for supporting conditions conducive to *job motivation*, *job satisfaction*, *conflict resolution*, *quality direction*, *quality planning*, and *diversity and professionalism*. For these dimensions, between 17% and 27% of faculty reported “1.” In contrast, the most frequent response to the UP’s support of *marketing and promoting* was “9,” support of *students* was “8,” and support of *faculty development* was “6.”

Qualitative Ratings

Table 9 reports the frequency of faculty comments for each effectiveness condition. Similar comments (422 total comments) were grouped into categories to identify patterns of UP activities perceived by faculty as most/least effective. These categories appear in Table 10. Summarized comments sorted by category appear in Appendix F.

Patterns revealed from qualitative comments included the following:

- The highest proportion of supportive to non-supportive activities under any heading was approximately 50% for support of *marketing and promotion*. These qualitative responses were consistent with quantitative data supporting this area as a relative strength of UP leadership.
- Support for conflict resolution was perceived least favorably in quantitative assessments and received the 2nd lowest proportion of favorable to unfavorable support activities reported by faculty.

- Under marketing and promotion, most positive comments pertained to activities aimed outside of SMS's environment (e.g., toward state legislature or the community), while most negative comments pertained to implications of decision made or actions taken internal to SMS (e.g., public handling of Economics Department issue, disagreement with priorities implied by decisions about programs, projects and building construction).
- While *student support* was assessed strongly, faculty had difficulty reporting on UP actions or decisions affecting this area. Most attended to university conditions in making assessments. Of 18 comments about UP activities not supporting students, approximately half addressed either poor physical conditions related to student learning, antiquated conditions in older buildings, or decisions perceived as diverting money from student programs.

Summary

Leaders at the highest levels in organizations engage in activities that are qualitatively different than those lower levels.⁵ Some activities often attributed to the most senior levels of leadership include establishing and communicating organizational direction, linking organizations to the broader community, making complex decisions, addressing important organizational problems, and galvanizing employees to move the organization toward a "better" future as defined by SMS long-term plans/goals.

Assessing all aspects of the University President's effectiveness is impossible within the format specified by this instrument for several reasons. First, the effectiveness of many key decisions made by the administration may not be entirely known for years. Second, faculty do not view a majority of the UP activities and must base evaluations on key decisions, perceptions of the university environment, and on the limited exposure that they (on average) have to the UP in meetings and open forums. Third, many factors influence SMS, therefore, evaluating how strongly UP activities affect any single facet of faculty working conditions involves a very complex assessment. Fourth, objectivity of faculty is difficult because employees have a more vested interest in some University issues/decisions than others. Finally, faculty perspectives on administrative are sensitive to issues that are aired recently, aired publicly, or are personally relevant.

Despite the diverse roles of senior leaders, there is a facet of UP leadership that faculty are ideally positioned to assess. First, faculty-based assessments provide data on how well the ideas, decisions, and direction communicated by the UP "galvanize" faculty. The inspirational and commitment-building successes of the UP are not trivial. Contemporary models of leadership, including those that describe executive leadership, pose that leader effectiveness is contingent on the effects that leaders have on employee motivation and commitment.³ Qualitative information reported by faculty can also provide data on why faculty have responded either favorably or unfavorably to administrative actions, decisions, and communicated direction, or to broader SMS conditions.

The majority of faculty qualitative responses with regard to providing input into University issues, direction, and planning were negative. The significance of this pattern is apparent because it reappeared for the work effectiveness conditions defined under the headings of *conflict resolution*, *job satisfaction*, *work motivation*, *quality direction*, and *quality planning*. These were the five conditions that received the lowest quantitative evaluation from faculty. For each of the five conditions, the most frequently voiced concerns expressed in qualitative responses involved both the style and content of decisions. For instance, with regard to work motivation, faculty respondents expressed disagreements with administration on decisions involving the Economics Department, KOZK, changes in the College of Education, and faculty salaries. Equally prevalent were descriptions of a leadership style that is not open to faculty input and consultation, is punitive, or is autocratic. Similar patterns were found under the work effectiveness of job satisfaction, where a key issue driving comments appeared to be faculty salaries and where several faculty mentioned *lack of faculty input/governance* as detracting from job satisfaction. For conflict resolution, the most prevalent faculty response was directed toward situations that faculty perceived as producing conflict or being poor examples of well handled conflict. Again, the specific issues involved the College of Education, Economics Department issues, and salary.

Quantitative and qualitative comments were most positive with regard to the UP's activities directed toward the environment outside of the university. The strongest UP rating occurred with regard to marketing and promoting SMS. Specific comments suggested that UP activities directed toward the Springfield community and State Legislation were perceived as most effective. Observations faculty reported of the improved campus appearance, construction of new buildings, the China program, and success of the public affairs mission were used

to reinforce the UP’s success in marketing and promoting SMS. Many of the comments pertaining to the UP’s unsuccessful activities in marketing and Promoting SMS expressed either disagreement with the aforementioned successes perceived by other faculty or ineffectiveness with regard to activities directed to the internal SMS environment. Others mentioned that the handling of certain issues internal to SMS violated values promoted by the public affairs mission.

Table 9: Frequency of Comments pertaining to University President

Activities that Support:	Faculty Comments	
	Supporting ECs	Not supporting ECs
• Work motivation	12	39
• Job Satisfaction	12	38
• Conflict Resolution	9	34
• Marketing/Promotion	24	23
• Support for Students	7	18
• Faculty Development	7	15
• Sufficient Resources	6	24
• Quality direction	15	30
• Quality Planning	9	30
• Professionalism/Diversity	5	27
Note: Faculty comments = 422 (including 38 “open” comments) Number of Respondents = 159 ECs = Effectiveness conditions		

Table 10: Categories of Comments made about University President activities (a comprehensive summary of comments about University President activities appears in Appendix F).

ADMINISTRATOR ACTIVITIES		
Effectiveness Conditions	Most commonly supporting condition	Most commonly not supporting condition
Work Motivation	<ul style="list-style-type: none"> • Positive contributions to SMS Direction, vision, image • Support and funding for University effectiveness • Positive decisions w/ respect to key SMS projects & major decisions affecting SMS 	<ul style="list-style-type: none"> • Lack of faculty input or undesirable direct interaction with faculty • Motivation was damaged by <i>specific</i> decisions or actions • Dissatisfaction with resources, workload or rewards • Perceptions of morale damaged by policies/direction
Job Satisfaction	<ul style="list-style-type: none"> • Efforts support faculty salary • Seeks Faculty input; supports Academic Freedom • Four other supportive activities listed in Appendix F 	<ul style="list-style-type: none"> • Efforts with regard to faculty salary • Does not support faculty governance or input • Poor treatment of and poor interaction with faculty • Three additional comments summarized under heading “other” in Appendix F
Conflict Resolution	<ul style="list-style-type: none"> • Effective conflict management style/ activities 	<ul style="list-style-type: none"> • Specific poorly handled conflict situations conflict

	<ul style="list-style-type: none"> • Instances for which conflict was effectively resolved 	<ul style="list-style-type: none"> • Tactics not consistent with faculty governance (• Poor conflict mgmt style (punishes, intimidates) • Additional comments appear under heading “General” in Appendix F
Marketing & promotion	<ul style="list-style-type: none"> • Effective external marketing • Positive marketing activities w/ regard to programs, mission, and money • Effective promotion w/ regard to new buildings and programs • Additional comments appear under heading “general” in Appendix F 	<ul style="list-style-type: none"> • Poor relationships with units internal to SMS • Disagreement with marketing priorities • Poor external relations • Negative perceptions of marketing of public affairs mission & vision
Support for students	<ul style="list-style-type: none"> • General support for students, enrollment, and programs appear in Appendix F (diverse comments difficult to classify) • Three comments communicated that descriptors for this dimension is not relevant to President’s role or difficult to evaluate. 	<ul style="list-style-type: none"> • Perceptions that decisions not in best interest of student academic programs/success • Negative perceptions of campus conditions that support student success • Two Additional comments w/ regard to student support appear under heading “other” in Appendix F
Faculty development	<ul style="list-style-type: none"> • Five diverse comments appear in appendix F (unable to group) • Not applicable/can’t rate/not sure 	<ul style="list-style-type: none"> • Dissatisfaction w research/conference travel support • Not supportive of new faculty, tenure & promotion • Comment under “other” appears in Appendix F
Sufficient Resources	<ul style="list-style-type: none"> • Generally, monies are available and faculty are aware of resources • Supports acquisition of space & technology • Difficult to assess; not applicable 	<ul style="list-style-type: none"> • Insufficient resources for research and travel • Inequitable or unwise allocation of resources • Poor communication of resources, acquisition of resources & policy
Quality Direction	<ul style="list-style-type: none"> • Quality Long-range goals/vision • For comments about specific “quality direction issues”, see Appendix F • Other —See Appendix F 	<ul style="list-style-type: none"> • Perceived lack of direction; disagree w current direction • Does not support faculty input w/ regard to direction • Issues pertaining to Public Affairs Mission
Quality Planning	<ul style="list-style-type: none"> • Appearance of SMS & new programs • General perception of doing a good job 	<ul style="list-style-type: none"> • Does not support faculty input w/ regard to planning • Perceived instances of poor planning or decisions • Disagreement with Planning process
Professionalism & appreciation of diversity	<ul style="list-style-type: none"> • Five diverse comments that address supportive activities appear in Appendix F (unable to group comments. • Difficult to assess 	<ul style="list-style-type: none"> • Disagreement w stance taken on including sexual orientation in SMS non-discrimination policy • Not supportive of gender equity • Not supportive of Multicultural environment • Unprofessional activities • Difficult to assess

Key Issues

This report has generated a great deal of data that the FCC believes can be used to strengthen SMS leadership, and administrators who read this report may find different information personally relevant. Based on common issues raised by responding faculty, the FCC highlights in this section two issues related to strengthening both administrative leadership and the climate at SMS: 1) *Practices that effectively use faculty input to promote SMS productivity*, and 2) *Strengthening SMS by retaining quality personnel*. It is important to understand that to address the issues outlined in this section may require mutual efforts by both administration and faculty.

Practices that effectively use faculty input to promote SMS productivity

Patterns of faculty responses suggested that leadership practices that are inconsistent with soliciting faculty involvement with the direction, planning and practices of SMS defined a primary faculty concern. First, administrator support of the three *effectiveness dimensions of quality direction, quality planning, and effective conflict resolution* were consistently assessed least favorably across administrative levels. Faculty most frequently identified administrators' directive/participative leadership style or solicitation of faculty input in connection with these conditions. Second, regardless of the effectiveness condition, the most common faculty comment with respect to supportive or non-supportive leadership activities addressed elements of participative leadership.

Theories that address participative leadership suggest that the following activities promote a creative and satisfying organizational culture: 1) soliciting input into planning and decisions when possible, 2) challenging employees to improve on organizational practices and address organizational problems, 3) providing rationale for decisions made, including how employee input was considered, and 4) reinforcing a culture that values criticism of ideas (as opposed to allowing critique of ideas escalate to interpersonal conflict). Some of the benefits of these types of activities are listed below. It should be recognized that these benefits are especially prevalent in organizations characterized by knowledgeable, experienced, and committed employees.

- 1) Participative leadership is consistently positive related to job satisfaction and employee commitment to decision.³
- 2) Participation in setting direction in work units promotes employee commitment.⁵
- 3) Engaging employees *intellectually* in the decisions of organizations is a primary element of transformational leadership, which promotes employee commitment, satisfaction, and effort.⁴
- 4) Engaging in constructive conflict with regard to issues affecting departments is a primary determinant of organizational learning and creativity.⁶
- 5) Effectively "selling" decisions by communicating rationale to those involved in pursuing goals builds commitment to those goals.⁷

The above information pertains to a leadership perspective; whereby, a primary administrative challenge and responsibility is to find ways to support employee commitment, satisfaction, and efforts on behalf of the University. However, efforts by administration to promote faculty involvement campus wide will be most effective when met by the faculty's active participation in faculty governance structures and to respond to requests to provide input into department/college/University issues when given the opportunity.

Strengthening SMS by retaining quality personnel.

Satisfaction and organizational commitment are primary factors in contemporary models of voluntary turnover in organizations.⁸ Both are moderate to strong predictors of *intentions to search* for alternative jobs and *intentions to quit* an organization. Faculty commonly expressed concerns with regard to faculty salary, external equity, and internal equity, which are elements of job satisfaction linked to decisions to leave organizations. Relationships between commitment and satisfaction with turnover are not very strong in many organizations because employees may perceive few alternative employment opportunities or may have acquired “sunk costs” linked to employment (e.g., retirement benefits, tenure, strong community bonds). The most likely people to leave organizations, among the dissatisfied, are those who *can*. With respect to SMS, faculty who can leave and find employment elsewhere are most likely those who possess a strong vita, are most recently hired (e.g., least likely to have costs vested in SMS), and/or have the most opportunities available (e.g., supply of academic positions, demand for specific expertise within fields, and other factors).

This situation should concern both administrators and faculty. Strategic employment plans should consider not only those who are hired in organizations, but also who is likely to leave. This issue is so critical to organizations, that strategic plans addressing selection, retention and attrition have been recommended for making positive changes in organizational culture.⁹ Most issues raised by faculty with regard to salary, benefits, and equity (internal and external) were *not* favorable. The FCC encourages leadership at all levels of SMS to consider the retention of quality personnel as a critical issue intimately linked to the productivity of the University—especially over the long haul. We further encourage joint administrative/faculty efforts to understand this issue as it is relevant to SMS.

Summary

With respect to issues raised in this report, the FCC invites all levels of administration and faculty to consider ways to make better use of faculty input and governance systems and to give consideration to the retention of quality personnel. The FCC encourages administrators to work with faculty to further understand and explore ways to address faculty input systems as they come to bear on SMS issues. Similarly, the FCC encourages administrators to work with faculty to investigate the retention of high quality personnel in order to improve on the services that SMS provides to students, to scholarly pursuit, and to the broader community.

With regard to faculty, the FCC will include *intention to quit* questions in the Faculty Concerns Survey administered next month. In that assessment the FCC will also be able to gather data to identify subgroups, among SMS faculty, who are most likely to consider voluntarily leaving SMS. It is very important that faculty participate in the upcoming assessment so that the FCC can represent issues and reliably report the viewpoint of the broader faculty body.

As a strategic initiative of assessments conducted by the FCC, we encourage stability in administrations of FCC surveys (i.e., the Administrator Assessment and Faculty Concerns Survey) so that comparative data can be collected over time. Future assessments should, however, be flexible enough to investigate issues of immediate concern to faculty. As such, flexibility might be incorporated into the Administrative Assessment and the Faculty Concerns Survey so that, in addition to general assessment survey items, questions might be tailored to provide information for improving the climate of SMS as it pertains to the effectiveness conditions that support faculty morale, faculty productivity, and ultimately the strength of Southwest Missouri State University.

Footnotes

¹ The functional leadership approach links leadership effectiveness directly to a leader's impact on conditions relevant to high performance. For original work, see:

Hackman, J.R., & Walton, R.E. (1986). Leading groups in organizations. In P.S. Goodman & Associates (Eds.), Designing Effective Work Groups. San Francisco, CA: Jossey-Bass.

² Original work addressing leader power describe "referent power," a source of strong leadership influence, as based in liking and respect. For an original discussion, see:

French, J.R.P., Jr & Raven, B. (1959). The bases of social power. In D. Cartwright (Ed.), Studies in Social Power. Ann Arbor, MI: Institute for Social Research.

For contemporary review: Yukl G.A. (1989). Leadership in Organizations (2nd) Englewood Cliffs, NJ; Prentice Hall.

³ Situational models of leadership such as situational leadership, normative model, and path-goal theory identify participative leadership as especially relevant in situations where employees are knowledgeable, experienced, or possess relevant information. In addition, participative leadership has consistently shown to improve perceived job satisfaction and organizational commitment. For chapter reviews, see:

Yukl G.A. (1989). Leadership in Organizations (2nd) Englewood Cliffs, NJ; Prentice Hall.

or

Bass, B.M. (1990). Bass and Stogdills handbook of leadership: theory, research, and managerial applications. (3rd ed.) New York: Free Press.

⁴ Transformational leadership is an empirically based contemporary model that describes extremely positive effects that leaders have on employee commitment and effort. Five types leadership activity are found to inspire commitment and effort. One of these five, "intellectual stimulation," involves leader actions that engage employees creatively to improve on current organizational practices, to solicit employee expertise, and to invite criticism. For a presentation of transformational leadership theory geared toward a managerial and executive audience, see:

Bruce J. Avolio. (1999). Full Leadership Development: Building the Vital Forces in Organizations Thousand Oaks, CA: Sage Publications.

⁵ Organizational research recognizes the complexities and qualitative differences characterizing higher from lower leadership levels (see Jacobs and Jaques below, who addressed this issue in military settings). For instance, transformational leadership behaviors directed toward employees are especially relevant to employee morale at higher levels of leadership in organizations (see Kane et al., reference below).

Jacobs, T.O., & Jaques E. (1991). Executive leadership. In R. Gal & D. Mangelsdorf (Eds.), Handbook of Military Psychology, Chichester, UK: Wiley & Sons.

Kane, T.D. & Tremble, T.R. (2000). Transformational leadership across levels of the Army. Military Psychology, 12(2), 137-160.

⁶ Learning "organizations" are characterized by Chris Argyris as possessing a non-defensive and openly critical environment. Models of organizational conflict also define constructive conflict based on "issues" rather than "personalities" as central to effective organizational problem-solving.

Schein, E.H. (1997). Organizational Culture and Leadership (2nd). Jossey-Bass, San Francisco, CA.

Argyris, C. & Schön, D.A. Organizational Learning. Addison-Wesley. Reading Mass.

⁷ See goal-setting literature, summarized in: Locke, E.A. & Latham, G.P. (1990). A Theory of goal setting and task performance. Englewood Cliffs, N.J.: Prentice-Hall.

⁸ For review of these models with respect to both organizational turnover and absenteeism, See: Spector P.E. (1997). *Job Satisfaction*. Sage Publications, Thousand Oaks.

⁹ For more information about attraction/selection/attrition as it affects organizational culture, see: Schneider, B. (1987). People make the place. *Personnel Psychology*, 40, 437-453).

APPENDIX A
SMS Effectiveness Conditions as Defined by Faculty

NOTE: *Effective SMS leadership* was defined by how well administration supports conditions that optimally support faculty morale and effectiveness. These conditions, as defined by SMS faculty, are reported below.

1. High level of work motivation: Conditions associated with high job motivation:

- *The department/college/university “culture” supports effective teaching, research, and service.*
- *Mutual faculty support is the norm.*
- *Faculty achievements are publicized in and outside of the department.*
- *Faculty are confident that quality efforts and ideas receive support and reinforcement, while unproductive and low quality efforts do not.*
- *Faculty pursue challenging goals for teaching, scholarly, and service accomplishment*

2. High levels of Job satisfaction: Conditions associated with high levels of job satisfaction:

- *Faculty governance permits input into decisions affecting the department/college/university.*
- *Faculty have discretion in course schedules and classes taught.*
- *Tasks assigned to faculty are meaningful.*
- *Faculty are equitably treated with regard to pay structures, reassigned time, perquisites, and so on.*
- *Faculty pay and benefits compare favorably to other Universities.*

3. Effective Conflict resolution: Conditions associated with effective resolution of conflict:

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

4. Quality Marketing & promotion: Conditions associated with effective marketing and promotion:

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

5. Quality Student support: Conditions associated with effective student support:

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

NOTE: *Effective SMS leadership* was defined by how well administration supports conditions that optimally support faculty morale and effectiveness. These conditions, as defined by SMS faculty, are reported below.

6. Developmental opportunities for faculty: Conditions associated with good developmental opportunities:

- *Activities to improve teaching, research, and service are supported and funded.*
- *Dissemination of research at national and local conferences is supported.*
- *Relevant in-service training is available and flexibly scheduled to enable participation.*
- *Faculty are fully aware of criteria for tenure/promotion decisions, and those criteria are used.*
- *New faculty receive mentoring, are involved collaboratively with other productive faculty, and receive guidance and support related to tenure and promotion.*
- *Performance appraisal procedures are fair and conducive to faculty development.*

7. Resources available for faculty effectiveness: Conditions associated with resources available for faculty effectiveness:

- *Faculty know about available funding from college, university, community and national sources specific to their research/practice needs.*
- *Faculty are aware of budget priorities, rationale in distributing and spending money, and where monies go.*
- *Conference travel is adequately funded.*
- *Faculty actively involved in conference governance (e.g., officers, programs chair) receive required travel support.*
- *Classroom and lab space sufficiently support teaching and research excellence.*
- *Up to date technology (computers, classroom equipment) meets faculty needs.*

8. Quality direction: Conditions associated with a quality departmental direction:

- *The department receives clear and compelling direction.*
- *Those who possess appropriate expertise and quality information provide departmental direction.*
- *Faculty input is sought and respected when initiatives for change directly affect the structure or functioning of the Department/College/University.*
- *Departmental direction is consistent with the ideas and concerns expressed through faculty governance.*
- *Faculty share high levels of commitment to move in toward departmental goals.*

9. Quality Planning: Conditions associated with quality planning in pursuing goals and directives:

- *Quality information is gathered and shared prior to establishing departmental strategies.*
- *Faculty are invited to evaluate the department's direction critically, input is valued, and faculty ideas are fully considered.*
- *Alternative plans are developed and fully considered prior to selecting any single strategic option.*
- *Feedback is sought from faculty concerning the success and potential improvement of strategic initiatives.*
- *Faculty are confident in the problem-solving approach offered by the department.*
- *Assessments of required resources are accurate in relation to departmental goals/mission.*
- *Department meetings provide a useful forum to identify issues, solve problems, and move the department toward the attainment of goals.*

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

- *The department values diversity (e.g., racial, ethnic, gender) among students, faculty, staff, and administrators.*
- *Policy, research, and practice support the accommodation of those with disabilities.*
- *Racist and sexist behaviors do not occur.*
- *University pay structures are equitable with regard to gender.*
- *Employees treat each other respectfully.*

Appendix B

Department Head and Dean Assessments Aggregated by College

Note: The way this information is provided as feedback to individual administrators will be addressed in the Fall 2001 by the Faculty Concerns Committee. Action taken to provide that feedback will occur in the Spring 2002 semester.

Department Head Support of Effectiveness Conditions Aggregated by College

College	Work motivation		Job satisfact		Conflict resolution		Market promotion		Student support		Develop. Opports.		Depart resources		Quality direction		Quality planning		Diversity Profess.	
	m	sd	M	sd	m	sd	m	sd	m	sd	m	sd	m	sd	m	sd	m	sd	m	sd
A (n=4)	10	0	9.75	.50	9.75	0.5	9.75	.5	9.75	.5	9.5	1.0	9.5	1.0	10	0	10	0	9.5	1.0
B (n=30)	7.2	3.1	7.0	3.1	6.7	3.6	7.6	3.0	7.5	2.7	7.7	3.1	7.3	2.9	6.6	3.2	7.0	3.1	8.0	2.8
C (n=26)	6.9	3.5	6.9	3.5	6.9	3.2	7.8	2.7	7.5	2.8	7.4	2.9	7.7	2.6	6.6	3.3	6.5	3.3	7.4	3.0
D (n=14)	6.8	2.6	7.3	2.2	6.5	3.1	7.2	2.5	7.4	2.4	7.3	2.3	6.6	2.6	6.0	3.0	5.6	2.9	7.5	2.8
E (n=37)	8.2	2.1	8.0	2.2	7.6	2.7	8.2	1.8	8.5	1.7	8.2	2.3	8.1	2.1	8.4	2.0	8.2	2.0	8.6	2.3
F (n=11)	6.8	3.3	7.2	2.9	6.3	3.3	6.6	3.7	7.1	3.6	7.6	2.9	7.5	3.1	6.4	3.5	6.5	3.6	7.3	3.3
G (n=41)	7.5	2.4	7.6	2.1	7.5	2.7	8.2	1.9	8.4	1.7	8.1	1.7	8.5	1.6	7.6	2.2	7.6	2.2	8.1	2.2

m = mean; sd = standard deviation

At present, I do not know which college is which.

Note: 39 people did not report their college/department affiliation

College Dean Support of Effectiveness Conditions Aggregated by College

College	Work motivation		Job satisfact		Conflict resolution		Market promotion		Student support		Develop. Opports.		Depart resources		Quality direction		Quality planning		Diversity Profess.	
	m	sd	m	sd	m	sd	m	sd	M	sd	m	sd	m	sd	m	sd	M	sd	m	sd
A (n=4)	9.75	.50	9.5	.58	9.5	.58	9.5	.58	9.3	.96	9.3	.96	9.3	.96	9.0	1.4	9.3	.96	9.5	1.0
B (n=26)	8.2	2.2	7.8	2.3	7.6	2.7	8.6	2.1	8.1	2.1	8.3	2.0	7.7	2.3	8.0	2.1	7.7	2.3	8.6	2.1
C (n=14)	6.4	3.5	6.1	3.5	6.1	3.2	7.2	2.7	6.7	2.8	6.6	3.4	7.4	3.1	6.1	3.3	5.9	3.6	7.2	3.2
D (n=26)	5.1	2.8	6.7	2.3	5.2	2.8	4.9	2.9	4.3	2.9	6.1	3.0	5.2	3.1	4.6	3.2	4.2	3.2	6.3	3.4
E (n=25)	7.6	2.3	7.4	2.2	7.1	2.4	7.7	2.4	7.5	2.3	7.8	2.3	7.2	2.5	7.2	2.8	7.4	2.8	8.3	2.2
F (n=10)	5.1	3.4	4.8	3.7	4.7	3.6	5.3	3.5	7.1	3.1	5.6	3.6	5.6	3.1	5.0	3.4	5.3	3.2	6.4	4.1
G (n=37)	7.0	2.4	6.7	2.2	7.0	2.2	7.3	2.2	7.1	2.0	7.3	2.3	7.5	2.0	6.7	2.4	7.8	2.2	7.9	1.6

m = mean; sd = standard deviation

At present, I do not know which college is which.

Note: 39 people did not report their college/department affiliation

Appendix C

Faculty Comments Pertaining to Department Heads' activities that support or detract from effectiveness conditions

ADMINISTRATOR ACTIVITIES

<u>Effective-ness Conditions</u>	<u>Common supportive activities</u>	<u>Common non-supportive activities</u>
<p>Work Motivation (F=faculty)</p>	<p><u>Communicates/listens/involves (most common)</u></p> <ul style="list-style-type: none"> • Talks w/ F at least once a week • Is there to listen • Listens; acts within his/her power • Everything he/she can do to communicate & support F • Listens, acts within power • Effective and organized meetings • Open-door policy • Encourages us to discuss ideas • Includes everyone in decisions • Promotes shared decision-making • Solicits input on issues in my area of expertise • Holds regular meetings, asks advise, fosters trust • Encourages discussion of ideas among interested faculty <p><u>Recognizes & rewards quality</u></p> <ul style="list-style-type: none"> • Mentions achievements in newsletter • Nominates F for awards • Recognizes w praise & written commendation • Knows my skills... appreciates productivity • Extraordinarily complementary of achievements • Rerouted culture to support teaching, research & service • Made sure my efforts were noted in meetings & Univ. pubs • Uses positive reinforcement in performance evals <p><u>Establishes Fairness & Equity</u></p> <ul style="list-style-type: none"> • Establishes fair parameters • Remains objective\ • Objective; treats me and others fairly • Led efforts to develop fair and equitable TN/PR policies <p><u>Optimistic, Encouraging, Good role model</u></p> <ul style="list-style-type: none"> • Finds novel ways to support F initiatives • Demonstrates genuine interest in my goals • Encourages us to consistently improve • Leads well by example • Approaches problem-solving with contagious enthusiasm • Encourages us to pursue new ideas <p><u>General:</u></p> <ul style="list-style-type: none"> • Has done a good job • Best DH-leader I've had in 20 years • Actions reflect integrity • Started w/ strategic plan; continues to work in that direction 	<p><u>Inequity/unfair treatment (most common)</u></p> <ul style="list-style-type: none"> • Ignored workload situation • Unfair allocation of teaching loads • Plays favorites • Sacrifices individuals • Asks same people to take service roles • Too much involvement w/ (other) group • Some are allowed to not pull their weight <p><u>Fails to reinforce quality</u></p> <ul style="list-style-type: none"> • Unproductive F receive reinforcement • Support depends on relationships/not quality • Getting majors prioritized; student quality not • Little support to scholarly pursuits of research • Efforts not supported on basis of quality • Little appreciation for F contributions <p><u>Does not involve faculty</u></p> <ul style="list-style-type: none"> • Ignores input of experienced faculty • Relies on too few people for input • Few meetings... no sense of community
<p>Job Satisfaction</p>	<p><u>Supports Autonomy (most common)</u></p> <ul style="list-style-type: none"> • Allows pursuit of special interests • I have complete discretion of scheduling • When possible flexible, if request not accommodated, desirable outcomes are negotiated • Lets faculty schedule classes when they want • Frequently invited to indicate desired courses • Supports autonomy & discretion within reason • Supports academic freedom • Frequently invited to indicate courses we desire to teach • Trusts F to do expected tasks. 	<p><u>Inequitable treatment</u></p> <ul style="list-style-type: none"> • Not reinforcing producers, while supporting less productive faculty • Pays MS student "visiting prof" more than ast prof • Equitably treated re: reassigned time • Unequally distributed work loads (teaching, committees, thesis supervision) • Some get release time; some don't <p><u>Salary complaints</u></p> <ul style="list-style-type: none"> • Would like to see salary/workload monitored aggressively

	<p><u>Supports participation</u></p> <ul style="list-style-type: none"> • Listens to feedback on teaching assignments • We have much input into decision-making • Strongly supports faculty governance • Is there to listen; open door policy • Encourages faculty input at some levels • Good job explaining budget constraints/policy • Much input into decision making <p><u>Equitable treatment</u></p> <ul style="list-style-type: none"> • Fair in assigning teaching loads/scheduling • Tries hard to be equitable in assigning service • Fair in scheduling • Faculty treated equitably • Worked to remedy equity issues • Careful about faculty load <p><u>General support</u></p> <ul style="list-style-type: none"> • Advocate for faculty for highest pay/benefits • Actively attempts to find ways to support faculty • Does what is listed and more; is always supportive • Public affirmation & recognition of faculty • Acknowledges support in words • Does all (descriptors) above and more • Helped in all above—very accommodating when possible 	<ul style="list-style-type: none"> • Salary is a problem (but blame upper admin) • Salary inequity within ranks within dept • Inconsistent pay, teaching load, assigned time • 12 mth salary pay not much different than 9 mth <p><u>Does not involve faculty</u></p> <ul style="list-style-type: none"> • Never see him... faculty have no input anymore • Little governance at the department level • Faculty governance not taken seriously... • Not all faculty involved in decision making • Developed curriculum package w/o asking for input of senior faculty. <p><u>Work load comments</u></p> <ul style="list-style-type: none"> • I feel a need to work very long hours and publish-or-perish anxiety is difficult. • Heavy responsibilities placed on me (but) no official acknowledgement dept or college-wide for these responsibilities in on-going program assessment. • Not publishing as much as I'd like to because of very time-consuming (program) demands. <p><u>Not supportive of Autonomy</u></p> <ul style="list-style-type: none"> • Academic freedom not supported, assigns meaningless tasks • Informed when we're teaching; not consulted • Does not support academic freedom
Conflict Resolution	<p><u>Supports open environment that fosters ideas</u></p> <ul style="list-style-type: none"> • Atmosphere conducive to productivity • Openly shares info with faculty • encourages openness to air views & disagreements • Listens to both sides well; gives good counsel • Has shown appreciation for professionalism • Listens to concerns... • Issues discussed civilly, personal attacks diminished • Listens to all sides; attempts to develop consensus • Highly values cohesion • Models collegiality & reasonableness • Supports collegial atmosphere; opinions valued <p><u>Directly deals with conflict</u></p> <ul style="list-style-type: none"> • Not afraid to speak candidly to faculty • Works with the people directly; not behind their backs • Deals with issues head on. <p><u>Uses Effective Tactics (general)</u></p> <ul style="list-style-type: none"> • Shields us from unnecessary cross-fire • Little conflict; problems foreseen & avoided • Little conflict; perhaps he diffuses it... • We have monthly meetings/retreats to resolve issues • Schedules meetings at times when all can discuss • Dismisses himself on occasion as to not influence... • Faculty encouraged to follow through with majority • Does not spread info about such conflict w/ others • Not aware... shows he/she deals with them privately 	<p><u>Favoritism/Not involving all faculty in decisions</u></p> <ul style="list-style-type: none"> • (conflict resolved) in best interest of DH & buddies • accepted views of a small circle w/o adequately examining data suggesting other appropriate views • listens to one-side with out input from other side • a decision concerning my job description was never discussed with me... • conflict resolved w/o involvement of faculty • rarely are views of senior faculty considered • long-standing dept policies replaced w/o discussion <p><u>Avoids resolving important conflict issues</u></p> <ul style="list-style-type: none"> • Avoids conflict whenever possible, even if issues are important for establishing dept direction • Usually completely ignores conflict... does not even acknowledge complaints. • Not addressing conflict in a timely fashion • Complaints are brushed aside <p><u>Poor tactics (general)</u></p> <ul style="list-style-type: none"> • Most issues handled by rumor • We used to meet more often • Listens but never initiates change in timely fashion • (doesn't) keep issues out in the open • most issues handled in knee-jerk reaction • becomes defensive/close-minded
Marketing & promotion	<p><u>Quality Tactics (general)</u></p> <ul style="list-style-type: none"> • Letters to incoming freshmen • Reached out to alumni in newsletter • Meets w/ parent group on regular basis • Support of job fairs is great • Enlisted foundation through scholarships • Works hard to promote dept to students • Support of student trips to meetings <p><u>Supports marketing and promotion faculty efforts</u></p> <ul style="list-style-type: none"> • Takes opportunities to bolster faculty & students • Everything listed above... • Supportive in regards to all of the above • Supportive of marketing/recruiting initiatives 	<p><u>Poor tactics (general)</u></p> <ul style="list-style-type: none"> • Brunt of this falls to untenured faculty • Does not have strong goals • Too many resources for (low priority cause) • Sometimes does not delegate enough... • We have an opportunity to get 10 hours/week help... opportunity is not being pursued • Slow to move us toward common vision • No one seems to care except for inner circle in control <p><u>Lack of involvement</u></p> <ul style="list-style-type: none"> • Leaves campus early, hence misses meetings • All duties past 2:00 get delegated to faculty; no efforts to support faculty who reach out to community

	<ul style="list-style-type: none"> • Great job in securing resources • Allocates funds for these (above) • Supports F involvement at State/National activities <p><u>In all the right places</u></p> <ul style="list-style-type: none"> • Always seems to be in public places he/she should be in • Goes to career fairs • In all the right places (student meetings; symposia) • Always participates in opportunities to promote dept • He/She too serves in these capacities... <p><u>Quality External Representative</u></p> <ul style="list-style-type: none"> • Marketed us well on local/national levels • Great with PR across campus • Good relations established with many stakeholders • Excellent representing (dept) in campus events • Diligent seeking support from community leaders 	<ul style="list-style-type: none"> • If we are effective, it is faculty, not the DH <p><u>Organizational Barriers:</u></p> <ul style="list-style-type: none"> • He/She has tried but University and faculty barriers have sometimes been formidable • The present workload in this department does not permit for much for much of this activity
<p>Support for students</p>	<p><u>General: Emphasizes/encourages/supports students</u></p> <ul style="list-style-type: none"> • Most Dept decisions based on value of student support • Seems to value student input; is fair • Open to initiatives fostering quality student support • Fine classrooms • Very student-oriented • Relations with students are supportive & positive • Maintains good working relations with alumni • Goes beyond to support students! Priority is good. <p><u>Specific Tactics</u></p> <ul style="list-style-type: none"> • Puts out newsletter every semester • Open door policy for students excellent advisement • Kept F informed of student funding opportunities • Very involved in student organizations • Reinforces successes & publicizes awards • Creates/maintains scholarships/awards for students • Represents faculty if faculty unable to participate • Promotes grandparent's day every two years • MA alumni have started foundation to support student travel <p><u>Finds resources that support students</u></p> <ul style="list-style-type: none"> • Adequate worker GAs. • Considerable effort in purchasing multimedia equip. • We have acquired a bit of new equipment • Allocates funding • Quick to try to assess resources to optimize teaching <p><u>Strong support for student advisement</u></p> <ul style="list-style-type: none"> • Department has extremely effective advisement—thanks to support & participation of DH • Much high quality advisement occurs • Three additional comments on quality advisement 	<p><u>Student Support not emphasized or valued</u></p> <ul style="list-style-type: none"> • Expect students to complete significant seminar paper—yet no exemplary papers for them to review; example of how student unfriendly our faculty are. • Other than funding provides nil to these efforts • Inflexible when it comes to finding non-traditional solutions to students. • More omission than something she/he has done <p><u>Poor tactics</u></p> <ul style="list-style-type: none"> • Our newsletter is an embarrassment • Frequently does not support faculty in disagreements with students—wait & see attitude • Would like communication when funds are available • Could target and involve alumni more effectively • Functional equipment sent to surplus w/o faculty discussion & whether equipment could be useful for upcoming semester • Only certain faculty consulted about new equip. <p><u>External constraints to support by DH</u></p> <ul style="list-style-type: none"> • Just don't have the budget to make classrooms effective for learning • Would like to expand services/programs; but university admin is slow to respond • -- it's not that she/he's done anything negative... there's just not enough time in the day • unbearable heat (92^o). Students need safe healthy environment to work.
<p>Faculty development opportunities</p>	<p><u>General support of faculty development</u></p> <ul style="list-style-type: none"> • Works w/ faculty if they are aggressive in making requests • Professional dev. Support in/outside campus • All +'s listed and more • In-service better than it ever in last few years • Has encouraged in words & resources my personal development on every level possible • Has a history of supporting faculty • Great job at all leadership levels... more opportunities than we can ever take <p><u>Quality Tactics</u></p> <ul style="list-style-type: none"> • Forwards all e-mail fr Sponsored Research • Open to new ideas • Working fair & effective tenure/promotion guidelines • Travel funds distributed equitably • Provides considerable info on opportunities • New faculty mentored continuously by DH & others in 	<p><u>Unclear employment policy & faculty expectations for faculty</u></p> <ul style="list-style-type: none"> • Expectations of indiv faculty are very unclear • Tenure/promotion policies not well enforced • Prf. appraisals need to rely on data; not visibility/ image • DH role should be to contribute to fair/non-political process. Lost good faculty for violating dept norm not specified in policy. • Ten/Prom policy needs clarification & better communication to new faculty • Perf Appraisal procedures constantly being changed w/o faculty input • Tenure & promotion criteria of other Univ offices are kept hidden (lessens faculty control) <p><u>Poor support for newer faculty</u></p> <ul style="list-style-type: none"> • Mentoring policy in this dept is (very bad) • New faculty receiving no mentoring • Poor Mentoring program's; current mentor is immediate

	<p>department</p> <p><u>Supports specific activities</u></p> <ul style="list-style-type: none"> Helped faculty gain funding for projects Plenty of travel opportunities I'm yet to find an obstacle to participate in professional dev opportunity 	<p>supervisor!</p> <ul style="list-style-type: none"> Mentoring of new F ineffective including assigning new faculty to director roles—hasn't worked twice <p><u>Poor tactics</u></p> <ul style="list-style-type: none"> No public report of travel funding; is funding fair? Willing to let faculty's questionable behavior go
Sufficient Resources	<p><u>Does well despite constraints</u></p> <ul style="list-style-type: none"> Good job with what he/she has Best he/she can with what we have Dean controls travel—DH should Limited resources Difficulty separating dissatisfaction with our resources from evaluation of DH Does well within Univ restraints We know when a budget cut is coming... <p><u>Sound Fiscal Management</u></p> <ul style="list-style-type: none"> Great financial manager Listens, considers requests... sense that resources are well-managed Good sense of budget Distributes conference funds fairly Uses money wisely <p><u>Acquiring resources</u></p> <ul style="list-style-type: none"> New classroom will be wonderful Provided faculty w opportunities to write grants Willing to pursue additional resources in college Technology improves because she/he aggressively pursues them in college and encourages grant writing. <p><u>Distributes resources equitably or wisely</u></p> <ul style="list-style-type: none"> Seen to it that presenters travel \$\$ supported Computers & offices up to date I have all recourses that I need Tries to allocate \$\$ equitably Permits time to pursue interests <p><u>Informs faculty of available resources</u></p> <ul style="list-style-type: none"> (I'm) aware of budget priorities and rationale Informs us of budget priorities in bi-weekly meetings 	<p><u>Constraints affect DH support for resources</u></p> <ul style="list-style-type: none"> Dep funds are insufficient Conference travel limited—not DH's fault VP & PR fund us; so (above) has little to do w/ DH My perception—much is out of his control Not enough \$\$ for our department Small offices; but because of upper admin Can't convince upper admin to allocate resources afforded other Univ. departments Does well within fiscal constraints Dissatisfaction; computer support insists on Gateway & Microsoft <p><u>Poor communication to faculty about resources</u></p> <ul style="list-style-type: none"> Refuses to let F see how \$\$ are spent Spends faculty grant \$\$ w/o faculty person's knowledge Faculty have no knowledge of the budget Budget not available to F for 1st time since 1970s Know idea of budget, priorities, or \$\$ we're working with Consistently runs in the red... concerns constantly ignored <p><u>Does not support travel/resources</u></p> <ul style="list-style-type: none"> Conferences not well funded; don't see him trying to change it... Travel not well funded <p><u>Inequitably distributes resources</u></p> <ul style="list-style-type: none"> Coddles to 1 faculty, everyone else ignored One real negative is lack of public reporting of funds; makes me wonder about fairness...
Providing Quality Direction	<p><u>Solicits Participation</u></p> <ul style="list-style-type: none"> Input from F in very open meetings Meets regularly to assess current direction and address concerns—very helpful Never makes decision w/o first seeking input Hands off approach to providing direction Faculty input sought and respected Organized committees to look at budget and cross discipline issues—this brought (diverse) F together <p><u>Quality Direction (general)</u></p> <ul style="list-style-type: none"> Leads department Leader in this area; brings Univ. values to dep. Points us toward SMS goals/objectives I'm very hopeful to the future Very high standards, expects same from faculty <p><u>Examples of quality direction</u></p> <ul style="list-style-type: none"> Pushed to increase majors & hire quality faculty Working to change curriculum slowly in a positive direction. Support for graduate/certification plans Written mission, promotion regulations, updated curriculum Annual department plan... 5 year plan <p><u>Mentioned constraints</u></p> <ul style="list-style-type: none"> Unfortunately upper admin fails to communicate long-range plans (e.g., Forrest Institute) making direction difficult. 	<p><u>Unrealistic direction/lack of direction</u></p> <ul style="list-style-type: none"> Only direction: to produce more more more No vision Area for most improvement; depart needs direction Does what causes the fewest problems short-term; while ignoring long-term consequences No direction, none... I miss being part of a team Everyday direction changes w/ no faculty input I don't know the dep direction- not clearly stated Extreme participative style has led to fragmented department... not sure where department is going. <p><u>Lack of Faculty input or overly directive</u></p> <ul style="list-style-type: none"> No real discussion about priorities/ resource use Whose quality direction? Faculty not involved Faculty told, "this is what I've done..." Has not provided real strong Department identity Cant run meetings; afraid to discuss real issues Faculty input is sought, but not respected <p><u>Perceived poor decisions/decision making</u></p> <ul style="list-style-type: none"> Appointed adjunct faculty over the unanimous negative faculty vote. DH should hold faculty accountable to ethical standards Trying to grow majors when faculty numbers are dwindling... will cause lost faculty... Without knowledge, faculty duties were reassigned

	<ul style="list-style-type: none"> • <i>Quality direction hard because of upper admins (severe) control</i> • <i>Providing sense of things we can accomplish; given University limitation</i> 	<p><i>(without consent of highly qualified faculty who is to return from trip abroad)</i></p> <p><u>Other factors contributing to lack of direction</u></p> <ul style="list-style-type: none"> • <i>High turnover of college admin</i> • <i>Does things at the “command” of upper admin</i>
Fostering Quality Planning	<p><u>General support of planning process</u></p> <ul style="list-style-type: none"> • <i>Provides direction and leadership</i> • <i>Excellent at summarizing positions which advance department decisions</i> • <i>Actively solicits & considers feedback & positions</i> • <i>Does well to keep us fairly well informed</i> • <i>On the ball... faculty meetings directed/effective</i> • <i>Is very well prepared—collected necessary data for the consultant to get a better picture of who we are</i> • <i>Visionary... seeks input/feedback... organizes/ summarizes data effectively for dept. Does not waste time on insignificant issues.</i> • <i>Very organized</i> <p><u>Participation of faculty in planning</u></p> <ul style="list-style-type: none"> • <i>Planning & implementation always a group effort</i> • <i>Involves faculty in planning process</i> • <i>Very receptive to faculty comments</i> • <i>We discuss policy and direction in faculty meetings</i> • <i>As democratic as allowed to be</i> • <i>Has made efforts to get everyone together to plan</i> • <i>Willing to listen to faculty concerns</i> 	<p><u>Contributes to poor planning process</u></p> <ul style="list-style-type: none"> • <i>Too little planning time together</i> • <i>Never consider (course) assessment data in class construction (specific course)</i> • <i>Condone NOT conducting effectiveness data</i> • <i>More written communication (rather than rumor)</i> • <i>Meetings are a disaster</i> • <i>Too often says... “that’s how we did it at (another) Univ...” rather than rely on process.</i> • <i>Hit & run meetings in response to College deadlines</i> <p><u>Does not support faculty participation in planning</u></p> <ul style="list-style-type: none"> • <i>Most planning without faculty input</i> • <i>Rarely meet as faculty</i> • <i>Faculty not invited to critically evaluate</i> • <i>Impossible to evaluate bc 2-3 faculty have ear of the DH—some (program) embarrassments would have been avoided id more had been involved</i> <p><u>Stated Constraints</u></p> <ul style="list-style-type: none"> • <i>Like to see better info flow from above; especially issues pertinent to dept future (i.e., Forrest)</i> • <i>Quality planning difficulty because decision handed down by VP... dept. lost because decision made in Carrington behind closed doors</i>
Professionalism & appreciation of diversity	<p><u>Effectively models professionalism</u></p> <ul style="list-style-type: none"> • <i>Models professionalism, ethics, & kindness</i> • <i>Don’t feel she/he has prejudice/bias</i> • <i>A leader in introducing diversity of teaching approaches and philosophical points of view</i> • <i>Excellent role model who treats all faculty with respect</i> <p><u>Fair</u></p> <ul style="list-style-type: none"> • <i>Very equitable</i> • <i>Objective throughout</i> • <i>Makes not distinctions when evaluating F work</i> • <i>Promotes fairness; integrity</i> <p><u>General Support</u></p> <ul style="list-style-type: none"> • <i>Fantastic! Open-minded & aggressive supporting professionalism/diversity</i> • <i>Acted on “fairness” complaints swiftly & effectively</i> • <i>Great diversity in our department</i> <p><u>Specific tactics</u></p> <ul style="list-style-type: none"> • <i>Continues to ask University for “diversity scholarships”</i> • <i>Tried hard to include various individuals</i> • <i>Presentation on sexual harassment given to F</i> • <i>Whole dept went to diversity workshop</i> • <i>Works diligently to ensure diversity content included in curriculum</i> • <i>Set up Advisory board</i> • <i>Follows Univ. regulations closely</i> 	<p><u>Pertaining to professionalism</u></p> <ul style="list-style-type: none"> • <i>In our dept. high premium is placed on conformity and complacency. A faculty member will receive T & P if he/she is liked by broader faculty</i> • <i>Allowed conflict to continue beyond reasonable limits</i> • <i>Students with history of false complaints taken seriously</i> • <i>One is not “professional” when department member changes my job description to something entirely different—without consulting me.</i> <p><u>Pertaining to sexist & prejudiced behavior</u></p> <ul style="list-style-type: none"> • <i>Continues to tolerate, thereby, condone prejudice and discrimination</i> • <i>Curriculum lab must be double covered if female present—but not male.</i> • <i>Sexist comments made by administrators are overlooked and excused away.</i> • <i>Tried to do better... but complaints are commonplace</i>

Appendix D

Faculty Comments Pertaining to College Deans' Activities that Support or Detract from Effectiveness Conditions

ADMINISTRATOR ACTIVITIES		
Effectiveness Conditions	Most commonly supporting condition	Most commonly not supporting condition
Work Motivation	<p><u>Permits participation; democratic approach</u></p> <ul style="list-style-type: none"> • <i>Fosters democratic approach with DHs</i> • <i>Doesn't micromanage</i> <p><u>Attends to and rewards faculty</u></p> <ul style="list-style-type: none"> • <i>Mentors faculty closely</i> • <i>Recognizes in small meaningful ways F achv.</i> • <i>Gives plenty of recognition to achievement!</i> • <i>Makes it a point to interact with faculty</i> <p><u>Support:</u></p> <ul style="list-style-type: none"> • <i>Supports my travel & grants</i> • <i>Offers encouragement for research and publication as well as professional activity.</i> <p><u>Effectively models</u></p> <ul style="list-style-type: none"> • <i>Sets excellent personal example</i> • <i>Works hard and is thus a good example</i> 	<p><u>Leadership Style & professionalism concerns</u></p> <ul style="list-style-type: none"> • <i>Petty, myopic, vindictive</i> • <i>Interested in retaliation against faculty</i> • <i>Lack of confidentiality & favoritism</i> • <i>Disrespectful of F; supports atmosphere of distrust</i> • <i>Only motivates those he/she trusts</i> • <i>Acknowledges negative; not positive</i> • <i>Distributes resources at equal intervals regardless of accomplishments or need.</i> • <i>Decisions made w/o faculty input</i> • <i>Very top down, caters more to upper admin than F</i> <p><u>Inappropriate appraisal & actions</u></p> <ul style="list-style-type: none"> • <i>Incompetent administrators allowed to slide by</i> • <i>Occasionally lacks some depth and understanding of a situation</i> • <i>Has no insight into how to address present needs</i> • <i>College resources directed disproportionately more to teaching than research</i> • <i>Does not have basic understanding of the needs of scholarly researchers... therefore incapable of making informed choices</i>
Job Satisfaction	<p><u>Communicates, listens, promotes autonomy</u></p> <ul style="list-style-type: none"> • <i>Willing to listen to suggestions/new approaches to problems</i> • <i>Receptive to new ideas outside his/her area of expertise</i> • <i>Allowed faculty to create new and meaningful courses</i> • <i>Good communication with DHs; good e-mail communication</i> • <i>Faculty input guaranteed</i> <p><u>Encourages, supports, rewards</u></p> <ul style="list-style-type: none"> • <i>Gives positive feedback for a good job</i> • <i>Verbally supported changes in department</i> • <i>Fosters a positive attitude & work environment</i> • <i>Excellent team builder</i> • <i>Supports productive faculty</i> • <i>Encourages faculty involved in research to utilize best practices in teaching</i> <p><u>Other</u></p> <ul style="list-style-type: none"> • <i>Faculty treated fairly</i> • <i>(College) party great!</i> • <i>Fights to get new positions</i> • <i>Does best he/she can given Univ environment</i> • <i>Policies very good/supportive</i> 	<p><u>Pay Equity & other equity issues w/ college</u></p> <ul style="list-style-type: none"> • <i>Could explain why equity requests turned down</i> • <i>Equitable salaries are a problem</i> • <i>Salary structure is always an issue—not sure how dean can affect this</i> • <i>Salary issue not dean's fault but needs addressing</i> • <i>Plays favorites w/ regard to conference travel \$\$</i> • <i>Using inter-college pay structure to formulate salaries</i> • <i>Pay not comparable w/ other Univs. No cost of living raise</i> • <i>Former Dean demonstrated gender bias</i> • <i>Time is more available to do research & service for some than for others</i> <p><u>Communication</u></p> <ul style="list-style-type: none"> • <i>Faculty input not valued</i> • <i>Little candid input from faculty valued</i> • <i>Don't ever recall request for faculty input; does not ask if we'd like to be on committee assigns us</i> • <i>Restricts dept freedom to assign loads</i> <p><u>Stylistic</u></p> <ul style="list-style-type: none"> • <i>Punishes those expressing opinions inconsistent with hers/his</i> • <i>Doesn't seem to make own decisions anymore</i> • <i>Micromanages faculty workloads</i> • <i>Exhibited unethical behavior</i> • <i>Making changes</i> • <i>Failed to recognize past faculty contributions</i>
Conflict Resolution	<p><u>General</u></p> <ul style="list-style-type: none"> • <i>Wise judgments</i> 	<p><u>Conflict resolution tactics</u></p> <ul style="list-style-type: none"> • <i>Waited too long to address dept conflict</i>

	<ul style="list-style-type: none"> • <i>Personal attacks are rare; dean reflects them</i> • <i>Good conflict resolution ability</i> • <i>Good mediator</i> • <i>Have no problems in this area</i> <p><u>Tactics</u></p> <ul style="list-style-type: none"> • <i>Accomplished immediate resolution of conflict</i> • <i>Problems discussed openly</i> • <i>Not rendered hasty/ill-advised decisions</i> • <i>Gracious way of expressing criticism</i> • <i>Attempts to smooth over conflicts</i> • <i>Willing to give time to talk through problems</i> • <i>Listens; follows equitable policy on decisions</i> • <i>Allowed hiring new DH</i> 	<ul style="list-style-type: none"> • <i>Not quick & insightful responding to personal conflict</i> • <i>Dean does not stop behavior of commonly complaining faculty; nor investigate—not sure where he/she stands?</i> • <i>Bungling, underhanded tactics</i> • <i>Micromanages dept</i> • <i>Calls people in one at a time to “rat” on others</i> • <i>Antagonistic; not a peace making</i> • <i>Failed to follow procedures outlined in handbook</i> • <i>Doesn't step into a conflict quickly & it continues longer than it should</i> • <i>Autocratic; conflict resolved by direct order</i> <p><u>Communication up and down</u></p> <ul style="list-style-type: none"> • <i>Heard nothing from Dean about (decision affecting department)—keeping faculty uninformed is certainly not an effective administrative action</i> • <i>Non-confrontational—never know what Dean's thinking</i> • <i>Faculty views not heard before decisions made</i> • <i>Faculty input not valued in decision making</i> • <i>Simply does not believe in faculty governance</i> • <i>Faculty views fully heard before decisions made? (condition descriptor) totally untrue</i>
Marketing & promotion	<p><u>Tactics/activities</u></p> <ul style="list-style-type: none"> • <i>Establishing effective working relationships w/ community through advisory counsel; & other approaches</i> • <i>Involved in Arts Rave festival</i> • <i>Started co-op program with MU</i> • <i>Personally present at functions</i> • <i>Video support for recruitment helping faculty make right connections for recruiting.</i> • <i>Creative fundraising capitalizing on dept strength</i> <p><u>Support of Departments</u></p> <ul style="list-style-type: none"> • <i>Good job inviting faculty to various lunches etc—helps bring faculty together</i> • <i>Made resources available to market/promote dep.</i> • <i>Encourages faculty involvement at all levels and encourages this with travel funds</i> • <i>Supports dept activities to market promote our major</i> • <i>Motivates working relationships among faculty (in/outside of college) and also w/ community.</i> • <i>Involves faculty & depts in coll. Recruitment</i> • <i>More budget; greater attention to grad programs</i> <p><u>General</u></p> <ul style="list-style-type: none"> • <i>Great job promoting what we do</i> • <i>Too many to count</i> • <i>Held in high regard by our dept</i> • <i>Credit for leading our Dept out of the dark</i> <p><u>Public Relations</u></p> <ul style="list-style-type: none"> • <i>Keeps us visible w/ own visibility on/off campus</i> • <i>Worked to keep us in public eye</i> • <i>Taking on opportunities to speak publicly</i> • <i>Very pro-PR; knowledgeable of venues to improve college image</i> 	<p><u>Disagreement with Priorities</u></p> <ul style="list-style-type: none"> • <i>Does not promote sciences more</i> • <i>Poor promotion of college service & research at the local state and national levels.</i> <p><u>General</u></p> <ul style="list-style-type: none"> • <i>Our college does poorly compared to other colleges – lower pay, fewer majors</i> • <i>Has little understanding in terms of how to promote college to broader constituencies—no direction; vision</i> • <i>With new direction, more support needed (missing)</i> <p><u>Constraint.</u></p> <ul style="list-style-type: none"> • <i>Don't believe department is in a college which can effectively support our marketing and promotion</i>
Support for students	<p><u>General</u></p> <ul style="list-style-type: none"> • <i>Superb job of recruiting, fostering talented (majors)</i> • <i>Excellent advocate for students</i> 	<p><u>General non-support</u></p> <ul style="list-style-type: none"> • <i>Not a thing</i> • <i>Have not heard directly from the dean lately</i>

	<ul style="list-style-type: none"> Great in all areas regarding students <p><u>Specific</u></p> <ul style="list-style-type: none"> Graduates' reception Work with (student function). Attends and gives recognition in student events E-mails reminders to faculty—seem to reinforce that he/she is on top of student issues Stepped up PR/recruitment advising appointments—have risen donations Supported (equipment) requests to make student experiences better Remodeling with modern AV equipment 	<p><u>Classroom, building facilities</u></p> <ul style="list-style-type: none"> Physical classroom space is inadequate; should be corrected... Disproportionate amount of space for some departments Don't know if this is her/his fault, but classroom technology is antiquated & building could use face lift. <p><u>Alumni relations</u></p> <ul style="list-style-type: none"> Weak on maintaining active relations with alumni & alumni support numbers speak for themselves. Have tried to keep in touch with alumni, but could do more with staff support <p><u>Difficult to assess</u></p> <ul style="list-style-type: none"> Don't believe this is Dean's role; have no feelings Don't know enough about this to comment Not sure... <p><u>Constraints:</u></p> <ul style="list-style-type: none"> Note 3 faculty made conditional statements such as, "I'm not sure this is his/her fault... but"
<p>Faculty development</p>	<p><u>Specific program/tactics</u></p> <ul style="list-style-type: none"> New faculty orientation is great idea; so is leadership program Developed & supported leadership program In-service training well-organized Often forwards e-mails to DH & appropriate F. Scrupulous in following university policy Provides professional dev. info to DH & faculty Grants to assist w/ conference travel are e-mailed Makes sure faculty know about opportunities <p><u>Tenure (TN), promotion (PR) & reappointment (RA)</u></p> <ul style="list-style-type: none"> Straightforward & clear in written RA decisions Held untenured luncheons; seems to reinforce good work. TN & PR policies discussed indepth in departments; faculty have many avenues for learning expectations Strong/systematic mentoring of faculty encouraged <p><u>Professional development support</u></p> <ul style="list-style-type: none"> There are (some) funds for professional devpmt Supportive of attending workshops & conferences Sent me to important meeting for my program Found ways to fund junior faculty research & travel to extraordinary measures—commendable! Highly supportive of faculty involved in research activities and the scholarship of teaching 	<p><u>Support for travel</u></p> <ul style="list-style-type: none"> Like to see aggressive support of more funding for conference travel; especially for presenters—this is a forum linking SMS to community More travel monies are needed- is Dean seeking this? I don't know. Should have long ago delegated conference funding decision to department level Dept not included in funding opportunities which other departments enjoy. <p><u>Tenure & Promotion</u></p> <ul style="list-style-type: none"> (Full Description of unfair TN/PR decision for which faculty voted unanimously no—but administration overrode faculty decision) TN & PR document needs to be set forth TN & PR and salary equities not clear Mentoring not as good as I'd like to see <p><u>Equity</u></p> <ul style="list-style-type: none"> Seems to depend on being "on dean's side" Again, if you are his/her (favorites)... <p><u>Disagreement with priorities</u></p> <ul style="list-style-type: none"> Only supports research; cares little about teaching Little interest supporting research except as related to teaching—(little financial/logistical support) <p><u>External to Dean's role</u></p> <ul style="list-style-type: none"> I believe this has little to do w/ Dean's role
<p>Sufficient Resources</p>	<p><u>Technology</u></p> <ul style="list-style-type: none"> I have needed technology Research and technology are good Very supportive of technology in classrooms/labs Made it possible for technological classroom improvements <p><u>Travel support</u></p> <ul style="list-style-type: none"> Supportive of faculty initiatives that involve lodging/travel 	<p><u>Travel</u></p> <ul style="list-style-type: none"> I've not had conference support for 5 years Conference travel not well funded. (Funding) kept me fr giving 2nd national talk this yr. <p><u>Efforts to maximize, obtain, & distribute resources</u></p> <ul style="list-style-type: none"> Enormous space not well utilized Unsupportive of space/ staff needs Should get more involved in identifying the needs! Don't think the college can or will supply the type of

	<ul style="list-style-type: none"> I've received lots of travel support Dean/Assoc dean receive same funding for national meetings as other faculty. <p><u>Other</u></p> <ul style="list-style-type: none"> Grants seem abundant, but they were before him/her Seems not to support one dept over another Good job helping dept find space Does the best she/he can w/ what he/she's given Excellent financial manager Antiquated-dirty building problem—but does not lie w/ dean's office Not afraid to use college monies to support things 	<p><i>funding department requires</i></p> <ul style="list-style-type: none"> We need more resources, is the Dean pursuing these? Funds support teaching; not research. Micromanagement of resources (could be delegated to department level)
Quality Direction	<p><u>Solicits information; communicates</u></p> <ul style="list-style-type: none"> Actively seeks faculty input Taken time to understand department situations—before revealing direction Discusses potential changes with those concerned Always invites input <p><u>Linked to upper admin mission</u></p> <ul style="list-style-type: none"> Supported academic journal edited in dept Aligns remarks with upper admin direction Supports university policies <p><u>General leadership</u></p> <ul style="list-style-type: none"> Leads by example in this area Good job getting college back on track Communicates college goals & priorities well; Has a vision & shares it Is passionate about the college and it shows. Good vision for college as we move to 21st cent. <p><u>Other</u></p> <ul style="list-style-type: none"> Keeps focus on (appropriate people) Teaching strongly emphasized as linked to external tools. Good support of General Health Initiative 	<p><u>Provides little direction</u></p> <ul style="list-style-type: none"> Done nothing to identify direction for our dept. Personal vision is not entirely clear Not aware of any input the Dean has had to the direction of this department? What direction? There is not direction here—Dean seems to know very little about the strategic planning process. Whose direction? <p><u>Communication;</u></p> <ul style="list-style-type: none"> Obviously does not believe in Faculty governance Makes important decisions single handedly w/o consulting DHs We have not heard directly from the dean lately Doesn't seem to ask for faculty input, just makes decisions and informs us. Feel left out of loop in collaboratively defining the vision. His/her direction is often good (but) faculty need to be more involved & empowered to define it. <p><u>Specific</u></p> <ul style="list-style-type: none"> (Major upper admin decision) left the dept in the dark!—Being ignored leaves competent & intelligent people w/ feeling of disrespect. Too many resources (toward specific program) Not resolved poor utilization of space issues Advocates teaching over research much more than is the case university-wide <p><u>Other:</u></p> <ul style="list-style-type: none"> Decisions affective faculty not totally fair in university community. Poor college representative Over-controls work flow through office (lengthy turn-around) Repeatedly loses documents submitted by faculty
Quality Planning	<p><u>General</u></p> <ul style="list-style-type: none"> Great motivator, concerned, fantastic problem-solver Good organization and planning skills significant to college initiatives Lots of good planning and foresight here <p><u>Gathers information; involves faculty</u></p> <ul style="list-style-type: none"> Involved faculty in college for future planning Involved faculty actively in DH search Feedback is sought & suggestions are considered/put on table 	<p><u>Involvement and communication with faculty</u></p> <ul style="list-style-type: none"> Could do more to involve faculty in decision making and communicate what's going on. Dean has not responded to dept criticism of DH; lack of communication Does not actively solicit dept feedback F not included in planning; only after plans made (specific) Decision's been made why ask for input that's to be ignored? Meetings held; opinions considered, but not supported unless Associate Dean agrees Don't feel she/he includes F in dec-making process

	<ul style="list-style-type: none"> • Formed at least one committee to get information & feedback • Forums and meetings to discuss role of ___ unit • Has let faculty determine own destiny <p><u>Other</u></p> <ul style="list-style-type: none"> • Annual planning retreat • Highlights excellent F & programs; encouraged early retirements of nonproductive F 	<ul style="list-style-type: none"> • Inner circle makes all of the plans • (specific administrative decision affecting college) situation could be opportunity or disaster... disaster likely if faculty not involved in planning <p><u>Lack of or poor Direction</u></p> <ul style="list-style-type: none"> • Rambles; commits us to unnecessary goals • Goals not made clear • In the past, F have been allowed to let emotion and history be the basis for all of their decisions <p><u>Other</u></p> <ul style="list-style-type: none"> • Acts as if _____ is only priority • College newsletter disbanded; website out of date
<p>Professionalism & appreciation of diversity</p>	<p><u>Models professionalism</u></p> <ul style="list-style-type: none"> • Unfailingly respectful and courteous • Excellent; nothing but professionalism characterizes his/her interaction with the dept. • Quite professional • Does not forget who I am • Clearly likes all people <p><u>Supports appreciation for diversity</u></p> <ul style="list-style-type: none"> • Looking for ways to add socio-economic diversity to ___ • Expressed concern and support for topic • Realizes racial, ethnic, and gender diversification as a valuable asset • Made many opportunities available for women <p><u>General</u></p> <ul style="list-style-type: none"> • I've had no trouble as a female 	<p><u>Unprofessional behavior</u></p> <ul style="list-style-type: none"> • Recent tenure/promotion actions not professional • Overstepped bounds when over-rode (unanimous) faculty on tenure & promotion decision • I don't see dean as professional; don't model Dean • Didn't speak to faculty about major decision that impacted individual's employment • Own disrespect for F undermine respectful F relations • Imbibed too much and made disparaging remarks about others in room. <p><u>Diversity</u></p> <ul style="list-style-type: none"> • (Needs to) develop a college strategic plan for increasing diversity

Appendix E

Faculty Comments Pertaining to Vice President of Academic Affairs's activities that support or detract from effectiveness conditions (VPAA)

ADMINISTRATOR ACTIVITIES		
Effectiveness Conditions	<u>Most commonly supporting condition</u>	<u>Most commonly not supporting condition</u>
Work Motivation	<p><u>Demonstrated support of faculty & students</u></p> <ul style="list-style-type: none"> • Reasonably supported tenure & promotion decisions • Excellent adjudication of student/faculty disputes. • Implemented showcase opportunities for best practices in effective teaching research & service. • Knows relevant texts in effectiveness in teaching research & service • Demonstrated attitudes consistent with academic excellence <p><u>Rewards quality efforts</u></p> <ul style="list-style-type: none"> • College well rewarded for work in technology resource management. • Excellent support through awards programs & graduate college programs. • Has tried to focus on merit and greater sense of excellence • Has supported/rewarded high standards for performance for years <p><u>Effective communication</u></p> <ul style="list-style-type: none"> • Open communication w/ department heads on University opportunities/constraints • Seems more willing to communicate with us than in past • Accessible for consultation in committee work 	<p><u>Not soliciting input in decisions affecting faculty</u></p> <ul style="list-style-type: none"> • Lack of faculty input on Econ decision • Makes decisions w/o input from those concerned • Advocate to faculty not from faculty to admin • Has made decision about university structure/ affiliations w/o consulting knowledgeable faculty—might lead to lack of faculty involvement in many decision • I wonder how much faculty input is considered <p><u>Non-motivating leadership</u></p> <ul style="list-style-type: none"> • Punishes those who dare confront him • Does not invest in people • Little respect shown toward faculty • Threatens people • Yells at people in meetings • Micromanages <p><u>Not rewarding quality effort</u></p> <ul style="list-style-type: none"> • Little acknowledgement of job well done • Often no reward to depts/colls that are productive & meeting objectives • No sense of fairness • Unilateral decision-making does not reward faculty for involvement or communicate that input is valued • Does not deal with ineffective people • Does not promote/reinforce faculty for research endeavors or teaching rigor—appears focused on aesthetics rather than best instructional practices <p><u>Policy & attributed decisions</u></p> <ul style="list-style-type: none"> • Announced no assistant professors promoted • Too long to make some decisions • W/ regard to econ dept “reprieve”: I’m not sure what reprieve means ... but it concerns me that administration has stepped away from a strong stance on standards. • Removed merit pay <p><u>Communication</u></p> <ul style="list-style-type: none"> • Not enough meaningful contact with faculty • Seems information sent up chain of command gets garbled or misrepresented <p><u>General</u></p> <ul style="list-style-type: none"> • I feel very unmotivated by this VP • I feel more demoralized than motivated • Demotivates me; makes me angry • Culture has deteriorated • Seems to have lost his vision; unclear what she/he stands for <p><u>Other</u></p> <ul style="list-style-type: none"> • Underfunding some undergraduate programs for sake of graduate programs has diminished quality of programs—demotivates those involved.

<p>Job Satisfaction</p>	<p><u>Quality efforts to improve faculty salary</u></p> <ul style="list-style-type: none"> Lobbied w/ respect to salary & operations Efforts elicit higher score than achievement w/ regard to salary Supportive of equity requests Fights hard for salary increases-- Attempts to equalize pay have been appreciated Despite recent "flap" attempts to equalize pay have been appreciated <p><u>Promotes Autonomy & responsibility</u></p> <ul style="list-style-type: none"> Allows for great deal of decentralization and responsibility in departments; allowing for autonomy I have impression his commitment to academic freedom is strong and sincere Worked hard with faculty handbook revisions to empower faculty and departments with flexibility <p><u>Solicits faculty input well</u></p> <ul style="list-style-type: none"> Tried to inform faculty of administrative decisions & rationale Faculty have as much input as they ought to have Early year addresses show his willingness to work with Faculty Senate on issues of our choosing 	<p><u>Dissatisfaction with salary issues</u></p> <ul style="list-style-type: none"> Scrapping \$500000 for pay raises, sabbaticals, etc; while athletics get 5 mil. Great discrepancies in pay to administrators returning to faculty I have little knowledge of his efforts to balance pay inequity Ineffective advocate for salary—especially underpaid departments such as... Faculty not treated equitably w/ regard to pay structures—benefits not comparable w/ other Universities—with little progress 5 additional (similar) comments here... <p><u>Not soliciting faculty input</u></p> <ul style="list-style-type: none"> Little if any voice from faculty Unilateral changes w/ regard to Econ dept & Secondary Education—lack of faculty input. Must do much more communicating w/ rank & file; faculty perceive little input Faculty governance does not permit much input Too many top down decisions w/o consulting faculty & w/o consideration of implication across campus w/o structures to make decision work Decisions fall on faculty—left to deal with it; terrible for using faculty governance Little faculty input; Protests are not well received Not concerned w/ faculty governance if outcome not (his) desired outcome <p><u>Leadership style issues</u></p> <ul style="list-style-type: none"> Micromanages departments Autocratic leadership style Very heavy handed in departmental affairs Constant micro-managing is discouraging <p><u>Equity (not pay)</u></p> <ul style="list-style-type: none"> Shown preferences to some colleges over others Faculty inequitably treated <p><u>General</u></p> <ul style="list-style-type: none"> Seems to use "informal" policies in decision making Do not like the way the Forrest "merger" has been handled
<p>Conflict Resolution</p>	<p><u>Considers faculty views</u></p> <ul style="list-style-type: none"> Found VP to give full & fair hearing of my views and a reasoned response Seen him become more and more sensitive considering interests of faculty through Faculty Senate leaders Appear to listen and is solution-oriented; Shows respect for opinions—even those not warranting respect <p><u>Effective tactics</u></p> <ul style="list-style-type: none"> Has interceded but not micro managed Strikes me as a person who would take a problem-solving approach w/ faculty Has played a discreet and active role in resolving an issue Responds respectfully even when input is less than respectful 	<p><u>Does not solicit faculty input or governance</u></p> <ul style="list-style-type: none"> Faculty governance has no impact on what admin does Faculty views not considered in decisions Does not believe in faculty governance Makes decisions without much input Faculty shared governance is dead Decision-making styles and unwillingness to share information creates hard feelings, mistrust, & conflict <p><u>Ineffective tactics</u></p> <ul style="list-style-type: none"> Gangs up on people in private meetings Personal attacks are frequent and demeaning Apparent guilty first assumptions Disputes are not resolved directly but covertly Secret about deficiencies of people in "my" department—then acts on them... Have witnessed event where he (altered) faculty comment to promote incendiary response among other faculty in public forum... <p><u>Leadership style issues</u></p> <ul style="list-style-type: none"> Autocratic & covert methods to achieve his ends

	<ul style="list-style-type: none"> Consistently tries to explain decisions & situations. <p><u>General</u></p> <ul style="list-style-type: none"> Generally friendly w/ faculty No personal experience here: my perception are that things handled reasonably 	<ul style="list-style-type: none"> If you don't agree with VP conflict is over. "My way or the highway" is not a form of conflict resolution On some occasions seems to have elicited conflict among faculty to support his opinions. <p><u>Dissatisfaction with Specific decisions</u></p> <ul style="list-style-type: none"> How could VP let president rub Econ Dept out? Change the name of our college? Deny Dr. ____ request to speak at Board of Gov. meeting? Has not dealt well with conflict of having two biology departments on campus Made unit rearrange departments... There was no discussion or time for us to come up with alternatives <p><u>General</u></p> <ul style="list-style-type: none"> Not an advocate for faculty nor academics Conflict seems to be our basic relationship Not a collegial atmosphere
<p>Marketing & promotion</p>	<p><u>Good job marketing outside of SMS</u></p> <ul style="list-style-type: none"> Good job selling SMS to broader community Pretty good PR outside SMS Has assisted in promoting positive SMS image Hiring a marketing consultant was a good move <p><u>Markets, promotes, or supports departments or students</u></p> <ul style="list-style-type: none"> Has supported requests for personnel Works hard to maintain good relations w/ key people in our department—so he has good idea of where we want to go with our marketing and promotion efforts Concerned about attracting students to SMS Reasonable participant in dialogue about resources. I think he's an advocate. Pleasant & good composure in front of groups <p><u>Constraints</u></p> <ul style="list-style-type: none"> Unfortunately in the position of saying "no" --an answer many don't want to hear. 	<p><u>Has not represented university or faculty well</u></p> <ul style="list-style-type: none"> Does not appear to be a priority for VPAA Does not care about faculty Good working relationships do not characterize department, college, & university. Has not touted university strengths; has mostly responded to criticism Does not treat faculty with respect Enrollment diminishes when insufficient personnel are available <p><u>Fails to convey importance of specific programs</u></p> <ul style="list-style-type: none"> Haven't seen him do anything to promote (our) department; at least he could show up for one of our (events) Does not Until handling of Econ department.. thought SMS was promoted well... too freely shared negative information. <p><u>Has not promoting SMS well to broader community</u></p> <ul style="list-style-type: none"> (Description of not putting University first when going to the press about a department's issues) If there are problems, then they should be handled at the University. Why go to the public to make university look bad? Seems like "looking good" is more important than strengthening academic programs—is the Admin aware of reputation? Service projects and the value of service in promotion could stand improvement <p><u>Not part of his current role:</u></p> <ul style="list-style-type: none"> Don't think he is much involved in this arena of University operations.
<p>Support for students</p>	<p><u>General Support of classrooms/programs</u></p> <ul style="list-style-type: none"> Our Grad program supports students w/ internships/funding—should I praise VP or Grad College? VP is a strong supporter of quality advisement; strong supporter of technology in the classroom; (commenter continues about good job in effectively integrating technology in classrooms. Online advisement tools are excellent 	<p><u>Poor support of students or academic programs</u></p> <ul style="list-style-type: none"> Students don't seem to be of high priority (inference made after commenting on physical classroom conditions) Student quality is weak Strengthening academic programs does not seem to be an emphasis. (Low) salaries hurt students because high achieving faculty with impressive vita can leave. Haven't seen Dr. Schmidt actively involved with outreach to alumni or encouraging it Instructional design appear to be made based on numbers instead of researched based practices Need cost of living raised for graduate assistants to match

	<ul style="list-style-type: none"> • <i>I believe VP supports student learning & excellence</i> • <i>Technology support very good for 5 years.</i> • <i>Physical plant upkeep</i> <p><u>Unable to comment</u></p> <ul style="list-style-type: none"> • <i>Unable to comment</i> 	<p><i>those of faculty and staff</i></p> <ul style="list-style-type: none"> • <i>Unilateral changes in secondary Ed. and no input into Econ decision</i> • <i>Sacrifices faculty/programs for students</i> • <i>Students will suffer if in long-run if Faculty morale not addressed—need to balance student and faculty needs (e.g., sensible course loads)</i> <p><u>With regard to poor physical facilities</u></p> <ul style="list-style-type: none"> • <i>Dissatisfied with classroom facilities/physical classroom environment</i> • <i>Classrooms in several buildings are deplorable</i> • <i>Would like to see VP look into space allocation on campus to different departments</i> • <i>Physical conditions of our department have not improved...</i> • <i>Classrooms not always well-equipped</i> <p><u>Unable to comment</u></p> <ul style="list-style-type: none"> • <i>Not enough information to make this judgment</i> • <i>Unable to comment</i> • <i>Have very little knowledge here...</i>
<p>Faculty development</p>	<p><u>Support for in-house professional development opportunities</u></p> <ul style="list-style-type: none"> • <i>Nice array of developmental opportunities</i> • <i>Continues to support sabbaticals & leaves</i> • <i>Good that faculty can take 12 semester hours</i> • <i>Communicates about opportunities and resources; encourages those to make use</i> • <i>Lots of professional development opportunities</i> • <i>Travel support is not exceptional but pretty good</i> • <i>Variety of programs; workshops available</i> • <i>VP gets high marks in this category. Impressive opportunities... showcases on research and teaching; Center for Academic Support; in-house opportunities</i> <p><u>Other</u></p> <ul style="list-style-type: none"> • <i>Efforts to improve evaluation documents a good initiative; Tenure/promotion decisions are generally well-considered</i> • <i>Attended Gov's conference on education</i> • <i>Mentoring of new faculty very good; professional opportunities are encouraged</i> • <i>Pretty good support of faculty w/ travel funds</i> • <i>Has attempted to do a lot.</i> 	<p><u>Not conducive to quality/fair tenure (TN), Promotion (PR) & reappointment (R)</u></p> <ul style="list-style-type: none"> • <i>Seems to be additional TN/PR criteria at University level that is not published</i> • <i>Announced that no assistant professor will be promoted early</i> • <i>Expectations are high (e.g., Div I research inst) but there is no support (e.g., excessive loads & service reqs.); tenure & promotion guidelines are applied unequally.</i> • <i>Three e-mails were copied from separate faculty members expressing dissatisfaction with administration about a specific tenure decision that was not supported by "unanimous faculty vote." Among complaints were that in-the-field experts were better able to judge credentials than administrators w/o expertise, and that admin did not follow documented guidelines by allowing person to submit materials after deadline.</i> • <i>PR/TN guidelines vague/arbitrary. VP overemphasizes published articles (despite teaching overloads).</i> • <i>Doesn't understand research/funding game well enough to make TN & PR decisions; more apt to follow DH & Dean decision than dept.</i> • <i>Not always clear how faculty are evaluated</i> • <i>Often ignores votes on promotion- faculty in the discipline have better perspective...</i> <p><u>Discontent with travel support</u></p> <ul style="list-style-type: none"> • <i>Junior faculty spend thousands of their own dollars to present their research</i> • <i>Conference travel inadequately funded. E.g., Sports travel well funded, but not scholarly presentations?</i> • <i>It galls me to subsidize university by paying for my own travel. Conferences are good for me and students.</i> <p><u>Discontent with research Support</u></p> <ul style="list-style-type: none"> • <i>Good incentives for improved teaching; encouragement to do original & creative research has gotten lost...</i> • <i>Seems to limit dev. and support as faculty pursue research/scholarly activity</i> • <i>Never hear discussion to move to conditions necessary to support a research university (e.g., 3-2 teaching load)</i> <p><u>Mentoring not used effectively on campus</u></p> <ul style="list-style-type: none"> • <i>No mentoring emphasized.</i> • <i>Mentoring on campus is inconsistent</i>

		<p><u>General/other:</u></p> <ul style="list-style-type: none"> • <i>Could foster the sense of a community of scholars.</i> • <i>Current system is not working</i> • <i>Failure to ensure that various personnel policies are in agreement</i>
Sufficient Resources	<p><u>Quality support of technology</u></p> <ul style="list-style-type: none"> • <i>Univ. resources have generally been made available to Tech department.</i> • <i>Computers & support good</i> • <i>GA and IT infrastructure are 1st rate.</i> • <i>VP has provided support for SCUF funding for TEC initiatives and most have been approved.</i> <p><u>Support of resources for academic programs</u></p> <ul style="list-style-type: none"> • <i>Academic fellowship program; excellent resources</i> • <i>Again, efforts rank higher than achievements</i> • <i>OSR provides timely/useful funding info.</i> <p><u>General:</u></p> <ul style="list-style-type: none"> • <i>Is frank about funding/finance priorities</i> • <i>Not bad with distribution</i> • <i>Don't think faculty know about available funding all the time... I don't think this is Academic Affairs problem... I think these issues are put out in various ways but that people just don't read or pay attention.</i> 	<p><u>Insufficient conference travel resources</u></p> <ul style="list-style-type: none"> • <i>Conference support is laughable—money comes from organization or from own pocket</i> • <i>Conference support doesn't even cover registration fee at (our) National level conference</i> • <i>Limited faculty travel support</i> • <i>Inadequate... don't know how much AA can do in light of other pressing fiscal needs (e.g., salaries)</i> • Five additional conference travel comments. <p><u>Not satisfied with distribution of budget of budget priorities</u></p> <ul style="list-style-type: none"> • <i>Collegewise distribution inequitable.</i> • <i>Newest programs receive largest budgets; faculty lines</i> • <i>Publicly stated biases against certain depts.</i> • <i>F unaware of budget priorities/where monies go</i> • <i>He alone seems to control where monies go.</i> • <i>Does anyone know the "rules" to allocate resources?</i> • <i>Money that could be used for students & upgrading facilities spent to make good impression on community or provide opportunities for few (e.g., KOZK)</i> • <i>Too much \$\$ goes to business college & athletics</i> <p><u>Dissatisfaction with other resources</u></p> <ul style="list-style-type: none"> • <i>Up-to-date technology non-existent in department; not enough resources to go around—even thriftily</i> • <i>Technology inadequate in COBA</i> • <i>Limited GA funding</i> • <i>Salaries.</i> • <i>Except for knowing about internal funding sources, VP fails in this category.</i> • <i>Classrooms in Hill filled to capacity w/ only white-board or blackboards. Heating/AC a nightmare; no nighttime computer support for students</i> • <i>Resources becoming something you find yourself</i>
Quality Direction	<p><u>All positive comments listed</u></p> <ul style="list-style-type: none"> • <i>Fosters continuous quality improvement philosophy</i> • <i>Has responded to criticism</i> • <i>Does best to reconcile realities of legislative decisions with respect o funding the values enunciated by the University's leadership</i> • <i>Lines up goals/objectives set forth by central administration; therefore AA consistent with the University</i> • <i>Generally pretty good.</i> 	<p><u>Lack of clear, compelling direction</u></p> <ul style="list-style-type: none"> • <i>Both "quality" and "direction" missing</i> • <i>No Leadership, no empowerment... a rudderless ship</i> • <i>Has done nothing for (my) department w/ regard to direction</i> • <i>Overall direction never clear; still not clear</i> • <i>No clear idea of what direction VP wants to move? We have instrumental goals... but to what purpose... where would VPAA like SMSU to be in 5,10,15 yrs?</i> • <i>Direction seems to be clear, but not compelling</i> • <i>Does not have an SMS vision; keep changing mind.</i> • <i>I have no idea what his direction/focus is.</i> • <i>Real disconnect between the visions of various units at the University. AA might be more active seeking connections between various visions and prodding depts./colleges to plot out missions...</i> • <i>Absolutely not... we do not know day to day where we will be.</i> • <i>Too many initiative pursued w/o focus on quality or best practices.</i> • <i>Don't know day to day where we will be.</i> <p><u>Faculty input about direction not valued</u></p> <ul style="list-style-type: none"> • <i>Input on tenure & promotion not respected</i> • <i>F input not sought nor respected when decisions affect functioning structure of their departments; reinforces rather toxic culture.</i>

		<ul style="list-style-type: none"> • <i>Decisions made w/o faculty; done over & over again</i> • <i>Faculty don't feel their views are important whether admin really does value them.</i> • <i>Has not taken initiative (or risk) in soliciting and supporting faculty opinion.</i> • <i>Lack of collaboration and "warning" apparent in some very important change decisions.</i> • <i>Decisions... w/o consultation of knowledgeable people and people most likely affected are... likely to ineffectively implemented and divisive. Gives impression of poorly-informed decision making ... does not reward F for involvement nor suggest input is valued.</i> <p><u>Poor direction evident in decisions</u></p> <ul style="list-style-type: none"> • <i>Unilateral Forced changes on Secondary Ed. & lack of faculty input on Econ decision</i> • <i>Reasons for decisions (i.e., downsizing COE and restructuring end up being the same size—not the reason at all)</i> • <i>We are totally in the dark about the Forest Institute and the future of our programs</i> • <i>Totally left out of planning cooperation w/ Forest Inst. (Our) licensed psychologist not helping in negotiating/ planning.</i> • <i>Imposed own scheme of office space in library addition; overriding decision made and designed years earlier. An entire dept. was kicked out of area and its space was seized.</i> • <i>Handling of econ dept. was especially inept—a decision that considered objectively received support was very negative because of the manner in which it was handled.</i> <p><u>Direction not credible or equitable</u></p> <ul style="list-style-type: none"> • <i>Acts before thinking</i> • <i>Atmosphere of fear & distrust</i> • <i>Not an academic; not a leader of academics</i> • <i>I think we could take it better if he would simply be honest</i> • <i>Has own agenda</i> • <i>Policies well hidden</i> • <i>People surrounding admin "friends" who do not offer contrary opinions...</i> • <i>Policies bent according to who you are.</i>
<p>Quality Planning</p>	<p><u>All positive comments included</u></p> <ul style="list-style-type: none"> • <i>Has ability to be good</i> • <i>Appears once a year at a college meeting to inform us of the university's plans for the academic year. During this appearance, he usually fields questions from faculty.</i> • <i>Has done well in supporting president's goals.</i> • <i>I gathered from the monitoring I've observed of strategic initiatives since I came here that the VP does not intend they should collapse through lack of attention.</i> • <i>Generally good planning</i> • <i>It appears decisions are made on logic rather than emotion.</i> 	<p><u>Input not solicited in planning process</u></p> <ul style="list-style-type: none"> • <i>Faculty input/feedback pretty much ignored</i> • <i>Unilateral changes forced on secondary ed. And lack of input on the Econ Dept decision.</i> • <i>Feedback is carefully solicited and just as carefully dumped. No feedback offered or given to faculty.</i> • <i>If feedback is given from faculty it ends up being misinterpreted or ignored.</i> • <i>Faculty not invited to critically evaluate direction of department/college/univ. Input not valued, ideas given little consideration.</i> • <i>If planning includes faculty, he doesn't seem to be doing that at all.</i> • <i>He needs to know his people. Needs to be out among the troops and hear first hand and not just through middle mgmt folks.</i> • Four additional comments about lack of F input. <p><u>Planning process perceived as faulty</u></p> <ul style="list-style-type: none"> • <i>Departments submit reports and strategic plans and in the end, nobody cares or follows them. Problem-solving not done.</i> • <i>Planning seems to be reactive & relatively covert.</i> • <i>Some decisions appear not to have much planning at all.</i> • <i>Does not allow us to plan, dictates.</i> • <i>This (descriptors listed) not done & not even close to being</i>

		<p>done.</p> <ul style="list-style-type: none"> • <i>Our dept. & Dean (I understand) denied forum to discuss Forest Institute collaboration</i> • <i>Have been in meetings where faculty were put down.</i> • <i>Should we continue with our floor plans for Pummel that include a Psych clinic... Forest has a clinic on Campbell street. Will future cooperation eliminate need for clinic?</i> • <i>The collaboration w/ Forest does not constitute quality planning but lack thereof.</i> <p><u>Constraints & other considerations mentioned.</u></p> <ul style="list-style-type: none"> • <i>I don't blame the VP—president establishes culture.</i> • <i>Good relations with DH & Deans, but out of touch with F.</i>
<p>Professionalism & appreciation of diversity</p>	<p><u>Activities promoting diversified/equitable community</u></p> <ul style="list-style-type: none"> • <i>Some improvement in gender equity</i> • <i>Diversity given importance</i> • <i>In terms of diversity, yes.</i> • <i>Not where we'd like to be, but given our community... kudos to you.</i> • <i>Willingness to have women in key positions and allow them free range in their roles.</i> • <i>He knows how to be funny w/o taking cheap shots (doesn't make offensive jokes).</i> <p><u>General</u></p> <ul style="list-style-type: none"> • <i>Has followed policy</i> • <i>Strong in this category</i> • <i>High marks for this.</i> • <i>Area that VPAA has taken a strong leadership role.</i> 	<p><u>Actions not conducive to professional environment</u></p> <ul style="list-style-type: none"> • <i>Actions w/ regard to tenure & promotion were not professional</i> • <i>No respect for dep tenure/promotion process – not professional</i> • <i>I'd would hate to model my professionalism and appreciation for diversity after this individual.</i> • <i>Only negative involves treating F w/ respect but this mostly filters down from president</i> • <i>Dr. Schmidt (as Chief Academic Officer) should set the tone for a community that values one another. Debate, even heated debate, is fine but a lack of professionalism is not a good thing.</i> • <i>Rather slow to react on unprofessional actions of Dean _____ (allowing for gender/sex discrimination)</i> • <i>Has not accepted our input. How tolerant is that? Where's the professional courtesy?</i> • <i>Denied request from Dep. to meet w/ VP on important issue.</i> <p><u>Dissatisfaction with support of SMS diversity</u></p> <ul style="list-style-type: none"> • <i>Willing to promote diversity at expense of overriding unanimous dept. decisions</i> • <i>Where is multiculturalism in admin ranks?</i> • <i>Has not publicly supported "sexual orientation" clause in Univ. non discrimination policy.</i> • <i>Has not as far as I know risked much on bringing university in line with more liberal views on sexual discrimination... nor getting more Afro-Americans on staff.</i> • <i>Hard to think that administration respects diversity due to their lack of respect for diverse opinions... is disheartening and definitely does not promote collegiality or the mission of this University.</i> <p><u>Dissatisfaction with gender equity</u></p> <ul style="list-style-type: none"> • <i>If diversity valued then there should be more women in top admin positions and female dominated disciplines would have more equitable salaries.</i> • <i>Seems to be sexist practices in determining salaries for women administrators returning to faculty vs men</i> • <i>Too much gender inequity in pay</i> • <i>Let's see more women in admin positions (not just assistants)</i> <p><u>General:</u></p> <ul style="list-style-type: none"> • <i>Collegiality needs to be a campus value</i> • <i>Area should be higher priority</i> • <i>Seems to live by motto, ends justify the means</i> • <i>I think he is ignoring these problems</i> • <i>Employees treat each other respectfully? – absolutely no.</i>

Appendix F
Faculty Comments Pertaining to University President activities that
support or detract from effectiveness conditions

ADMINISTRATOR ACTIVITIES

<u>Effectiveness Conditions</u>	<u>Most commonly supporting condition</u>	<u>Most commonly not supporting condition</u>
Work Motivation	<p><u>Positive contributions to SMS Direction/vision/image</u></p> <ul style="list-style-type: none"> • Recognizes value of public affairs. • <i>Speeches and writing define university culture.</i> • <i>Worked hard at state level for university and hence is a good example.</i> • <i>Tie our activities in with important community and statewide issues</i> • <i>State of Univ. addresses. Credibility across the state with public affairs theme.</i> • <i>Realistic in his vision</i> • <i>Stressed importance of SMSU in legislative issues.</i> <p><u>Support and funding for Univesity effectiveness</u></p> <ul style="list-style-type: none"> • <i>Made money available for teaching, research and service projects. Visits classes when asked. Has supported grants office.</i> • <i>Support for academics teaching in IDS 110.</i> • <i>Provided research money</i> • <i>Supports quality teaching research & service via university and college awards.</i> • <i>Offering awards for excellence in research, teaching and/or service</i> • <i>Generally, yes.</i> <p><u>Positive decisions with respect to key SMS projects and major decisions</u></p> <ul style="list-style-type: none"> • <i>Closing non-productive Econ department was a great motivator for all faculty.</i> • <i>Carnegie initiative has focused attention on importance of teaching</i> • <i>Promoted Missouri Campus Compact, which has expanded service opportunities for faculty & students.</i> • <i>Expansion of public affairs mission enhanced by acquisition of Ozarks Public Television</i> 	<p><u>Lack of faculty input or undesirable direct interaction with faculty</u></p> <ul style="list-style-type: none"> • <i>Shows not interest in faculty; a bullying style</i> • <i>Has shown no respect for faculty; top down style; refuses to listen; shows contempt for faculty</i> • <i>Faculty afraid of punishment. Bluff, bully, and vulgarity have no place on university campus.</i> • <i>Seems unresponsive to faculty; no response to faculty</i> • <i>Spoke to faculty senate</i> • <i>Autocratic style is damaging...</i> • <i>Deals w/ F in a way that communicates he doesn't care about professional relationships</i> • <i>Sardonic and occasionally vulgar. No concept of shared governance</i> • <i>Autocratic manner in implementing policy</i> • <i>Use of term "academic finger" shameful & deflating.</i> • <i>In my dealings, invariably rude.</i> • <i>Make decisions about university structures and affiliations w/o consultation w/ knowledgeable faculty most likely affected.</i> • <i>Hard to be motivated when president fosters perception that disagreeing with his decision can get a department eliminated.</i> • <i>Showed disrespect to faculty at Senate w/ with vulgar and crude references as "the academic finger" and "stretching a gnat's ass across a barrel." ... Affronts public affairs mission (supposed to promote civility, dignity & respect in public discourse)</i> • <i>Faculty don't know how decisions are made at the Univ.</i> <p><u>Motivation damaged by specific decisions or actions</u></p> <ul style="list-style-type: none"> • <i>By his published remarks about Econ, does not value people.</i> • <i>Unilateral changes forced on Secondary Education and lack of faculty input in Econ decision</i> • <i>No input on a number of issues including Econ, KOZK & salaries.</i> • <i>Treated indifferently faculty governance e.g., Econ KOZK.</i> • <i>Allowed merit pay to be removed</i> • <i>Changes in structure of departments should include consultation w/ faculty—this has been particularly damaging to morale</i> • <i>Signaling to faculty that salaries were not highest priority in State of Univ. address.</i> • <i>Wrong year to financially commit to KOZK</i> • <i>No raises, no Economics, Athletics more important than true mission of the school... too much construction & obtaining new objects not important to school while cutting dept & library budgets.</i> • <i>Decision to disband Economics Department seems to be a warning that faculty better kow-tow to his ideas, not follow their own motivation to work</i> • <i>Financial support for buildings and not enough for faculty salaries.</i> • <i>Expensive library additions (cosmetics e.g., bell tower)... while reduction in journal subscriptions... and need for more electronic data bases.</i> • <i>Seems more concerned with adding programs and buildings than investing in faculty the most important thing at a University.</i> <p><u>Dissatisfaction with resources, workload & reward</u></p> <ul style="list-style-type: none"> • <i>Failed to obtain adequately funding for faculty</i> • <i>Research not adequately supported; teaching loads too high to support research required for University w/ grad level programs</i>

		<ul style="list-style-type: none"> • <i>I refuse to do any more work for the sake of students (e.g., summer school) as I feel Dr. Keiser & U as a whole take advantage of F.</i> • <i>Would help to have greater recognition of faculty efforts. President could address this at a more personal level.</i> <p><u>Morale damaged by policies/direction</u></p> <ul style="list-style-type: none"> • <i>Policies in his mind, not faculty's</i> • <i>Does not support diversity</i> • <i>Brought a survival mentality across the institution instead of a spirit of collegiality and scholarship based on inspiration and vision</i> • <i>I feel that public affairs mission has marginalized some faculty</i>
<p>Job Satisfaction</p>	<p><u>Efforts supported faculty salary</u></p> <ul style="list-style-type: none"> • <i>Salaries have increased during his administration</i> • <i>Has made some effort to resolve pay inequity among faculty.</i> • <i>Some inequity in pay structures, but adjustments are under consideration</i> <p><u>Seeks Faculty input; supports Academic Freedom</u></p> <ul style="list-style-type: none"> • <i>Evidently seeks input from F Senate</i> • <i>Faculty governance has input into decisions affecting the dept/coll/univ</i> • <i>Academic freedom is supported.</i> <p><u>Other supportive activities</u></p> <ul style="list-style-type: none"> • <i>Has been fair & forthright in policies</i> • <i>Faculty Roles and Rewards initiative (and follow through from it) that tried to define faculty work and to create equity with comparable institutions. Tying in our activities with important community and statewide issues through public affairs mission</i> • <i>Generally happy with job.</i> • <i>Provided us with a number of valuable initiatives and plans over the year.</i> 	<p><u>Efforts with regard to faculty salary: Issues</u></p> <ul style="list-style-type: none"> • <i>Pay is not a priority</i> • <i>Salary is a problem</i> • <i>Equitable pay is a problem</i> • <i>What is he doing with salary inequities? I see no evidence.</i> • <i>Meaningless pay structures; reassigned time not equally enforced across campus.</i> • <i>Faculty salary, equity across departments; some faculty at same level with 20k discrepancy. Especially low are salaries of K-12 education.</i> • Six additional comments about pay or pay equity <p><u>Not supportive of faculty governance or involvement</u></p> <ul style="list-style-type: none"> • <i>Changes forced on Secondary ed and lack of input on econ dept decision</i> • <i>Governance not taken seriously on campus</i> • <i>Fails to listen to faculty; talks crudely, impatiently when angered. Frustrated when faculty try to suggest something contrary to what he wants</i> • <i>Decisions don't seem to involve faculty at all.</i> • <i>Faculty governance is all but gone under current president</i> • Six additional comments about faculty governance; lack of input <p><u>Poor treatment, interaction with faculty</u></p> <ul style="list-style-type: none"> • <i>Encouraging faculty to do more with fewer funds and encouraging development of new programs while existing ones suffer from budgets that haven't increased in a decade or more</i> • <i>Faculty not treated with dignity</i> • <i>Feeling of appreciation/respect more important to me than "a million dollars at Berkeley." He does not make me feel that way.</i> • <i>Appearance of favoring few selected individuals/depts.</i> • <i>With others I could disagree and know that they made the decision. There was never an implied threat.</i> <p><u>Other Concerns</u></p> <ul style="list-style-type: none"> • <i>Builds buildings but cannot fund them</i> • <i>Need more money for journals & web reference searches..</i> • <i>Some faculty seem to have a morale problem</i>
<p>Conflict Resolution</p>	<p><u>Effective conflict management style/activities</u></p> <ul style="list-style-type: none"> • <i>Open and effective at addressing the less than reasonable actions of the senate</i> • <i>Has been forthright and realistic</i> • <i>At times has demonstrated that he can accept straight talk and disagreement</i> • <i>Seems to be willing to make tough decisions after he has tried to obtain input from various quarters.</i> • <i>Econ situation—he listened to Faculty comments and I think</i> 	<p><u>Specific poorly handled situations</u></p> <ul style="list-style-type: none"> • <i>Ask econ dept</i> • <i>Said he'd change faculty handbook so he could lay people off in manner he desired, not as it is presented.</i> • <i>(appeared) not to consider dissolution of Econ Department in reasonable manner.</i> • <i>Econ situation appears to be an embarrassment to SMS. Looks like a failure of conflict resolution at several levels.</i> • <i>Econ problems could have been handled better</i> • <i>Appearance of retaliation toward Econ may stifle open communication which is very important to conflict resolution</i> • <i>Supported OPTEI grant takeover in unprofessional manner; Supported COE changes with little faculty input.</i>

	<p><i>responded positively</i></p> <ul style="list-style-type: none"> Disputes and conflicts always handled in a constructive and direct way. <p><u>Other support</u></p> <ul style="list-style-type: none"> Has made positive corrections to the sometimes errors made in tenure cases Has supported oversight over student athletes' academic performance. Provide backing for faculty when they need to report poor academic performance on the part of students who might otherwise plead necessity of passing a course to retain athletic scholarships. Took action regarding weak Econ Dept Supportive of faculty endeavors that are research based and documented. 	<ul style="list-style-type: none"> Recent handling of Econ situation inept. Decision that considered objectively would have received a lot of support was very negatively received simply because of the way in which it was implemented The way he handled salary issue, campus mail dispute, econ dept say it all. Handled poorly and led to conflict. <p><u>Tactics not supportive of faculty governance</u></p> <ul style="list-style-type: none"> Doesn't respect F governance; policies unfair. Decisions made in his office with no contact with those affected. No concern for Faculty ideas is the impression; not concerned whether rationale for his decisions are logical (e.g., stating faculty scholarly production was poor given current teaching loads). Disregard for F Senate Apparent lack of F consultation regarding initiative that F will be involved in causes conflict. Faculty views heard after the fact Ignores faculty on issues and does exactly what he deems should be done. <p><u>Poor conflict management style</u></p> <ul style="list-style-type: none"> Wins arguments with volume and instilling fear. I have witnessed him threatening people's jobs on the floor of (committee). Been in meetings where he has threatened to break up departments and colleges Intimidates those who disagree Take it or leave it style leads to conflict Surprises lead to conflict & breed false rumors Style is sometimes too blunt and confrontational Appears to disagree with him may cause one to be banished. <p><u>General</u></p> <ul style="list-style-type: none"> He causes conflict on campus Does not support faculty appropriately in student/faculty conflicts Seems like one of the weaknesses of the current administration
<p>Marketing & promotion</p>	<p><u>Effective External Marketing</u></p> <ul style="list-style-type: none"> Good relations w/ Board and legislature and represents our interest well Does well representing SMS to Springfield More visibility; made friends gained support from Jefferson City Recognizes large contributors Good relations w/ broader community (if one goes by stories in News-Leader) Distance learning, community outreach and campus beautification (including downtown) Statewide them and involvement of political figures State politicians hold him in high regard. Three other comments about ability to get legislative support <p><u>Positive activities with regard to programs, mission, and money</u></p> <ul style="list-style-type: none"> Markets Public Affairs mission Getting us Public Affairs mission & Templeton Award Brings in Money and works with legislature well Funding is better than in previous 	<p><u>Poor relationships with internal units</u></p> <ul style="list-style-type: none"> Working relationships at all levels have steadily declined Might attend more internal functions (e.g., dep/college sponsored student events) Cares nothing for teacher education Gives same speech over again Top down policy rather than letting Faculty/Staff have more input. Unnecessary turmoil over Econ Dept. More equal attention to various departments Appearance of disunity or administration with departments (econ; College restructuring) does not help image. Handling of Econ & free speech issues make a mockery of public affairs <p><u>Disagreement with marketing priorities</u></p> <ul style="list-style-type: none"> What about existing programs? Spends money on (undesirable) programs like China and sport Buildings meaningless to faculty if unhappy faculty populate them. Has made faculty unhappy including myself. Unwilling/unable to bring in new \$\$ for capital campaigns. Seems isolated and remote. Most promotion has not been (serious) and is not related to University (e.g., athletics; new buildings) <p><u>Public Affairs (PA) Mission and vision</u></p> <ul style="list-style-type: none"> Decisions made under guise of PA often not in best interest of SMS PA mission not sold well because 1) doesn't lead to legislative funding 2) has not led to community supporters & sponsors. Lacks vision As community leaders, we should not be driven by "market

	<p>years</p> <ul style="list-style-type: none"> • Managed to get state funding for buildings • China project great example of ability to represent SMS internationally • Campus Compact sees him as leader in Public Affairs on national level • Public Affairs mission <p><u>Effective Marketing w/ regard to buildings/space</u></p> <ul style="list-style-type: none"> • Funding new programs & finding space to house them. • Effective building programs • Money for new buildings <p><u>General</u></p> <ul style="list-style-type: none"> • Works hard to accomplish this. • Credit for carving distinctive niche among Missouri Universities. We were simply another Univ. when he took the helm. • Has promoted SMS ceaselessly 	<p>demand” as much. Make appropriate attempts to explore markets, but we should dismantle such experiments (e.g. ,Ozark studies & on-line learning) if we evaluate them & find them untenable. Tendency to pander to professional prep stereotype that people w/o liberal arts educations have of Univ education should be avoided. We offer good professional education, but it shouldn't be our focus.</p> <p><u>Poorly handled external relations</u></p> <ul style="list-style-type: none"> • Not viewed favorably by community • Personality/style does not market SMS well. (Ex poor public image shown w/ regard to basketball player breaking scoring record) • Have seen legislative relations and respect deteriorate from last admin to this admin. • Would like to see more effective \$\$ outcomes from state. Marketing problem? • Needs to sell SMS better to legislature to improve funding. • Has not handled several situations involving community well, alienating SMS as a result.
<p>Support for students</p>	<p><u>All comments included</u></p> <ul style="list-style-type: none"> • Enrollment has stayed stable • Classroom space and library extension • Supported alumni relations work • Always looking out for student well-being; Professional staff and programming is supported to enhance educational experience. • Tried to upgrade physical facilities • Support of scholarships • Admissions does good job of outreach and strategic planning. More positive surprises in this area than negative. Our continued attempts to recruit and retain students from minority groups and from overseas represent a leadership role that we play in this area. <p><u>Not relevant to President</u></p> <ul style="list-style-type: none"> • Not applicable • Most descriptors not much to do with president's job. 	<p><u>Perceptions that decisions not in best interest of academic programs</u></p> <ul style="list-style-type: none"> • Talks of a teaching university, but shows no support for departments that make it a high priority. • Someday his economics will fall on the Univ. Buildings, public TV—are funded by borrowing? Where will money come from since we are funding Library & Public Affairs Building? Faculty salaries. • Has not supported library collections; interested in bricks & mortar, not contents • Like to see president more involved in alumni outreach and fundraising; setting good example for rest of administration. • Needs to be \$\$ raised for all areas of SMS, including buildings. Athletics, especially football need to be self-sufficient. • Seems to be uneven effort across departments. Departments unable to obtain accreditation could especially use his help and leadership. <p><u>Negative perceptions of campus conditions that support student success</u></p> <ul style="list-style-type: none"> • Outside of building for Public Affairs Dept, little change in facilities. Hill Hall where educators for 21st century are supposed to be developed is antiquated; Pummel is no better. • Research space grossly inadequate. New programs supported lavishly; existing programs battle for poor classroom space and terrible classroom conditions and poor research/scholarly support. That's what affects the bulk of SMS students. • Better space and more full-time faculty would improve quality/quantity of individual and small group student-faculty interaction. • Classrooms not always well equipped, seating uncomfortable, buildings getting old • Climate control problems • Temple Hall never completed (no suspended ceilings making climate difficult to control). Poor acoustics; students distracted by flow of water through glass pipes visible above their heads. Maybe we should spend money upgrading/fixing what we have before we build more. <p><u>Other</u></p>

		<ul style="list-style-type: none"> Handled student minority concerns badly Should apply college raises to graduate assistants <p><u>Unable to evaluate/not applicable</u></p> <ul style="list-style-type: none"> Difficult to judge. I hesitate to place this here, but this must be said...
Faculty development	<p><u>General Positive comments</u></p> <ul style="list-style-type: none"> In-service opportunities available More projects, opportunities now funded. Supports lucrative research fellowships Supports professional dev. efforts for faculty. Funding for Results & Summer Research Fellowship -great programs <p><u>Not applicable/can't rate</u></p> <ul style="list-style-type: none"> Not aware of anything Not sure how item applies Don't think they (descriptors) have much to do with job of the president. Difficult to judge 	<p><u>Dissatisfaction with research/conference travel support</u></p> <ul style="list-style-type: none"> Not enough monetary support for faculty presenting research/publishing Activities essential for Univ that offers grad programs Sharing research findings/ conference travel underfunded Little money available for travel for research presentations/ professional development Faculty being asked to perform as if this is a 1st rate research institution while we're actually 3rd or 4th rate in terms of funding and support. I've had to pay my own way to high-level selective conferences over the years despite having major presentations. I resent having to subsidize the University in this way. Need formal way to encourage creative research and publication. More incentives available for teaching improvement than fostering creative research. <p><u>Not supportive of new faculty, tenure & promotion</u></p> <ul style="list-style-type: none"> Newer faculty enter profession concerned about the Univ—it's not just a job to them. When new faculty see the university run autocratically, it turns them off. Four comments (e-mailed and sent by different faculty) describe scenario where President supported tenure decision not supported by the department faculty unanimously. Strong dissatisfaction communicated. Once described SMS as a good place to start a career. As true as it may be for a small group, it does not inspire faculty and staff to improve the situation. <p><u>Other</u></p> <ul style="list-style-type: none"> Would be nice if Roles & Rewards description of faculty work could be implemented, though not sure this is an admin problem
Sufficient Resources	<p><u>All comments included</u></p> <ul style="list-style-type: none"> Support monies available Good IT infrastructure; Excellent RA support Faculty are aware of available funding Dr. Keiser & staff communicate budget priorities and status. Has brought a real passion to SMS for getting technology infused into campus culture where it makes sense. Communicates budget issues openly. Classroom and lab space has been found for departments that is adequate when remodeling efforts occurred and programs had to be moved. Technology resources are adequate to above average Grand information well distributed/ supported. Some good technology support; should be more. <p><u>Not applicable</u></p> <ul style="list-style-type: none"> Not applicable actually Difficult to determine 	<p><u>Insufficient resources for research and travel</u></p> <ul style="list-style-type: none"> Research relatively unfunded or funded at a level that taxes the pocketbooks of the faculty member. Grad Assistants are not available and several are taken by Carrington to do their work rather than support faculty research. Conference travel slim and getting slimmer Too few GAs Not nearly enough travel support for those of us who are highly active researchers and professional society members. Support for professional conferences is inadequate. Faculty who want to join national/international dialogues have to pay the bulk of the cost out of their own pockets. Conference travel should be better funded <p><u>Inequitable or unwise allocation/use of resources</u></p> <ul style="list-style-type: none"> Pet departments have adequate funding, while others do not. Resources not fairly distributed. Some salary inequities still are a little galling. Has obligated SMS to pay off excessive dept... sadly his plan is to obligate us to another (dollar figure) of construction within the next 5-6 years. Resources to support faculty development are pitiful. Good resources we do have (e.g. 12 available credit hours) are not really available to most faculty given workloads. Seems to be no plan where faculty salaries and benefits are concerned. As far as budget priorities are concerned, it appears that no one knows much of anything.

		<ul style="list-style-type: none"> • Need more equal distribution between departments • For six years I heard faculty salaries are his priority. Where's the beef? <p><u>Poor communication of resources, acquisition of resources & policy</u></p> <ul style="list-style-type: none"> • Merit has become competitive and many good works have gone unrewarded. This has led to a decline in willingness to engage in the process. • Does nothing to alert us to available resources. • Budgets are cut, especially the library. • Faculty not well involved in developing Univ budget priorities. • We seem to continue to have the idea that all faculty should be able to do all things. It would be helpful to channel resources and develop more diverse roles. • President could do more to acquire external funding (fr Jefferson city) • Too much reliance on Gateway & Microsoft... there are better operating systems.
<p>Quality Direction</p>	<p><u>Agreement with long-range plans/vision</u></p> <ul style="list-style-type: none"> • State of Univ address effectively communicates; 6 year plan is clear • Campus appearance has improved—with landscaping and buildings • Consistently relays same message about SMS goals and direction to faculty when addressed • Themes and long-range plan pretty good. Faculty have worked hard to implement admin direction. • Excellent at setting clear direction for SMS. Campus community had plenty of opportunity for input into long-range plans. • Has provided clear and novel SMS direction. • Clear and straightforward in conducting inquiries & making decisions. <p><u>Specific direction issues</u></p> <ul style="list-style-type: none"> • Tries to get better student • Helped us all from Hancock 2; I will always be grateful. • Dealt with Econ Dept. Supported turning around Technology Department. • New 6 year plan emphasis on K-12. • Seeks input when initiative for change are in order. <p><u>Other</u></p> <ul style="list-style-type: none"> • Would have given him high and low marks on descriptors above. Questionnaire is poorly designed. 	<p><u>Perceived lack of direction or disagreement with current direction</u></p> <ul style="list-style-type: none"> • Disconnect among various missions of campus units; in some cases no mission exists. Who bears responsibility? The president sets with input and articulates a mission but not everyone aligned w/ it. • What direction? • Has done little to provide direction or support for our department • Not clear direction. Mission statement is only for show; not the direction that “we” the faculty want do go... only the where president wants to go. • More must be done with existing programs before expanding and initiating new ones. Too much neglect; building maintenance, lack of custodial staff; recognizing good teachers. • No real regard for sciences; trying to improve them. • Econ department • Public health institute; physicians assistant and other costly programs implemented when we suffer for space and salary equity. • There is a stated mission; but it is upturned and influenced by significant decisions such as the purchase of KOZK. President has mortgaged the university for server years and thus reduced the available money for new programs student and faculty support etc. • Mixed here. He calls for quality (“best metropolitan university in the country”) but doesn't support it. • Decisions that affect faculty are inconsistent with the values and direction that are communicated to faculty by Univ leadership. <p><u>Faculty input into SMS direction</u></p> <ul style="list-style-type: none"> • Regarding descriptor, “Faculty input sought...” I guess the response by admin to this questionnaire will tell. • It is top down and loaded with “do this or else”; • He has his idea of direction and you had better not disagree • Direction seems to have been chosen without sufficient faculty input. Why doesn't he involve faculty more? I think we all know that in the end he will do what he thinks is best to do, but it would at least open up the process... I think faculty morale would improve... mine would. • Projected sometimes non inspiring image of leadership: authoritarian and close-minded. • What input was sought when re-inventing education? What data was used for decision making? Input was not sought nor were decisions data driven. • Making decisions w/o consultation of knowledgeable people and people most likely affected... gives impression of poorly informed decision making and lack of involvement of faculty in University direction and activities.

		<ul style="list-style-type: none"> Faculty views often disregarded and not addressed Public affairs mission came from the top down. <p><u>Issues pertaining to Public Affairs Mission</u></p> <ul style="list-style-type: none"> Public affairs mission does not impact majority of faculty/ students Public affairs is a bad joke Omitted “leadership” in qualities and SMS mission. I agree w/ value of citizenship but emphasis on volunteerism w/o participation in leadership makes it sound to me like we are building sheep.
Quality Planning	<p><u>Positive with regard to appearance of SMS & new programs</u></p> <ul style="list-style-type: none"> Buildings landscaping, new sidewalks contribute to overall appearance Building projects Has done some planning for future e.g., Ozark Health and potential engineering program <p><u>General</u></p> <ul style="list-style-type: none"> Instituted many good plans for univ Has moved univ to a higher quality Not applicable from my perspective 	<p><u>Does not support faculty input with regard to planning</u></p> <ul style="list-style-type: none"> Faculty input not sought Faculty aren’t invited as a whole on many things to give direction and if so, their advice is mute and not given credit or used. My experience with Dr. Kaiser is that he does not want feedback Has destroyed the concept of faculty governance We’d rather work as partners Not sought faculty opinions nor been willing to explain decisions. KOZK is significant-- no discussion before decision was made. <p><u>Perceived instances of poor planning or decisions</u></p> <ul style="list-style-type: none"> For example, quick decision poorly thought-out purchase of KOZK Has put us under so many financial obligations that it is though he wants to bankrupt this place. Did not have open mind w/ regard to economics dept. Planning KOZK is a case in point. Where will all the funding come from? What is the plan? At a time when Public television is facing financial crisis (because of move to digital) SMS decides to acquire a station. Too slow to acknowledge salary problem <p><u>Disagreement with Planning process</u></p> <ul style="list-style-type: none"> No substance Whose quality planning? More exchange of information prior to planning process.
Professionalism & appreciation of diversity	<p><u>All Supportive comments included</u></p> <ul style="list-style-type: none"> This value is strong at SMS—a credit to all administrative levels Raised academic standards in many ways Diversity meetings and professional growth opportunities. University is consistently striving for a more diverse faculty and student population. Solicits actions that denote respect for others and ones that accommodate people with disabilities. Expanded SMS to China; supports study abroad and foreign student programs. 	<p><u>Disagreement with stance taken on including sexual orientation policy</u></p> <ul style="list-style-type: none"> Discriminates against homosexuals Fighting to exclude sexual orientation in the Equal Opportunity statement casts SMS in negative light—bad for morale. Inappropriate in this day and age not to support a sexual orientation plank to the University non-discrimination policy. I favor sexual orientation inclusion in SMS policy—I know the president disagrees. Refusal to consider “sexual orientation” clause is narrow minded and appears homophobic. President should not interfere w/ faculty, staff & students doing what is right. Refusal to consider sexual orientation clause is stubborn and unreasonable. Don’t think he supports non-discrimination on basis of sexual preference. As a public affairs univ., that should be in our non-discrimination statement <p><u>Not supportive of Gender</u></p> <ul style="list-style-type: none"> Failed to support representative portion of women in upper admin positions. Where is diversity in this administration? Most capable women are demoted, hidden away. Disregarding curricular proposals because they are “gendered” is a very bad thing. Too male chauvinistic in attitude; women are needed in the “inner circle” of SMS. His sexist comments are acceptable—if we were to use the same, they would not be. <p><u>Not supportive of multicultural environment</u></p>

		<ul style="list-style-type: none"> • <i>Don't see president concerned about increasing diversity on campus.</i> • <i>Where is the multiculturalism?</i> • <i>Too many rumors about man's negative attitude toward minorities—I hope they aren't true.</i> • <i>Strong Christian emphasis runs counter to diversity on occasion</i> • <i>Committees on diversity have not been supported. If enough emphasis/resources were granted, positive change might occur.</i> <p><u>Unprofessional activities</u></p> <ul style="list-style-type: none"> • <i>Gets rid of anyone that speaks up w/ a different opinion than his.</i> • <i>A recent action w/ regard to tenure and promotion was not professional.</i> • <i>I think that in some places campus respect for one another is sorely missing. I'd like to see the president articulate the expectation of professional behavior that includes respect for one another—may set the tone at SMS similarly to emphasis on public affair mission.</i> • <i>Salary inversions in certain colleges is surely not equitable.</i> • <i>Presidents position on banners and related issues ignores faculty and the student body and caters to community desires.</i> • <i>Language is offensive</i> <p><u>Difficult to assess</u></p> <ul style="list-style-type: none"> • <i>Two different concepts measured here... difficult to assess.</i>
--	--	--