

2005 State of Missouri State Leadership: Faculty Report Part I. Leadership Priorities

The primary purpose of the *Leadership Priorities Survey* is to raise department, college, and university issues to the awareness of Missouri State faculty and administrators. The items contained in the Leadership Priorities Committee are called *effectiveness conditions* because they pertain specifically to departmental conditions that support faculty morale and productivity. In 2001, faculty representatives of the Faculty Concerns Committee developed this list of effectiveness conditions, solicited feedback from the broader faculty body, and finalized the list for the 2001 Leadership Assessment.

Responses from 260 faculty who completed the *2005 Leadership Priorities Survey* were analyzed at the Department, College, and University levels. The Faculty Concerns Committee anticipates that the assessments of effectiveness conditions at all levels of aggregation should spark meaningful discussion among administrators and faculty. We recognize that differences in the strength of effectiveness conditions assessed by different faculty can be caused by leadership practices, actions and interactions among faculty, or environmental conditions unique to departments and colleges. However, we assert that improving conditions that support a quality academic working environment requires that focal administrators take responsibility for improving workplace conditions and that faculty and administrators can work together to develop and implement plans for strengthening such conditions. The results of effective collaboration will undoubtedly be the improved delivery of university services in the form of educated students, research and scholarly products, and services provided to the embedding local and state communities.

University Level Analyses

Table 1 contains the means computed for each of the 58 effectiveness conditions for all faculty respondents. Responses were collected on a 5-alternative scale ranging from (1) *not at all descriptive of this department* to (5) *extremely descriptive of our department*. Faculty responses in Table 1 were sorted from most favorably viewed conditions to least favorably viewed conditions. While means varied from 2.04 to 3.77, the distribution (standard deviation) of responses appeared somewhat uniform across items (with standard deviation ranging from 1.13 to 1.44)

Most Favorably Assessed Effectiveness Conditions. Among the fifteen most favorably assessed items were effectiveness conditions that pertained to a climate supportive of diversity (3 of the top 5 rated items), a broad evaluation of the activities of the department (e.g., *Departmental activities warrant campus-wide respect; Faculty pursue challenging goals for teaching, scholarly, and service accomplishments*), marketing programs and support for students (e.g., *The department recruits and maintains quality majors; majors receive quality advisement for both academic and career-oriented decisions*), and respectful treatment among faculty and among faculty and administrators (e.g., *Departmental faculty treat each other respectfully; Administrators and faculty treat each other respectfully*). In addition, classroom technology and clarity of tenure/promotion criteria were among the most strongly evaluated items. The most favorable conditions assessed by faculty were evaluated between the scale anchors of *descriptive of our department* and *very descriptive of our department*.

Least Favorably Assessed Effectiveness Conditions. The three least favorably reviewed items pertained to equitable treatment of faculty with respect to salaries across departments, the treatment of faculty within departments, and salary compression within departments. Responses that reflected quality direction, planning, shared governance, and the resolution of conflict were evident in the conditions that were least favorably evaluated. Open dialogue and the sharing of information for making decisions at the departmental level were evaluated between the scale anchors of “somewhat descriptive of our department” and “descriptive of our department.” Those who review this report should be mindful that means below the midpoint of the scale imply a substantial proportion of faculty selecting the option of “not at all descriptive of our department.” For example, using that low anchor were 31% of faculty for the question, “Clear and compelling direction characterizes this department;” 32% of faculty for the question, “Faculty are equitably treated with regard to pay structures, reassigned time, teaching schedules, and perquisites,” and 26% for, “faculty are aware of budget priorities, rationale for distributing and spending money, and where monies are spent.” Hence, for a number of issues pertaining to values such as open communication and shared decision making, between 20% and 33% of faculty reported that such values were not at all descriptive of their departments.

College Level Analysis

Table 2 contains mean responses to all effectiveness conditions reported for each college. Number of responses by college ranged from 27 to 61. In Table 2, bolded means appear where significant differences among colleges were observed (less than a 5% probability of occurring by chance). As shown, faculty responses varied significantly for 39 of the 58 effectiveness conditions. Colleges varied for all conditions pertaining to quality planning and decision making. This issue might warrant considerable attention because the majority of planning questions appear most relevant to shared governance, open dialogue for important departmental decisions, and the use of available expertise when making decisions. Whereby shared decision making is especially functional in organizations that value creativity and a strongly committed workforce, College Deans might find it constructive to investigate and address this issue.

Department Level Analysis

Table 3 contains mean responses to all effectiveness conditions reported for each department with three or more respondents. As is normally the case with aggregated data, variation generally increases as units are broken into smaller units (e.g., aggregating at the department level as opposed to college level). For many of the effectiveness conditions, mean responses vary by more than 2 scale points. In some departments, variation in mean ratings is consistently 1.5 to 2 scale units lower than the top evaluated departments. Variation in conditions that support productivity and morale may occur for several reasons, including the actions and decisions of focal leaders, social dynamics among faculty in departments, external constraints or demands that are more relevant to some departments than others, recent critical negative or positive events that occur in a department’s history, and other factors. Regardless of the reason, the Faculty Concerns Committee urges department leaders to assume responsibility for improving departmental conditions, investigate possible causes for workplace problems, and work with faculty in attempts to improve on such conditions. One metric for gauging progress toward improving departmental conditions will be the 2007 Leadership Priorities Survey.

Table 1: Assessments of effectiveness conditions at the University Level; sorted from most to least favorable as perceived by faculty.

rank	mean	Question
1.	3.77	Activities or policies that discriminate on the basis of race, color, national origin, gender, physical handicap, age, and sexual orientation do not occur.
2.	3.75	Policy, research, and practice support the accommodation of those with disabilities.
3.	3.64	Departmental activities warrant campus-wide respect.
4.	3.64	Departmental activities warrant respect of the broader community.
5.	3.59	The department values diversity (e.g., racial, ethnic, gender, age, disability) among students, faculty, staff, and administrators.
6.	3.58	Faculty are fully aware of criteria for tenure and promotion decisions and specific criteria that are used.
7.	3.54	Majors receive quality advisement for both academic and career-oriented decisions.
8.	3.42	Departmental faculty treat each other respectfully.
9.	3.31	The department recruits and retains quality majors.
10.	3.29	Administrators and faculty treat each other respectfully.
11.	3.21	Faculty pursue challenging goals for teaching, scholarly, and service accomplishments.
12.	3.21	Conference travel and dissemination of research at national and local conferences is supported.
13.	3.19	Faculty have a large degree of discretion in course schedules and classes taught.
14.	3.17	Student organizations attract majors, enjoy quality supervision, and enable meaningful student experiences.
15.	3.17	Up-to-date technology (computers, software, etc.) meets faculty needs.
16.	3.13	Departmental conditions support efforts directed toward effective teaching activities.
17.	3.11	Faculty compensation is equitable with regard to gender.
18.	3.10	Faculty achievements are publicized in this department.
19.	3.08	Faculty governance permits input into decisions affecting the department.
20.	3.07	Faculty input is sought and respected when initiatives for change directly affect the structure or functioning of the Department.
21.	3.07	Performance appraisal procedures are fair and conducive to faculty development.
22.	3.06	Departmental conditions support efforts to participate in meaningful service activities
23.	3.03	The department has good working relations with college and university administrators.
24.	3.03	New faculty receive mentoring, are involved collaboratively with other productive faculty, and receive guidance and support related to tenure and promotion.
25.	3.01	Faculty are informed about internal and external funding opportunities specific to their research/practice/teaching needs.
26.	3.00	Tasks assigned in addition to the faculty member's regular role are meaningful.
27.	2.98	Faculty views are solicited and considered before decisions are made.
28.	2.98	The physical classroom environment effectively supports student learning.
29.	2.98	Faculty are asked to evaluate proposed goals critically, input is valued, and faculty ideas are fully considered.
30.	2.95	Mutual faculty support is a norm.
31.	2.95	Once decisions are made, faculty work together cohesively
32.	2.93	Departmental conditions support efforts directed toward effective research activities.
33.	2.92	Effective relations are maintained with alumni.
34.	2.91	The department identifies opportunities to obtain available space, money, and personnel.
35.	2.90	Faculty and administration approach conflict constructively. Personal attacks are rare.
36.	2.88	Faculty are confident that quality efforts and ideas receive support and reinforcement.

37.	2.85	Feedback is sought from faculty concerning the success and possible improvement of strategic initiatives.
38.	2.84	Alternative plans are developed and debated prior to selecting any single strategic option.
39.	2.83	Activities to improve teaching, research, and service are supported and funded.
40.	2.83	Assessments of required resources are accurate in relation to departmental initiatives.
41.	2.81	Faculty possess knowledge regarding the direction, policies, or planned change at the college and university levels.
42.	2.81	Direction is consistent with the ideas and concerns expressed through faculty governance.
43.	2.81	Quality information is gathered and shared prior to establishing plans that affect the department.
44.	2.80	Faculty share high levels of commitment in moving toward organizational goals at all levels.
45.	2.79	Those who possess appropriate expertise are consulted before taking action or setting direction.
46.	2.79	Faculty meetings effectively help to identify issues and solve problems with respect to moving the department toward valued goals.
47.	2.77	Faculty disputes are resolved according to the department's best interest and the merit of ideas.
48.	2.77	Relevant in-service training is available and flexibly scheduled to enable participation.
49.	2.74	Faculty governance, when possible, resolves conflicts concerning important issues.
50.	2.74	Classroom and lab resources sufficiently support teaching and research excellence.
51.	2.71	Faculty who are actively involved in conference governance or who have formal roles in national/state organizations (e.g., officers, programs chair) receive adequate travel support.
52.	2.66	Disputes are resolved directly rather than covertly.
53.	2.65	Faculty are aware of budget priorities, rationale for distributing and spending money, and where monies are spent.
54.	2.61	Alumni donate time and/or money to the department.
55.	2.54	Clear and compelling direction characterizes this department.
56.	2.54	Salary compression is a problem within this department. (item corrected for reverse code)
57.	2.50	Faculty are equitably treated with regard to pay structures, reassigned time, teaching schedules, perquisites, and so on.
58.	2.04	Relative to other departments on campus, salaries are equitable.

Table 2. Faculty perceptions of effectiveness conditions computed by college.

	<u>Overall</u> n=260	<u>COAL</u> n=38	<u>COBA</u> n=27	<u>COE</u> n=41	<u>CHHS</u> n=45	<u>CHPA</u> n=37	<u>CNAP</u> n=61
<u>Conditions that Support Work Motivation</u>							
1. Departmental conditions support efforts directed toward effective teaching activities	3.13	3.13	3.22	2.66	3.47	2.81	3.31
2. Departmental conditions support efforts directed toward effective research activities.	2.93	2.71	3.44	2.12	3.11	2.76	3.38
3. Departmental conditions support efforts to participate in meaningful service activities.	3.06	3.11	3.26	2.80	3.27	2.59	3.26
4. Mutual faculty support is a norm	2.95	2.84	3.38	2.59	3.07	2.70	3.16
5. Faculty achievements are publicized in this department.	3.10	3.24	3.48	2.88	3.09	2.84	3.16
6. Faculty are confident that quality efforts and ideas receive support and reinforcement.	2.88	2.97	3.19	2.39	3.18	2.41	3.13
7. Faculty pursue challenging goals for teaching, scholarly, and service accomplishments.	3.21	3.39	3.19	2.98	3.33	2.78	3.50
<u>Conditions that Support Job Satisfaction</u>							
1. Faculty input is sought and respected when initiatives for change directly affect the structure or functioning of the Department	3.07	3.29	3.40	2.37	3.43	2.62	3.32
2. Faculty governance permits input into decisions affecting the department	3.08	3.39	3.37	2.41	3.47	2.54	3.27
3. Faculty have a large degree of discretion in course schedules and classes taught	3.19	3.55	3.22	2.54	3.49	3.32	3.08
4. Tasks assigned in addition to the faculty member's regular role are meaningful	3.00	3.08	3.26	2.68	3.27	2.59	3.12
5. Faculty are equitably treated with regard to pay structures, reassigned time, teaching schedules, perquisites, and so on.	2.50	2.35	2.73	2.00	2.91	2.38	2.57
6. Relative to other departments on campus, salaries are equitable	2.04	1.53	3.00	1.66	2.60	1.86	1.85
7. Salary compression is a problem within this department.	3.46	3.81	3.96	3.22	3.05	3.50	3.42
8. Faculty possess knowledge regarding the direction, policies, or planned change at the college and university levels.	2.81	2.87	3.19	2.63	3.16	2.33	2.74
<u>Conditions that Support Effective Conflict Resolution</u>							
1. Faculty governance, when possible, resolves conflicts concerning important issues	2.74	2.87	3.04	2.41	2.96	2.33	2.85
2. Faculty disputes are resolved according to the department's best interest and the merit of ideas	2.77	2.95	2.96	2.41	2.98	2.41	2.98
3. Faculty views are solicited and considered before decisions are made.	2.98	3.03	3.30	2.37	3.44	2.38	3.27
4. Disputes are resolved directly rather than covertly	2.66	2.53	3.12	2.15	2.82	2.29	2.98
5. Faculty and administration approach conflict constructively. Personal attacks are rare	2.90	2.82	3.35	2.56	3.07	2.38	3.21

6. Once decisions are made, faculty work together cohesively.	2.95	2.97	3.19	2.83	3.18	2.51	3.11
Conditions that support relevant marketing and promoting of programs							
1. The department identifies opportunities to obtain available space, money, and personnel	2.91	2.86	3.38	2.56	3.24	2.62	2.92
2. The department has good working relations with college and university administrators	3.03	3.19	3.54	2.92	3.42	2.30	2.98
3. Departmental activities warrant campus-wide respect	3.64	3.76	3.62	3.38	3.91	3.53	3.68
4. Departmental activities warrant respect of the broader community	3.64	3.81	3.58	3.55	3.91	3.27	3.73
Conditions that support student achievement and well-being							
1. The physical classroom environment effectively supports student learning	2.98	2.22	3.78	2.71	2.91	3.67	2.88
2. Student organizations attract majors, enjoy quality supervision, and enable meaningful student experiences	3.17	2.86	3.80	2.81	3.58	2.75	3.31
3. The department recruits and retains quality majors	3.31	3.41	3.62	3.00	3.67	3.05	3.28
4. Majors receive quality advisement for both academic and career-oriented decisions	3.54	3.43	3.84	3.46	3.98	3.11	3.49
5. Effective relations are maintained with alumni	2.92	2.95	3.28	3.15	2.96	2.54	2.80
6. Alumni donate time and/or money to the department	2.61	2.62	3.00	2.84	2.51	2.42	2.50
Conditions that support resources for faculty productivity & development:							
1. Activities to improve teaching, research, and service are supported and funded	2.83	2.74	3.50	2.51	2.89	2.57	2.92
2. Conference travel and dissemination of research at national and local conferences is supported.	3.21	3.00	3.85	3.10	3.29	3.24	3.10
3. Relevant in-service training is available and flexibly scheduled to enable participation	2.77	2.81	3.50	2.66	2.95	2.45	2.55
4. Faculty are fully aware of criteria for tenure and promotion decisions and specific criteria that are used	3.58	3.37	3.81	3.46	3.91	3.41	3.70
5. New faculty receive mentoring, are involved collaboratively with other productive faculty, and receive guidance and support related to tenure and promotion	3.30	3.08	3.31	3.00	3.24	2.70	3.05
6. Performance appraisal procedures are fair and conducive to faculty development	3.07	3.00	3.19	2.95	3.30	2.84	3.15
7. Faculty are informed about internal and external funding opportunities specific to their research/practice/teaching needs	3.01	2.50	3.23	2.80	3.38	2.97	3.13
8. Faculty are aware of budget priorities, rationale for distributing and spending money, and where monies are spent	2.65	2.61	2.92	2.17	2.87	2.22	3.00
9. Faculty who are actively involved in conference governance or who have formal roles in national/state organizations (e.g., officers, programs chair) receive adequate travel support	2.71	2.56	3.50	2.50	2.76	2.76	2.52

10. Classroom and lab resources sufficiently support teaching and research excellence	2.74	2.05	3.42	2.49	2.73	3.28	2.63
11. Up-to-date technology (computers, software, etc.) meets faculty needs	3.17	2.63	3.85	2.71	3.31	3.57	3.11
Conditions that support quality direction and planning							
1. Clear and compelling direction characterizes this department	2.54	2.45	2.79	2.07	2.87	2.25	2.84
2. Those who possess appropriate expertise are consulted before taking action or setting direction	2.79	2.81	3.08	2.27	2.96	2.44	3.10
3. Direction is consistent with the ideas and concerns expressed through faculty governance	2.80	2.86	3.23	2.27	3.09	2.33	3.10
4. Faculty share high levels of commitment in moving toward organizational goals at all levels	2.81	2.84	3.04	2.83	2.93	2.24	3.00
5. Quality information is gathered and shared prior to establishing plans that affect the department	2.98	2.95	3.04	2.22	3.18	2.46	3.05
6. Faculty are asked to evaluate proposed goals critically, input is valued, and faculty ideas are fully considered	2.84	3.22	3.23	2.51	3.40	2.49	3.08
7. Alternative plans are developed and debated prior to selecting any single strategic opt	2.85	2.84	3.00	2.51	3.36	2.32	3.02
8. Feedback is sought from faculty concerning the success and possible improvement of strategic initiatives	2.83	3.03	3.00	2.54	3.23	2.38	2.98
9. Assessments of required resources are accurate in relation to departmental initiatives	2.79	2.94	3.17	2.39	3.24	2.46	2.98
10. Faculty meetings effectively help to identify issues and solve problems with respect to moving the department toward valued goals	3.59	2.86	3.23	2.20	3.07	2.32	3.05
Conditions that support professionalism and appreciation of diversity:							
1. The department values diversity (e.g., racial, ethnic, gender, age, disability) among students, faculty, staff, and administrators	3.59	3.49	3.67	3.85	3.87	3.08	3.66
2. Policy, research, and practice support the accommodation of those with disabilities	3.75	3.83	4.04	3.66	4.16	3.26	3.67
3. Activities or policies that discriminate on the basis of race, color, national origin, gender, physical handicap, age, and sexual orientation do not occur	3.77	3.51	4.00	3.80	4.04	3.44	3.88
4. Faculty compensation is equitable with regard to gender	3.11	2.67	3.69	2.67	3.60	3.14	3.05
5. Departmental faculty treat each other respectfully	3.42	3.26	4.15	3.37	3.44	3.03	3.52
6. Administrators and faculty treat each other respectfully	3.29	3.13	3.96	3.05	3.36	2.97	3.43

Table 3 Faculty perceptions of effectiveness conditions computed by department. (NOTES: Data to not appear for 7 departments for which there were only 1 or two respondents. All respondents' data appear in the college and university level reports. Department codes are on page 15).

	Number reporting	Average across all conditions	Conditions support Effective teaching	Conditions support effective research	Conditions support meaningful service	Mutual faculty support is the norm	Faculty achievements are publicized in dept	Faculty confident quality efforts reinforced	Faculty in dept pursue challenging goals
11	8	2.93	2.75	2.25	3.00	2.50	2.88	3.00	3.13
12	3	3.40	4.33	2.33	3.67	2.67	4.00	3.67	3.00
13	9	3.30	4.00	3.33	3.67	3.56	3.89	3.33	4.00
14	7	2.76	2.71	2.86	2.57	2.86	3.57	3.00	3.14
15	3	3.57	3.67	3.67	4.00	4.00	3.00	3.67	3.67
17	7	2.47	2.14	2.14	2.43	2.14	2.29	2.00	3.43
21	4	3.66	3.50	3.75	3.00	3.50	3.25	3.50	3.00
22	4	2.87	2.75	3.25	2.75	1.67	2.75	2.33	3.00
23	7	3.44	3.29	3.14	4.00	3.43	3.29	3.71	3.00
24	4	3.36	3.00	3.75	3.00	3.50	4.00	2.75	3.00
25	7	3.48	3.43	3.57	3.14	4.00	4.00	3.14	3.71
32	4	2.40	1.25	1.75	1.75	2.25	2.75	1.25	3.00
34	14	2.21	1.93	1.50	2.29	2.00	2.21	1.43	3.00
35	15	2.82	2.87	2.60	3.40	2.60	3.33	2.80	2.73
36	3	3.10	4.00	1.67	2.67	3.00	3.67	3.33	3.33
37	4	4.12	4.50	3.25	4.00	4.75	3.25	4.75	3.75
40	4	3.24	3.25	3.50	2.50	3.00	3.00	3.25	3.00
41	5	2.79	3.20	3.00	2.80	2.20	1.60	2.80	2.60
44	11	3.62	3.82	3.45	3.64	3.18	3.91	3.55	3.64
45	3	2.37	2.00	1.67	2.00	2.67	1.67	1.00	3.33
47	3	3.19	3.67	3.00	3.33	4.00	3.33	3.33	3.33
48	13	3.49	3.92	3.69	3.62	3.62	3.69	3.54	3.85
49	5	2.74	2.60	2.00	3.20	1.80	2.20	2.60	2.20
53	11	2.21	2.27	2.73	1.91	1.55	2.36	1.55	1.82
54	4	3.17	3.75	2.25	3.75	4.00	2.50	3.00	2.75
56	7	2.61	2.71	2.71	2.57	2.71	2.57	2.14	2.57
57	4	2.84	2.75	2.75	2.75	3.00	2.75	2.25	3.50
58	9	3.05	3.33	3.11	2.67	3.11	3.67	3.22	3.44
61	5	4.32	4.80	4.60	4.60	4.40	4.60	4.80	4.20
62	10	3.24	3.30	3.90	3.30	4.50	3.20	3.10	4.00
63	5	3.01	2.40	4.20	3.00	2.00	3.60	2.20	3.80
65	6	3.64	4.33	4.00	3.83	3.67	3.67	4.17	3.83
66	15	2.26	2.47	2.21	2.20	1.80	1.93	2.13	2.93
68	10	3.61	4.00	4.00	3.80	3.80	3.70	3.78	3.70
69	7	2.70	2.71	2.00	3.29	2.43	3.29	2.71	2.86
	MEANS	3.08	3.12	3.04	3.08	2.98	3.12	2.92	3.21

Dept (coded)	F input sought when issues affect department	Faculty govern-ance permits input	Faculty have discretion in courses taught	Additional tasks assigned to Fac are meaningful	Faculty are equitably treated	Relative to other depts., salaries are equitable	Salary compression is a problem	Fac know about dept direction, policies & change	
11	3.13	3.13	3.13	3.00	2.13	1.50	3.86	3.13	
12	4.00	4.33	3.33	3.33	3.00	2.33	2.67	3.67	
13	4.11	4.11	4.33	3.22	3.38	1.11	4.00	3.11	
14	2.71	3.29	3.71	3.00	1.71	1.00	3.86	2.29	
15	4.00	3.67	4.67	4.33	3.00	2.00	3.33	3.00	
17	2.43	2.43	2.71	2.43	1.57	1.57	4.00	2.43	
21	4.00	3.75	4.00	3.50	3.25	3.50	4.50	3.75	
22	3.25	3.25	3.50	3.25	2.50	1.50	5.00	3.25	
23	3.43	3.57	3.29	3.29	2.86	3.00	4.14	3.29	
24	3.33	3.25	2.75	3.50	3.00	4.33	4.00	3.00	
25	3.17	3.14	3.14	3.00	2.43	3.00	3.00	3.00	
32	1.25	1.25	1.25	1.25	1.25	2.00	3.25	2.50	
34	1.50	2.00	1.86	2.50	1.43	1.29	3.29	1.93	
35	2.40	2.53	2.67	2.73	2.27	1.87	2.53	2.80	
36	3.33	3.00	3.33	3.33	1.67	1.00	4.33	2.67	
37	5.00	4.00	5.00	4.25	3.75	2.25	4.25	4.75	
40	3.25	3.25	3.00	3.75	2.50	2.75	3.75	3.00	
41	2.60	2.60	3.00	3.00	2.40	2.75	3.33	2.40	
44	4.00	4.09	3.82	3.45	3.45	2.82	2.73	3.73	
45	1.33	1.67	2.33	1.33	2.33	4.00	1.50	2.33	
47	3.67	3.67	3.00	2.67	2.33	2.00	2.67	2.67	
48	3.92	3.85	4.38	3.77	2.92	1.92	3.50	3.38	
49	2.80	2.80	2.60	2.80	2.80	3.00	2.80	2.80	
53	1.73	1.91	3.82	2.09	1.91	1.11	4.00	1.91	
54	4.00	3.50	3.00	3.25	4.00	2.00	1.75	2.50	
56	2.71	2.86	3.43	2.00	2.14	2.00	3.40	2.86	
57	2.75	2.25	2.75	3.00	2.25	3.00	2.33	3.00	
58	2.78	2.44	3.56	3.22	2.56	2.00	4.00	2.67	
61	4.80	4.60	4.40	4.40	4.20	3.00	4.00	3.60	
62	3.40	3.30	3.60	3.30	3.00	1.50	3.10	2.40	
63	3.80	3.80	2.80	3.20	2.40	1.80	4.40	2.60	
65	4.50	4.33	3.67	3.40	2.83	2.00	3.83	3.17	
66	2.33	2.40	2.00	2.13	1.80	1.40	3.60	2.13	
68	3.60	3.60	3.67	3.89	2.89	2.50	2.88	2.80	
69	2.43	2.57	2.71	2.86	1.86	1.43	3.00	3.29	
	3.17	3.12	3.25	3.08	2.58	2.16	3.53* (reverse)	2.91	

Dept (coded)	Governance resolves conflict for impt. issues	Disputes resolved according to Dept best interests	Fac views are solicited before decisions made	Disputes resolved directly rather than covertly	Once decisions are made, faculty work cohesively	Conflict handled well, personal attacks are rare	Dept identifies opportunities for space, resources	Dept has good working relations w/ college & univ	Dept activities warrant campus-wide respect
11	2.88	3.00	3.13	2.13	2.50	2.88	2.86	3.17	3.71
12	3.33	3.33	4.00	3.33	3.67	3.33	4.00	4.33	4.00
13	3.22	3.11	3.11	2.78	3.11	3.33	3.56	3.11	4.00
14	2.86	3.00	2.71	3.00	3.57	3.14	2.00	2.43	3.43
15	3.67	4.00	4.00	3.33	4.00	3.67	3.67	4.00	3.67
17	2.00	2.14	2.29	1.71	1.43	2.29	2.14	3.29	3.86
21	3.50	3.50	3.50	3.75	4.00	3.25	2.75	3.50	4.00
22	1.67	1.67	3.00	2.00	2.33	2.00	3.00	3.00	3.67
23	3.29	3.29	3.57	3.14	3.14	3.29	3.29	3.43	3.29
24	3.00	2.75	3.75	3.25	3.25	3.25	3.50	3.75	3.50
25	3.14	3.00	3.00	3.14	3.71	3.57	4.00	3.86	3.71
32	1.75	1.75	1.25	1.50	1.75	3.25	1.50	1.50	2.67
34	1.93	1.93	1.64	1.50	1.50	2.64	1.64	2.18	2.79
35	2.20	2.27	2.33	2.07	2.87	2.53	3.13	3.40	3.87
36	3.67	4.00	3.33	3.33	3.67	3.67	3.33	3.00	2.67
37	4.50	4.25	4.75	4.50	5.00	4.00	4.25	4.50	4.75
40	2.00	3.25	3.25	3.25	3.50	3.00	3.25	3.25	4.00
41	2.60	2.40	2.60	2.20	2.60	2.20	3.60	2.80	3.80
44	3.55	3.36	4.09	3.09	3.55	3.40	3.45	3.73	4.18
45	1.67	1.00	1.33	1.33	1.33	2.67	2.67	1.67	3.00
47	3.00	3.00	3.33	3.00	3.00	3.33	3.00	3.33	3.33
48	3.38	3.46	3.85	3.23	3.69	3.54	3.69	4.00	4.46
49	2.20	2.00	3.00	2.20	1.80	3.00	1.80	3.00	2.80
53	1.55	1.45	1.82	1.73	1.27	1.27	1.89	1.64	3.64
54	3.75	3.75	3.25	3.50	3.75	4.00	3.50	3.25	3.25
56	2.33	2.43	2.43	2.17	2.57	2.57	1.83	2.57	3.29
57	1.75	2.00	2.00	1.75	3.25	3.00	3.00	2.25	3.25
58	2.67	2.78	2.33	2.56	2.44	2.78	3.00	2.67	3.67
61	3.40	3.80	4.80	4.40	4.60	4.20	4.00	3.40	4.00
62	3.30	3.10	3.30	3.40	3.90	3.70	2.30	2.90	4.50
63	2.40	2.60	2.80	2.00	2.00	2.80	2.80	2.80	4.40
65	3.50	3.83	4.00	4.17	3.83	3.67	4.17	3.67	4.33
66	1.87	1.93	2.40	1.87	1.93	1.93	2.27	2.07	2.40
68	3.44	4.00	3.90	3.56	4.11	3.67	3.44	3.33	4.10
69	2.57	2.71	2.43	2.43	2.71	2.86	2.57	3.43	3.14
	2.73	2.81	3.00	2.73	2.98	3.03	2.93	3.06	3.68

Dept (coded)	Dept activities warrant respect fr broad community	Phys classroom environment supports learning	Student organiza-tions attract studs & are run well	Department recruits/retains quality majors	Majors receive quality advisement	Effective rela-tions are retained w/ alumni	Alumni make contributions to department	Activities to improve tch, res, & srv, are funded	Conference/research related travel is supported
11	3.57	2.43	3.14	3.29	3.50	2.88	3.29	2.75	2.63
12	4.33	2.67	3.00	3.67	3.33	3.67	3.67	3.67	4.33
13	4.11	2.00	2.67	3.89	3.67	3.11	2.44	2.78	3.75
14	3.57	2.43	2.57	3.29	3.14	2.86	2.00	2.57	2.86
15	3.67	2.33	2.67	3.67	4.00	2.67	2.33	3.67	3.67
17	3.86	2.00	3.33	2.86	3.17	2.86	2.43	2.29	2.14
21	3.75	4.00	4.25	4.50	4.50	3.25	3.75	4.00	4.00
22	3.67	4.00	3.67	3.00	3.33	3.00	3.00	3.00	3.67
23	3.29	3.86	3.71	3.29	3.57	2.86	2.43	3.43	4.00
24	3.50	3.00	3.33	3.25	3.00	3.00	2.50	3.75	4.50
25	3.71	4.14	4.00	4.00	4.43	4.00	3.29	3.57	3.43
32	3.67	3.00	3.00	3.25	3.75	4.25	3.50	2.50	2.75
34	3.00	1.64	2.92	2.71	3.50	2.42	2.08	1.71	2.79
35	3.80	3.27	2.33	2.85	3.47	3.40	3.00	3.20	3.60
36	3.33	3.33	3.33	3.00	2.33	3.67	4.00	2.00	2.00
37	4.50	3.50	3.75	4.00	4.00	3.00	3.25	3.25	3.50
40	4.00	4.00	3.50	4.50	4.50	2.75	2.25	3.25	3.75
41	3.60	3.40	3.60	3.60	3.20	2.20	1.75	3.00	3.60
44	4.18	3.36	3.91	4.00	4.00	3.45	2.60	2.91	3.64
45	3.00	3.67	3.67	3.67	3.67	3.33	2.33	2.33	2.33
47	3.67	2.00	3.33	4.00	4.00	3.00	3.00	3.00	3.00
48	4.46	2.15	3.54	3.46	4.38	3.15	3.00	3.15	3.00
49	2.80	2.80	3.20	2.80	3.40	2.00	1.60	2.00	3.20
53	3.18	3.64	2.00	2.64	2.55	1.82	2.30	2.18	3.27
54	3.50	2.75	2.75	3.25	3.50	3.75	2.25	2.25	2.75
56	3.00	3.33	3.00	3.00	3.00	1.80	1.60	2.29	2.57
57	3.25	3.50	2.25	3.00	3.25	3.50	3.50	3.00	3.00
58	3.44	4.22	3.44	3.22	3.38	2.67	2.25	3.00	4.00
61	4.40	4.60	4.80	4.60	4.40	4.00	4.40	4.00	4.40
62	4.40	2.50	3.30	3.10	3.70	1.90	1.50	3.10	3.20
63	4.40	2.40	3.80	3.80	3.20	4.20	4.00	2.80	4.00
65	4.17	3.17	3.17	3.33	4.00	3.50	2.17	3.17	2.17
66	2.33	2.53	2.64	2.14	2.43	2.00	2.07	2.27	2.64
68	4.20	3.10	3.44	3.60	4.11	2.78	2.56	3.33	3.40
69	3.71	2.50	3.43	3.86	3.57	3.00	2.43	2.29	2.86
	3.70	3.10	3.28	3.40	3.58	2.97	2.63	2.89	3.30

Dept (coded)	Fac training available/flexibly scheduled	Faculty aware of tenure/promotion criteria used	Newer faculty supported in the department	Performance eval fair & supports Faculty dev	Fac informed of internal/external funding opports.	Faculty aware of budget priorities & where \$\$s go	Faculty involved in prof orgs receive support	Classroom & lab resources are sufficient	Up to date technology meets faculty needs
11	2.88	3.75	3.50	2.63	2.25	2.63	2.38	2.00	2.63
12	3.67	3.33	1.67	3.33	2.33	3.33	4.00	2.33	3.00
13	2.63	3.56	3.33	3.67	2.22	3.00	2.38	1.56	2.11
14	2.29	2.57	2.43	2.86	2.14	2.43	2.14	2.57	2.86
15	3.33	3.67	3.67	3.67	3.67	3.67	3.33	2.67	3.33
17	2.83	3.57	3.43	2.43	3.00	1.71	2.67	1.86	2.43
21	3.75	4.25	3.00	3.25	3.25	3.00	3.75	4.25	4.00
22	2.33	3.33	2.67	2.33	2.33	1.67	3.33	3.33	4.00
23	3.40	3.43	3.71	3.43	3.00	3.00	3.43	3.43	3.86
24	4.00	4.00	2.75	3.50	3.75	3.50	4.25	3.25	3.75
25	3.86	4.00	3.71	3.14	3.86	3.00	3.29	3.29	4.00
32	3.25	4.25	3.50	3.00	3.25	1.50	3.50	2.50	2.25
34	2.36	3.50	3.07	2.14	2.71	1.36	2.08	1.50	1.79
35	2.73	3.07	2.53	3.27	2.87	2.67	2.87	3.20	3.47
36	1.67	3.67	3.67	3.67	1.33	2.67	2.33	2.67	2.33
37	3.50	4.50	3.75	4.25	4.00	3.50	1.75	3.25	3.25
40	3.00	4.25	3.25	3.00	3.75	2.50	2.00	3.00	4.00
41	2.80	3.80	2.60	2.80	3.80	2.00	2.80	3.20	3.00
44	3.55	3.82	3.27	3.82	3.82	3.73	3.50	2.82	3.27
45	2.67	3.67	3.33	2.67	3.00	2.00	1.67	3.00	3.00
47	3.00	3.67	3.67	3.33	3.33	2.67	2.33	1.33	2.67
48	2.75	3.92	3.38	3.46	3.15	2.69	2.45	2.23	2.92
49	2.40	4.20	3.00	2.40	2.80	3.40	3.00	3.60	4.40
53	1.67	3.55	2.73	2.45	2.91	1.45	2.73	3.18	3.45
54	2.75	2.00	2.25	2.75	1.75	3.25	2.75	2.00	2.75
56	2.50	3.71	2.29	2.71	3.00	1.86	1.60	3.00	3.43
57	2.50	3.75	3.50	3.50	3.00	2.25	2.50	3.25	3.50
58	3.13	3.56	2.78	3.00	3.44	2.89	3.63	4.00	4.00
61	3.00	4.60	3.60	4.40	3.60	4.80	4.40	3.60	4.40
62	2.80	4.20	3.70	3.50	2.80	3.00	2.33	2.40	3.70
63	2.20	4.60	3.20	3.20	3.60	2.20	1.60	2.40	2.80
65	3.00	3.67	3.00	3.80	4.17	4.00	2.80	2.67	3.00
66	1.93	2.79	2.27	2.13	2.29	2.13	1.86	2.40	2.87
68	3.00	3.67	3.33	3.44	3.89	3.56	3.11	3.00	3.20
69	2.29	3.71	3.00	3.00	2.57	2.14	2.29	2.29	2.00
	2.84	3.72	3.08	3.11	3.10	2.69	2.77	2.83	3.24

Dept (coded)	Clear/compelling direction characterizes Dept	Those with expertise are consulted	Dir. consistent w/ ideas expressed thru governance	Faculty committed to moving toward org goals	Quality info gathered/shared prior to planning	Faculty critically review plans & input is values	Alt. plans considered/discussed bf selecting option	Feedback sought about success of planned action	Assessment of resources for initiatives accurate
11	2.38	2.88	2.88	3.00	3.13	3.00	3.13	3.00	3.00
12	3.00	4.00	3.33	2.67	3.67	3.67	3.33	3.33	3.33
13	2.78	3.00	3.38	3.44	3.44	3.78	3.11	3.75	3.38
14	1.86	2.14	2.43	2.43	2.43	3.14	2.71	2.71	2.71
15	3.33	3.67	3.67	3.00	3.33	3.67	3.00	3.33	3.33
17	2.29	2.33	2.17	2.17	2.17	2.50	2.00	2.33	2.33
21	3.50	3.75	3.50	3.00	3.50	3.25	3.00	3.25	3.25
22	1.67	2.67	3.00	1.67	2.33	2.00	2.67	2.00	3.00
23	2.67	3.29	3.29	3.00	3.29	3.57	3.29	3.14	3.50
24	2.33	2.33	3.50	3.25	2.67	3.50	3.25	2.75	2.33
25	3.14	3.14	3.00	3.57	3.00	3.29	2.71	3.14	3.29
32	1.75	1.25	2.00	3.25	1.75	1.75	1.75	1.75	1.75
34	1.29	1.57	1.64	2.64	1.43	1.71	1.93	2.00	1.57
35	2.07	2.47	2.20	2.33	2.20	2.47	2.67	2.40	2.60
36	3.00	3.00	2.67	3.67	3.33	4.00	3.33	3.00	3.00
37	4.50	4.25	4.50	4.75	4.75	4.75	3.75	5.00	4.50
40	3.50	3.00	3.25	3.25	3.00	3.25	2.50	3.00	3.75
41	2.20	2.20	2.20	2.40	2.00	2.20	2.00	2.40	2.25
44	3.55	3.55	3.82	3.64	4.00	4.09	3.91	3.73	3.91
45	1.00	1.33	1.33	2.00	1.33	1.33	1.33	1.33	2.67
47	3.33	3.33	3.33	3.00	3.33	3.33	3.33	3.33	3.00
48	2.92	3.23	3.23	2.77	3.46	3.77	4.08	3.67	3.10
49	2.00	2.20	2.60	2.40	2.60	3.20	3.20	3.00	2.80
53	1.36	1.45	1.64	1.55	2.09	1.55	1.73	1.64	1.91
54	3.25	3.50	3.25	3.75	3.00	3.75	3.75	3.50	3.00
56	2.17	2.71	2.17	1.86	2.14	2.29	2.14	2.14	2.33
57	2.00	2.75	2.50	2.75	2.50	3.00	2.50	3.00	2.50
58	2.78	2.67	2.67	2.22	2.67	2.67	2.22	2.44	2.78
61	4.20	4.80	4.60	4.40	4.80	4.80	4.60	4.80	4.60
62	2.60	3.00	3.20	3.30	2.70	3.10	2.90	2.70	2.38
63	2.60	2.80	2.80	2.20	2.80	2.60	2.80	2.60	2.80
65	3.67	4.00	4.00	4.00	4.20	3.80	3.80	4.20	3.50
66	2.07	2.27	2.20	2.27	2.20	2.20	2.40	2.20	2.38
68	3.56	3.78	3.67	3.67	3.90	3.89	3.50	3.50	3.22
69	2.14	2.14	2.43	2.00	2.14	2.29	2.14	2.29	2.29
	2.63	2.83	2.92	2.90	2.88	3.04	2.87	1.93	2.89

Dept (coded)	Meetings effective for identifying & resolving issues	Department values diversity	Accommodations made for those w disabilities	Activities & policies do not discriminate	Fac. compensated fair w/ respect to gender	Departmental faculty treat each other with respect	Administrators & faculty treat each other with respect		
11	2.75	3.75	4.17	4.00	3.43	2.63	2.25		
12	3.33	3.33	3.33	4.00	3.00	3.67	3.00		
13	3.38	4.13	4.38	3.38	2.75	4.00	4.00		
14	2.57	3.43	3.43	3.29	1.86	3.71	3.29		
15	3.33	4.67	4.33	4.67	3.00	4.33	5.00		
17	2.17	2.00	3.29	2.57	2.14	2.29	2.43		
21	3.00	4.00	4.25	4.50	4.00	4.25	4.25		
22	2.33	4.00	3.75	3.00	3.00	3.25	4.00		
23	3.71	3.71	4.14	4.43	4.43	4.14	4.14		
24	3.50	3.25	4.00	4.00	3.33	4.00	4.00		
25	3.00	3.57	4.14	4.14	3.43	4.71	3.71		
32	1.75	3.25	3.75	4.50	2.75	3.25	1.50		
34	1.43	3.79	3.93	3.71	2.46	3.21	2.50		
35	2.07	3.73	3.53	3.33	2.67	3.13	3.20		
36	3.67	4.00	3.00	3.67	2.00	4.33	4.33		
37	4.50	5.00	4.00	5.00	4.25	4.50	4.50		
40	2.00	2.75	3.25	4.00	3.25	3.50	3.75		
41	2.40	3.40	3.60	3.40	3.20	3.40	3.00		
44	3.73	4.00	4.64	4.00	3.82	3.09	3.45		
45	1.33	4.00	4.00	4.33	4.00	4.33	1.00		
47	3.33	4.33	4.00	4.00	3.00	3.33	3.67		
48	3.46	4.15	4.23	4.38	3.85	3.85	4.15		
49	2.40	3.60	4.20	3.60	3.00	2.40	2.00		
53	1.45	2.45	2.91	2.80	2.73	1.55	2.73		
54	4.00	4.00	2.75	3.75	4.00	4.00	3.75		
56	2.14	3.00	3.67	3.43	3.29	3.57	3.00		
57	2.25	3.00	2.75	3.75	3.25	3.75	3.00		
58	2.67	3.33	3.88	3.67	3.00	3.56	3.00		
61	4.00	4.60	4.60	4.80	4.00	4.60	4.80		
62	2.80	4.20	3.80	4.60	3.70	4.60	3.70		
63	3.00	2.80	3.00	3.40	3.00	3.00	3.20		
65	4.20	4.25	4.50	4.00	1.75	3.25	4.50		
66	2.20	2.47	2.50	2.64	2.64	2.27	2.40		
68	3.90	4.67	4.30	4.78	3.75	4.30	4.30		
69	2.43	3.71	4.00	3.86	2.00	3.14	2.29		
	2.83	3.60	3.78	3.82	3.16	3.49	3.36		

Department/College Codes

Arts and Letters:	Art & Design = 11; Communication = 12; English = 13; Media, Journalism & Film= 14; Modern & Classical Language=15; Music =17; Theatre & Dance=18
College of Business	Accountancy = 21; Computer Information Systems = 22; Administration: Finance and General Business = 23; Management = 24; Marketing = 25; Industrial Management = 26
College of Education	Counseling = 31; Educational Administration = 32; Educational Field Experiences = 33; School of Teacher Ed. = 34; Library Science = 35; Greenwood Lab School = 36; Early Childhood & Family Development Program = 37
College of Health & Human Services	Biomedical Sciences = 40; Communication Science & Disorders=41; Sports Medicine & Athletic Training = 42; Health, Physical Education & Recreation = 44; Physical Therapy = 45; Physician Assistant Studies = 46; Nursing = 47; Psychology = 48; School of Social Work = 49
College of Humanities	Defense & Strategic Studies = 51; Economics = 52; History = 53; & Public Affairs; Military Science = 54; Philosophy = 55; Political Science = 56; Religious Studies = 57; Sociology & Anthropology = 58
College of Natural &	Agriculture = 61; Biology = 62; Chemistry = 63; Computer Applied Sciences = 64; Geography, Geology, & Planning = 65; Mathematics=66;Fruit Science = 67; Physics & Astronomy=68; Consumer & Family Studies = 69; Environmental Sciences & Policy=71