

## **Appendix F: Faculty Survey: Methods and Results**

### **Part 1: Explanation of Methods of Gathering and Analyzing Faculty Opinion**

The six appointed members of the self-study committee wrote a survey instrument to solicit faculty opinions and perceptions on issues related to the review of the College. The results of two focus group sessions with randomly selected faculty participants were used in constructing the survey instrument.

The survey was organized into seven sections, each containing several items with scaled response options and an open-ended question. The sections of the survey were:

- Impact of College Policies and Administration
- Curriculum and Teaching
- Resources
- Faculty Recruitment and Retention
- Faculty Governance
- Communication within the College
- Internal and External Environment

The survey concluded with two general open-ended questions, asking about positive developments over the past five years and changes that would most improve the College.

Results (pages 2–8 of this appendix): The survey was administered on-line in April 2003 to all tenure-track faculty, clinical-track faculty, and lecturers on the budget of the College (a total of 684 individuals). The response rate was 67% (457 responses). The survey questions, with frequencies for the response options on the scaled survey items, are on pp. F–2 to F–8.

The survey asked respondents to give demographic information (see p. 8 of this appendix), which was used to compare the responses for different subsets of respondents.

The responses to the open-ended questions were categorized by topic to allow generalizations to be made about the responses. The inter-rater reliability for this coding process was .83.

Discussion of the survey results (pages 9 to 22 of this appendix). The appointed members of the self-study committee prepared a written discussion of each section of the survey that includes

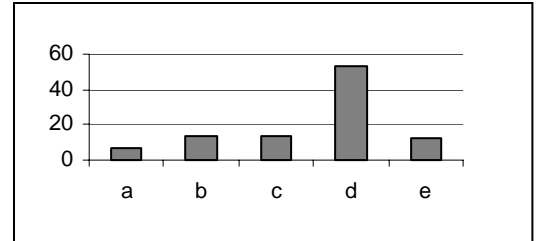
- a. the overall results for each scaled item in that section of the survey, and any differential results for subgroups of respondents;
- b. a summary of the responses to the open-ended question in that section of the survey; and
- c. an interpretation of the data by the appointed members of the self-study committee.

**Part 2: Faculty Survey Instrument, with response frequencies for scaled items**  
**Response Rate = 67% (457 of 684 surveys were submitted)**

**I. Impact of College Policies and Administration (see pp. 9-11 for discussion of results)**

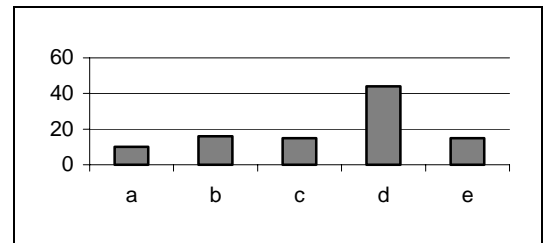
1) How satisfied are you with the support you receive from the College of Liberal Arts & Sciences (CLAS) for your teaching?

a) Very dissatisfied	31	6.8%
b) Dissatisfied	64	14.0%
c) No opinion	62	13.6%
d) Satisfied	242	53.0%
e) Very satisfied	56	12.3%



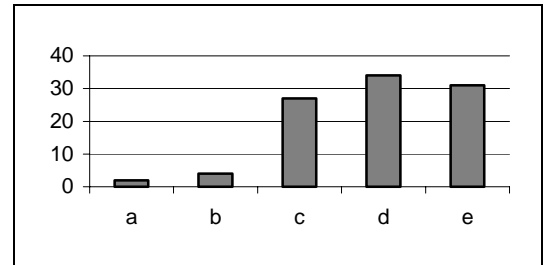
2) How satisfied are you with CLAS's support for your research/creative work?

a) Very dissatisfied	42	9.2%
b) Dissatisfied	73	16.0%
c) No opinion	70	15.3%
d) Satisfied	200	43.8%
e) Very satisfied	70	15.3%



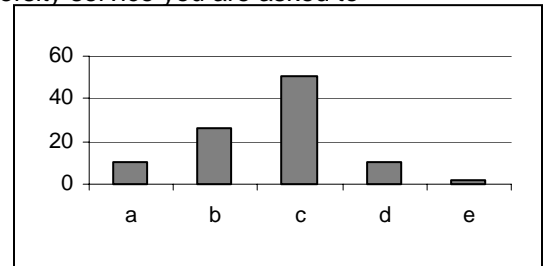
3) When you think about the considerations that influence CLAS policies, which do you feel carries greater weight, budgetary constraints or pedagogical issues?

a) Largely pedagogical	7	1.5%
b) Somewhat more pedagogical	20	4.4%
c) Balance of the two	123	26.9%
d) Somewhat more budgetary	157	34.4%
e) Largely budgetary	140	30.6%



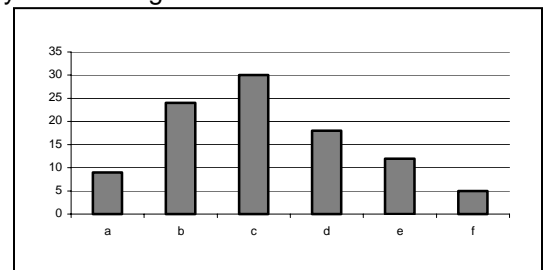
4) How would you characterize the amount of College and University service you are asked to perform?

a) Excessive	45	9.9%
b) A lot	121	26.5%
c) Appropriate	232	50.8%
d) Not a lot	45	9.9%
e) None	10	2.2%



5) How well does the current organization of the College serve your teaching and research needs?

a) Very well	41	9.0%
b) Well	111	24.3%
c) Acceptably	139	30.4%
d) Not sure	80	17.5%
e) Poorly	54	11.8%
f) Very poorly	24	5.3%

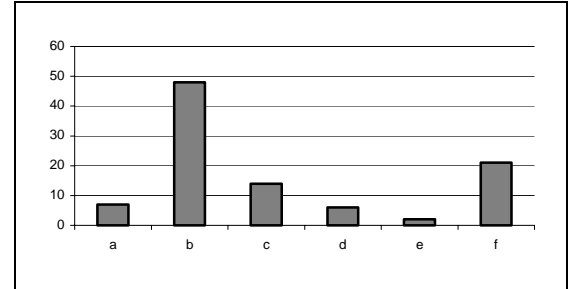


Open-ended Question: What changes in CLAS administrative structure or processes would be beneficial to your work or that of your department?

**II. Curriculum and Teaching (see pp. 11-13 for discussion of results)**

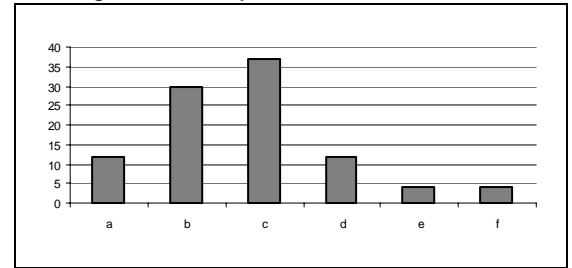
1) How would you evaluate the impact of the College's General Education Program on your department's curriculum?

a) Very positive	33	7.2%
b) Positive	221	48.4%
c) No impact	63	13.8%
d) Negative	29	6.4%
e) Very negative	8	1.8%
f) Don't know	98	21.4%



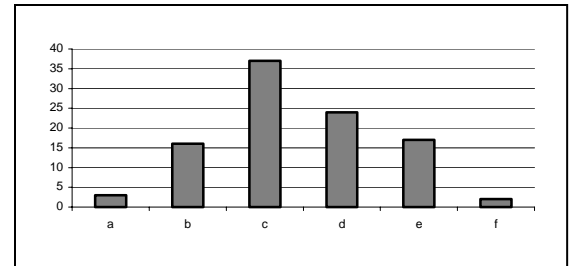
2) How well can your department meet the curricular needs of its undergraduate majors?

a) Very well	55	12.0%
b) Well	137	30.0%
c) Acceptably	171	37.4%
d) Poorly	55	12.0%
e) Very poorly	17	3.8%
f) Don't know	17	3.8%



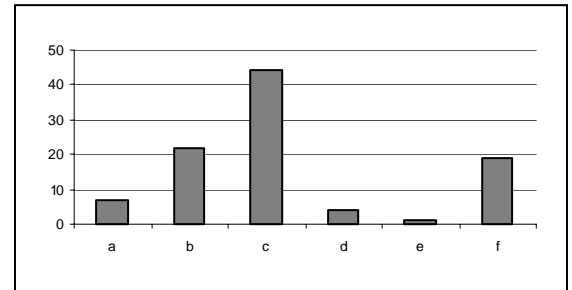
3) How well can your department meet the curricular needs of its graduate students?

a) Very poorly	15	3.3%
b) Poorly	74	16.2%
c) Acceptably	170	37.2%
d) Well	108	23.6%
e) Very well	76	16.6%
f) Don't know	8	1.8%



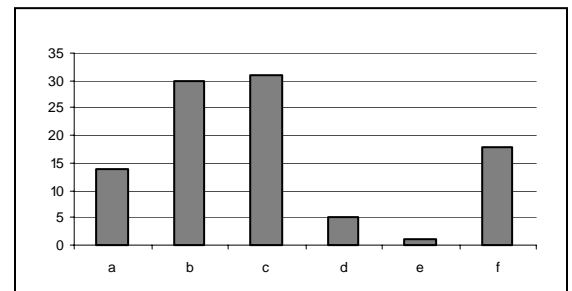
4) How would you evaluate the impact on your undergraduate teaching of the CLAS policies on low-enrolled courses?

a) Very negative	31	6.8%
b) Negative	102	22.3%
c) No impact	203	44.4%
d) Positive	19	4.2%
e) Very positive	6	1.3%
f) Not sure	88	19.3%



5) How would you evaluate the impact on your graduate teaching of the CLAS policies on low-enrolled courses?

a) Very negative	65	14.2%
b) Negative	136	29.8%
c) No impact	140	30.6%
d) Positive	21	4.6%
e) Very positive	3	0.7%
f) Not sure	82	18.0%

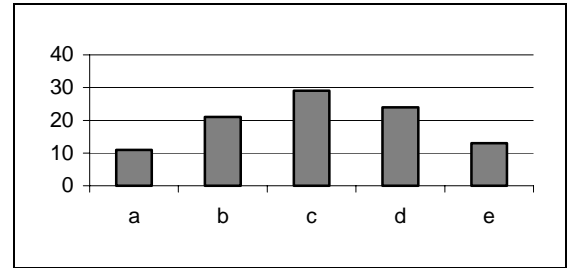


Open-ended Question: What changes or additional resources are needed to support teaching and learning in CLAS?

**III. Resources (see pp. 13-14 for discussion of results)**

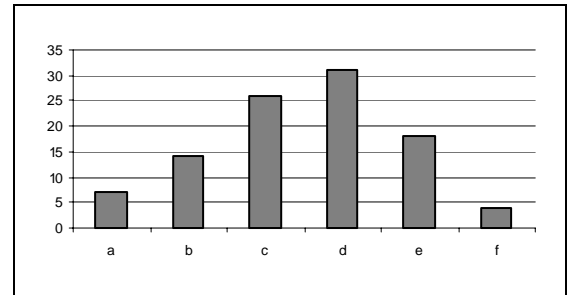
1) Overall, how would you rate the quality of space available to your department for teaching and research?

a) Very good	50	11.0%
b) Good	98	21.4%
c) Adequate	132	28.9%
d) Poor	112	24.5%
e) Very poor	58	12.7%



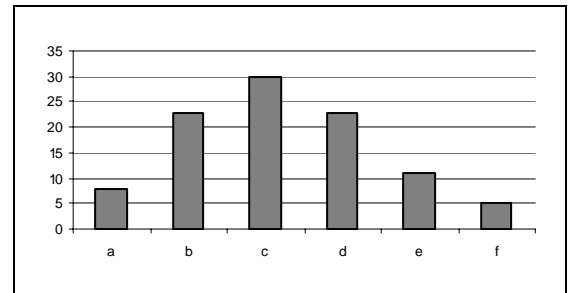
2) To what extent is the College of Liberal Arts & Sciences (CLAS) successful in supporting your needs for technology for teaching and research?

a) Very unsuccessful	31	6.8%
b) Somewhat unsuccessful	63	13.8%
c) Acceptable	119	26.0%
d) Moderately successful	143	31.3%
e) Highly successful	80	17.5%
f) Don't know	19	4.2%



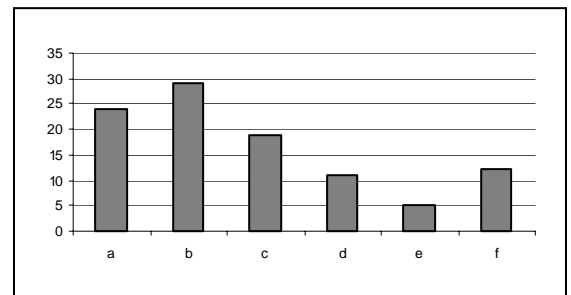
3) How well does CLAS support the needs of your department for faculty and staff lines, budget, and other resources?

a) Very well	36	7.9%
b) Well	105	23.0%
c) Acceptably	135	29.5%
d) Poorly	107	23.4%
e) Very poorly	50	10.9%
f) Not sure	21	4.6%



4) How supportive is CLAS of your department's initiatives?

a) Very supportive	110	24.1%
b) Moderately supportive	132	28.9%
c) Acceptable	86	18.8%
d) Somewhat non-supportive	50	10.9%
e) Highly non-supportive	22	4.8%
f) Don't know	52	11.4%

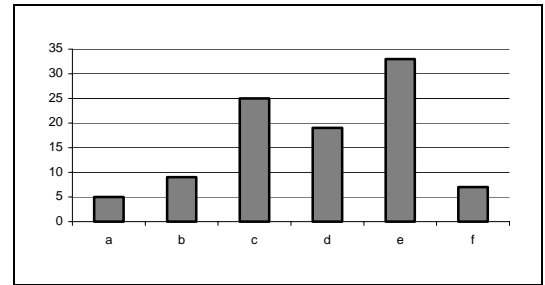


Open-ended Question: What additional space or resources would make the greatest difference to your department's ability or to your own ability to carry out teaching and research?

**IV. Faculty Recruitment and Retention (see pp. 14-16 for discussion of results)**

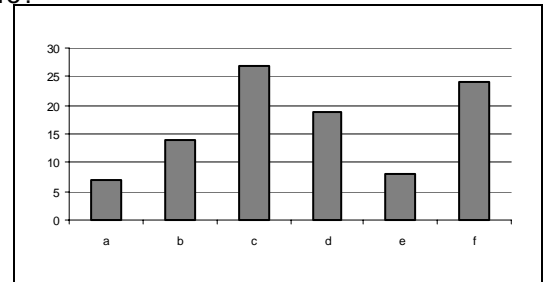
1) How well has the College of Liberal Arts & Sciences (CLAS) supported your department's efforts to hire the best candidates in searches during the last 5 years?

a) Very poorly	22	4.8%
b) Poorly	43	9.4%
c) Acceptably	116	25.4%
d) Well	87	19.0%
e) Very well	153	33.5%
f) Don't know	32	7.0%



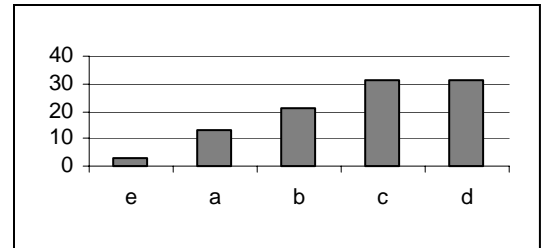
2) How well does CLAS support the careers of faculty after tenure?

a) Very poorly	32	7.0%
b) Poorly	66	14.4%
c) Acceptably	125	27.4%
d) Well	87	19.0%
e) Very well	35	7.7%
f) Don't know	108	23.6%



3) How satisfied are you with your faculty position?

e) Very dissatisfied	12	2.6%
a) Dissatisfied	60	13.1%
b) Acceptable	96	21.0%
c) Satisfied	140	30.6%
d) Very satisfied	142	31.1%

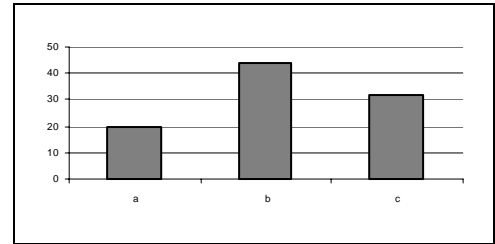


Open-ended Question: What could make you more satisfied with your position?

**V. Faculty Governance (see pp. 16-18 for discussion of results)**

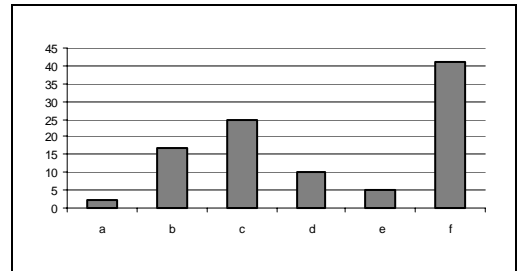
1) Do DEOs in the College of Liberal Arts & Sciences (CLAS) have sufficient authority and autonomy to represent faculty interests to the College?

a) Insufficient	90	19.7%
b) Sufficient	212	46.4%
c) Don't know	146	32.0%



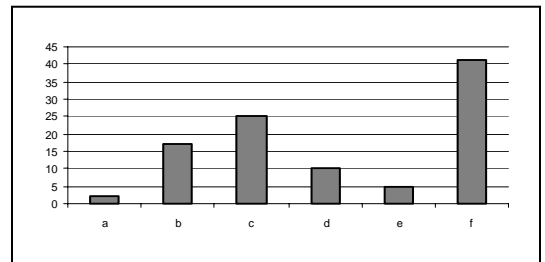
2) How effective are CLAS elected committees (Educational Policy Committee and Executive Committee) in making decisions and policy on behalf of the faculty?

a) Very effective	9	2.0%
b) Effective	76	16.6%
c) Acceptable	114	25.0%
d) Ineffective	46	10.1%
e) Very ineffective	21	4.6%
f) Don't know	186	40.7%



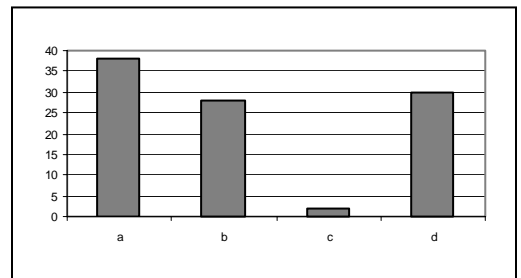
3) How effective is the CLAS Faculty Assembly in representing faculty interests?

a) Very effective	5	1.1%
b) Effective	26	5.7%
c) Acceptable	84	18.4%
d) Ineffective	83	18.2%
e) Very ineffective	89	19.5%
f) Don't know	164	35.9%



4) How would you evaluate the extent to which CLAS faculty are involved in governing the College?

a) Not involved enough	172	37.6%
b) Adequately involved	129	28.2%
c) Very involved	10	2.2%
d) Don't know	139	30.4%

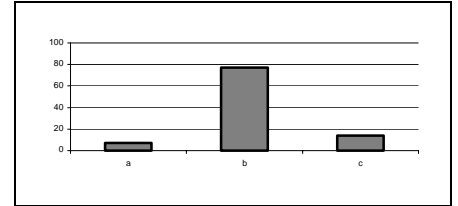


Open-ended question: What changes would improve the ability of DEOs and/or governance bodies to represent faculty interests?

**VI. Communication Within the College (see pp. 19–20 for discussion of results)**

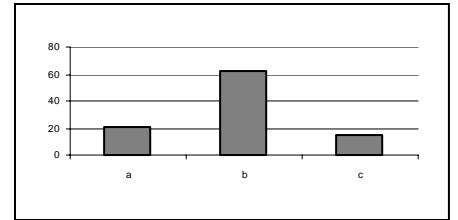
1) How would you describe the level of communication from the College or information about the College that you currently receive?

a) Excessive	30	6.6%
b) Sufficient	350	76.6%
c) Insufficient	64	14.0%



2) How would you describe your opportunities for or channels of communication to the CLAS Dean's Office?

a) Insufficient	96	21.0%
b) Sufficient	283	61.9%
c) Not sure	69	15.1%

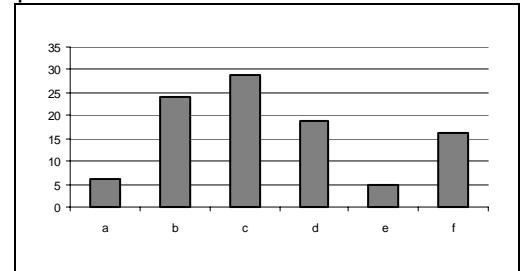


Open-ended question: What additional types of/channels for communication would be of benefit to you as a faculty member?

**VII. Internal and External Environment (see pp. 20–22 for discussion of results)**

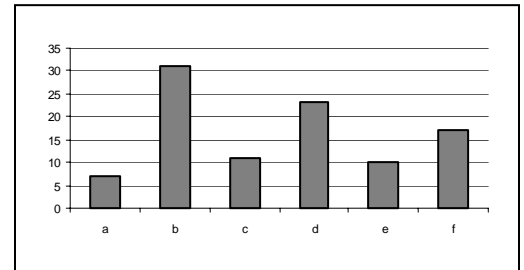
1) How well does the culture of the College of Liberal Arts & Sciences (i.e., its spoken and unspoken “rules,” values, and assumptions) promote faculty and departmental distinction?

a) Very poorly	27	5.9%
b) Poorly	106	23.2%
c) Acceptably	134	29.3%
d) Well	86	18.8%
e) Very well	24	5.3%
f) Don't know	73	16.0%



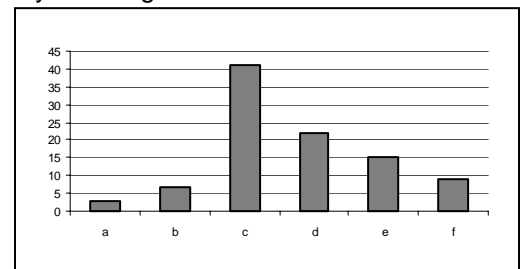
2) How would you evaluate the influence that CLAS has had on the culture of your department over the past 5 years?

a) Very positive	30	6.6%
b) Positive	142	31.1%
c) No influence	50	11.0%
d) Negative	104	22.8%
e) Very negative	47	10.3%
f) Don't know	76	16.6%



3) How well do you feel that CLAS has responded to recent budgetary challenges?

a) Very poorly	15	3.3%
b) Poorly	34	7.4%
c) Acceptably	188	41.1%
d) Well	101	22.1%
e) Very well	68	14.9%
f) Don't know	41	9.0%



Open-ended question: Please elaborate on how the culture of CLAS positively or negatively affects your professional life and that of your colleagues.

**VIII. General Assessment (see p. 22 for results)**

Open-ended question: Over the past 5 years, what has the College of Liberal Arts & Sciences done or changed that has had particularly good effects?

Open-ended question: What changes would most improve the College of Liberal Arts & Sciences?

**Demographics: Please give us a little information about yourself.**

1) Gender:

a) Male	289	63.24%
b) Female	150	32.82%

2) What is your current faculty rank?

a) Assistant Professor	89	19.48%
b) Associate Professor	137	29.98%
c) Professor	179	39.17%
d) Lecturer	26	5.69%
e) Clinical Assistant Professor	3	0.66%
f) Clinical Associate Professor	4	0.88%
g) Clinical Professor	1	0.22%

3) Are you currently a DEO?

a) Yes	32	7.00%
b) No	405	88.62%

4) What broad disciplinary area do you work in?

a) Arts/humanities	195	42.67%
b) Social sciences	107	23.41%
c) Natural/mathematical sciences	137	29.98%

5) Compared to last year how much did your base salary change this year?

a) 0%	12	2.63%
b) Less than 2%	93	20.35%
c) 2%-4%	260	56.89%
d) 5%-6%	30	6.56%
e) More than 6%	27	5.91%

6) Ethnic Background (Please check as many categories as necessary to describe your heritage, or, if you prefer, go to the next item.)

a) Asian American	17	3.72%
b) African American (Black)	11	2.41%
c) European American (White)	336	73.52%
d) Native American (American Indian)	3	0.66%
e) Middle East American	4	0.88%
f) Born outside the United States	38	8.32%
g) Hispanic	16	3.50%
h) Pacific Islander	1	0.22%

## Part 3: Summary of Results and Discussion

### I. Impact of College

#### A. Responses to Scaled Items:

1. “How satisfied are you with the support you receive from the College of Liberal Arts and Sciences (CLAS) for your teaching?”

Overall, 65% of respondents were satisfied or very satisfied with teaching support; another 13% found the support acceptable.

Results of cross-tabulation:

- Social sciences were more likely than respondents overall to chose satisfied or very satisfied (72%).
- Assistant professors were more likely than respondents overall to choose satisfied or very satisfied (80%).
- Hispanic faculty were less likely than respondents overall to be satisfied or very satisfied (57%).

2. “How satisfied are you with CLAS’s support for your research/creative work?”

Overall, 59% of respondents were satisfied or very satisfied; 15% selected “no opinion.”

Results from cross-tabulation:

- Assistant professors were more likely than respondents overall to be satisfied or very satisfied with research support (77%).
- Natural and mathematical sciences faculty were less likely than respondents overall to be satisfied or very satisfied (52%).

3. “How would you characterize the amount of College and University service you are asked to perform?”

Overall, 50% of respondents felt that they were asked to do an appropriate amount of service, 37% reported their service as “a lot” or “excessive,” and 13% reported “not a lot” or “none.”

Results of cross-tabulation:

- Women respondents were more likely than respondents overall to report “a lot” or “excessive” service (45%).
- Faculty at tenured ranks were more likely than respondents overall to report “a lot” or “excessive” service (43%).

4. “When you think about the considerations that influence CLAS policies, which do you feel carries greater weight, budgetary constraints or pedagogical constraints?”

Overall, 67% of respondents felt that budgetary constraints influenced CLAS policies more.

Results of cross-tabulation. The following groups were more likely than respondents overall to report that budgetary constraints carried greater weight:

- Arts and humanities respondents (77%)
- Women respondents (73%)
- Associate professors (73%)

5. “How well does the current organization of the College serve your teaching and research needs?”

Overall, 35% of respondents felt the organization of the College served their needs well or very well, 31% acceptably, and 17% poorly or very poorly. Another 17% were not sure.

Results of cross-tabulation:

- Associate professors were less likely (30%) than respondents overall to feel the College’s organization served them well or very well.

- B. Open-ended Question: What changes in CLAS administrative structure or processes would be beneficial to your work or that of your department? (*204 responses, or 45% of all respondents*)

This open-ended question yielded many responses, but no strong pattern of responses. The most frequently cited categories (each mentioned by 12 to 15% of those who answered this question) were reducing administrative duties and paperwork, developing a better understanding of departments and their cultures, restructuring evaluative criteria or processes, and allowing more departmental autonomy.

- C. Discussion:

Faculty feel that the College supports them well in their teaching and research activities (see also the results under part IV, recruitment and retention, especially support for tenured faculty). Faculty seem to recognize that the College has protected them from the effects of budget reductions (see also the results under part VII, Internal and External Environment). The perception that budgetary constraints rather than pedagogical constraints drive policy seems to reflect an acceptance of the budget situation rather than a criticism of the College’s response to it.

Service is an area where many faculty (particularly women and tenured faculty) feel their workload is heavy or excessive. [Women faculty were also less likely to report that faculty are not involved enough in the governance of the College (see p. 16 of this Appendix), a result which may be related to their perceptions of their own service responsibilities.] Service is an important aspect of the faculty role, and integrates faculty into the campus community. However, the College should investigate the reasons for the heavy responsibilities perceived by women faculty,

and by tenured faculty generally, and try to work toward a solution to this and to related issues brought up in the responses to the open-ended question.

The self-study committee believes that the perceived problem relating to the faculty service load can be fixed, and that it merits the attention of the College.

## II. Curriculum and Teaching

### A. Responses to Scaled Items:

1. “How would you evaluate the impact of the College’s General Education program on your department’s curriculum?”

Overall, 56% of respondents described the impact of General Education on their department’s curriculum as positive or very positive. Of the remaining responses, 14% saw no impact, and 21% were not sure of the impact.

2. “How well can your department meet the curricular needs of its undergraduate majors?”

Overall, 79% of respondents said that their departments could meet the demands of undergraduate majors acceptably or better.

Results of cross-tabulation:

- Social sciences faculty more often chose “poorly” or “very poorly” (21%) than did other respondents (average was 14% for each of the other disciplinary areas).

3. “How well can your department meet the curricular needs of its graduate students?”

Overall, 77% of respondents said that their departments could meet the demands of graduate students acceptably or better.

4. “How would you evaluate the impact on your undergraduate teaching of the CLAS policies on low-enrolled courses?”

Overall, 30% said the policies had had a negative or very negative impact; of the remaining respondents, 44% said no impact, and 19% were not sure.

Results of cross-tabulation:

- Arts and humanities faculty were more likely than respondents overall to chose “negative” or “very negative” (40%).
- Social sciences were less likely to chose “negative” or “very negative” (16%).

5. “How would you evaluate the impact on your graduate teaching of the CLAS policies on low-enrolled courses?”

Overall, 44% said the policies had had a negative or very negative impact. Of the remaining responses, 31% said no impact, and 17% were not sure.

Results of cross-tabulation:

- Natural and mathematical sciences faculty were more likely than respondents overall to choose “negative” or “very negative” (51%).
- Social sciences faculty were less likely than respondents overall to choose “negative” or “very negative” (38%).

B. Open-ended Question: What changes or additional resources are needed to support teaching and learning in CLAS? (203 responses, or 45% of all respondents)

Most frequent results:

- One-third of those who answered this question asked for relaxation of the policy on low-enrolled courses at the undergraduate and graduate level. This result is consistent with responses to scaled items 4 and 5 in this section of the survey (see above).
- Nearly a quarter of those who answered (23%) specifically mentioned the need for more faculty lines.

Other frequent categories of response (each 11 to 12% of respondents to the open-ended question) were

- the need for greater access to instructional technology,
- more and better-paid teaching assistants, and
- improved facilities.

C. Discussion:

Faculty respondents expressed confidence that their departments could meet the curricular needs of their majors and their graduate students. Faculty also overwhelmingly believe the General Education curriculum has a positive effect on their departmental curricula. However, their aspiration is to do more than meet basic curricular needs. Faculty aspire to provide creative course offerings and offer a wider selection of courses in their disciplines and teaching/research specializations.

We see a systematic thinning of the curriculum and a narrowing of course options that threaten our mission as a flagship research institution. Departments and the College do not have enough faculty to offer more than the basic curriculum, and faculty feel they can develop and teach only courses guaranteed to attract student demand. The differences by discipline on scaled items 4 and 5 (the effects of low enrollment policies on undergraduate and graduate courses, respectively) may reflect disciplinary differences in the ways departments structure course offerings at the graduate and undergraduate levels. In the arts and humanities departments, where faculty organize their undergraduate teaching around smaller section courses, the impact of low enrollment policies on undergraduate courses is more severe than in other disciplines where faculty are more likely to teach lecture courses, at least at the introductory to intermediate levels.

In the “marketplace” for course seats, the curriculum becomes increasingly driven by student choices, and departments offer what the consumer will select. This situation dramatically alters the ability of faculty to design a curriculum that best reflects the current state of their disciplines.

### III. Resources

#### A. Responses to Scaled Items:

1. “Overall, how would you rate the quality of space available to your department for teaching and research?”

Overall, 37% of respondents described their department’s space as poor or very poor.

Results of cross-tabulation:

- Social sciences faculty were more likely than respondents overall to chose “poor” or “very poor” (44%).

2. “To what extent is the College of Liberal Arts & Sciences (CLAS) successful in supporting your needs for technology for teaching and research?”

Overall, 75% of respondents described the CLAS support for technology needs as acceptable or better.

Results of cross-tabulation:

- Assistant professors were more likely than respondents overall to find technology support at least acceptable (82%).
- Associate professors were less likely than respondents overall to find technology support at least acceptable (63%).

3. “How well does the CLAS support the needs of your department for faculty and staff lines, budget, and other resources?”

Overall, 61% of respondents said the CLAS supported their departments’ needs for resources acceptably or better.

Results of cross-tabulation:

- Natural and mathematical sciences were more likely than respondents overall to describe support as acceptable or better (74%).

4. “How supportive is the CLAS of your department’s initiatives?”

Overall, 72% of respondents answered that the CLAS supported their departments’ initiatives acceptably or better. “Don’t know” was chosen by 11% of respondents.

- B. Open-ended Question: “What additional space or resources would make the greatest difference to your department’s ability or to your own ability to carry out teaching and research?” (221 responses, or 48% of all respondents)

One-third of those responding to this open-ended question identified a need for modern, safer instructional space. These respondents identified a wide range of needs for teaching space, including small lecture rooms (for 50 to 75 students), and small discussion section spaces (for less than 50 students), performance and screening spaces, undergraduate laboratory spaces, practice rooms and studio space, conference rooms, and seminar rooms.

Another frequently mentioned need related to office space (19% of respondents to open-ended question). Faculty reaffirmed their desire to have teaching and research assistants housed with the departmental faculty and expressed a need for better office equipment.

Other frequently mentioned needs were more faculty lines (19% of those responding to this open-ended question) and various forms of research support (11%).

- C. Discussion:

The responses indicate that the College has better met some resource needs (e.g., technology needs, support for specific initiatives) than others (quality and quantity of space, faculty lines). The increasing allocations to the College of annual revenues from student computer fees, and the range of Collegiate or University funds to which departments can apply for support for special initiatives, may explain the generally positive results on these items.

Capital building projects, faculty lines, and departmental operating budgets come from different University and Collegiate budgets than do the non-recurring funds that support technology and special initiatives. The College’s recurring budget, which supports faculty and staff lines and departmental operating budgets, has been seriously affected by the budget reductions of the past three years. While capital projects are improving space in some areas of the College (e.g., Art and Art History, Journalism and Mass Communication, recently completed building and renovation for Biological Sciences), in other areas there remain longstanding and increasingly urgent needs for replacement of buildings and major renovations (the renovation of the Chemistry Building expected to begin in 2004, a still-unscheduled replacement for Seashore Hall, improved space for the units now housed in Macbride Hall and the Jefferson Building).

#### IV. Faculty Recruitment and Retention

- A. Responses to Scaled Items:

1. “How well has the College of Liberal Arts & Sciences (CLAS) supported your department’s efforts to hire the best candidates during the last 5 years?”

Overall, 78% said the College supported their departments’ hiring acceptably or better.

Results of cross-tabulation:

- Social sciences faculty were more likely to answer “poorly” or “very poorly” (23%) than were those in the other disciplinary groupings (both 11%).

2. “How well does CLAS support the careers of faculty after tenure?”

Results of cross-tabulation:

- Among respondents at tenured ranks (associate and full professor), 64% answered “acceptably” or better.
- Professors were more likely than associate professors to answer “well” or “very well” (36% of professors, 28% of associate professors).
- Outside of these two ranks, 72% of those responding answered “don’t know.”

3. “How satisfied are you with your faculty position?”

Overall, 83% of respondents answered “acceptable” or better.

Results of cross-tabulation:

- Assistant professors were more likely than the average respondent to choose “acceptable” or better (94%).
- Respondents who reported merit salary increases larger than five percent were more likely than average to choose “acceptably” or better (96%).

B. Open-ended Question: “What would make you more satisfied with your faculty position?” (264 responses, or 58% of all respondents)

Of those responding to the open-ended question, 31% mentioned a need to address salary issues (for example, to make salaries comparable to those at other Big 10 institutions, to repair salary compression, to improve health care benefits).

Other categories of frequent responses:

- more support of various types for professional development (19% of those responding), including travel, seed grants, reduced service expectations, and more leave time;
- administrative changes (16%), including clearer and more respectful communication with the Dean’s Office, more departmental autonomy, less paperwork;
- more or better resources (14%), including better space, better equipment, more resources to recruit students, and bigger departmental operating budgets;
- more faculty lines (14%); and
- more support for teaching (11%), including smaller course loads and more variety in course offerings.

### C. Discussion:

Overall, there are low levels of dissatisfaction with faculty positions or with the College's support for these positions. Assistant professors are more satisfied with their positions than are faculty overall, and associate professors are less satisfied than faculty overall. (This result is also consistent with focus group discussions held before the survey was administered, and with responses to the question on technical support under "Resources"—see p. 12 of this appendix.)

Assistant professors benefit from the College's hiring at competitive salaries and with teaching and research support that reflect market values. Associate professors may be feeling the salary compression that is the result of relatively small average annual salary increments across the College. In addition, after tenure, faculty are asked to do more service (at the department, Collegiate, University, and professional levels) while continuing to maintain a teaching and research record that will lead to eventual promotion to professor.

In response to the open-ended question as to what would increase their job satisfaction, faculty most frequently mentioned concerns about salary and salary compression, and also frequently mentioned other resources (support for research, infrastructure, additional faculty colleagues). The issues of salary compression and comparability of salaries at Iowa to other Big Ten salaries should be investigated, as should the related problems of associate professors' somewhat greater dissatisfaction compared to other faculty and the service expectations for women faculty and tenured faculty (discussed in the summary of section I of this survey, p. 9).

## V. **Governance**

### A. Responses to Scaled Items:

1. "Do DEOs in the College of Liberal Arts & Sciences (CLAS) have sufficient authority and autonomy to represent faculty interests to the College?"

Overall, 46% of respondents answered that DEOs have sufficient authority and autonomy to represent faculty interests, 20% answered insufficient, and 32% answered "don't know."

Results of cross-tabulation:

- Faculty in the social sciences and in the natural and mathematical sciences were more likely to choose "sufficient" (both 54%) than were faculty in the arts and humanities (40%).
- When "don't know" responses were removed from the analysis, similar proportions of the remaining non-DEO and DEO respondents chose "sufficient" (about 70%) and similar proportions chose "insufficient" (about 30%). (35% of non-DEOs and 6% of DEOs responded "don't know.")

2. “How effective are CLAS elected committees (Educational Policy Committee and Executive Committee) in making decisions and policy on behalf of the faculty?”

Overall, 15% of respondents described the elected committees as ineffective or very ineffective in making decisions and policy on behalf of faculty. “Don’t know” was chosen by 41% of respondents.

3. “How effective is the CLAS Faculty Assembly in representing faculty interests?”

Overall, 39% of respondents described the CLAS Faculty Assembly as ineffective or highly ineffective. “Don’t know” was chosen by 36% of respondents.

4. “How would you evaluate the extent to which CLAS faculty are involved in governing the College?”

Overall, 30% of respondents described faculty as adequately involved or very involved in governing the College, and 38% described faculty as inadequately involved. “Don’t know” was chosen by 30% of faculty.

Results of cross-tabulation:

- Male respondents were more likely to choose “not involved enough” (41%) than were female respondents (34%).

- B. Open-ended Question: “What changes would improve the ability of DEOs and/or governance bodies to represent faculty interests? (*146 responses, or 32% of all respondents*)

Of those who responded to the open-ended question,

- 27% said that faculty opinion should be solicited more frequently and valued more by the CLAS administration and governance bodies;
- 26% suggested various ways of restructuring the College’s Faculty Assembly, including reducing its size, clearly defining its role, giving it more authority, and replacing it with a council of DEOs;
- 19% suggested ways in which the DEOs’ role should be modified, including suggestions that DEOs have more discretionary power (e.g., more budgetary autonomy, meetings without the deans, giving their input more weight) and suggestions to make DEOs more accountable to their faculty;
- 10% asked for fewer dictates from the Dean’s Office, and more independence for the College’s governance bodies.

- C. Discussion:

Faculty Involvement. The high level of “don’t know” responses on all items related to governance indicate that faculty are uninformed about faculty governance and the role of the DEO in the College. A relatively small proportion of the faculty (30%) report the belief that the faculty are adequately involved in governance.

The responses to the open-ended questions indicated that procedures by which decisions are made need to be more transparent; faculty opinion must be sought, and it must be clear that these opinions are being taken into account, even when hard decisions need to be made and not everyone's preferences can be accommodated. Faculty need to have easy access to inform about what important issues are being considered by the elected committees and by Faculty Assembly.

DEO Position. The Committee discussed the possible reasons why DEOs and non-DEOs did not differ significantly on the question of whether DEOs have sufficient authority and autonomy (once the 32% of respondents who chose "don't know" were removed from the analysis). The pattern of responses may be confounded by the cultures of specific departments and by the degree of confidence that individual respondents have in the current DEO. The responses may also be confounded by the fact that DEOs are typically selected by faculty ballot, but are appointed by the dean and serve at the dean's pleasure. The responses did indicate that respondents in the arts and humanities are less likely to feel that DEOs have sufficient autonomy and authority to represent faculty interests to the College than are other respondents in other disciplinary groupings.

The College should continue to investigate whether the current relationship between DEOs and the College gives DEOs an optimal degree of authority and autonomy.

College-wide Governance Bodies. In seeking to understand the responses patterns on the effectiveness of Faculty Assembly, the self-study committee looked at the organizational chart of faculty governance in the College (Appendix A, Chart 3). The organization chart shows no connection between Faculty Assembly and the dean (who no longer chairs the Assembly) or the other elected committees (which are not constituted as the Assembly's steering committee or subcommittees). Both these disconnects are problematic. In so much as the Dean's Office is the center of power in the College, those closer to the dean have more influence. The Faculty Assembly is therefore (rightly) perceived as having little influence, and this perception is reflected in difficulty recruiting faculty to serve in the Assembly and difficulty obtaining a quorum at meetings. Moreover, the Assembly has at present a primarily negative function: it can block action but does not have the power to take constructive action. Nor does it seem to be a body to which faculty can take concerns that can be presented to the dean as issues for discussion or problem solving.

Both in this survey and in departmental discussions held in spring 2003, there were many suggestions for restructuring the Assembly, including making it smaller (at present, the ratio of voting faculty to representatives is 9:1), clearly defining its role and responsibilities, and continuing to make it independent of the dean. Some respondents to the faculty survey felt that junior faculty should have a larger voice there, others that more active scholars should be members, still others that it should be replaced with a council of DEOs, or that important issues should be submitted to a referendum of all faculty.

## VI. Communication

### A. Responses to Scaled Items:

1. “How would you describe the level of communication from the College or information about the College that you currently receive?”

Overall, 7% of respondents described the level of communication or information they received from the College as excessive, and 77% as sufficient. “Insufficient” was chosen by 15% of respondents.

2. “How would you evaluate your opportunities for or channels of communication to the Dean’s Office?”

Overall, 62% of respondents described their opportunities for or channels of communication with the Dean’s Office as sufficient and 21% as insufficient. “Not sure” was chosen by 15% of respondents.

- B. Open-ended Question: What additional types of/channels of communication would be of benefit to you as a faculty member? (*97 responses, or 21% of all respondents*)

The most frequent category of responses to the open-ended question were those focusing on more direct communication between the faculty and the dean (20%) and on improving the quality of communication between the faculty and the dean (also 20%).

Eighteen percent of those responding to the open-ended question expressed satisfaction with the current types of or channels of communication.

Fourteen percent suggested new channels of communication, including open forums with the dean, various on-line channels (soliciting on-line “comments,” a faculty listserv, web voting), and more meetings of the dean with departmental faculty and with departmental executive committees.

### C. Discussion:

Responses to the scaled items indicate faculty did not indicate a need for a larger quantity of messages from the College. The open-ended responses did not suggest types of information that need to be more readily available. Moreover, fewer respondents answered this open-ended question than any other open-ended question in the survey.

Responses to the open-ended questions in this section of the survey (and in sections I, V, and VII) have a recurring theme that the College should demonstrate more respect for faculty, departmental cultures, and disciplinary differences.

In some cases, faculty have a sense that what the College deems a “best practice” trumps the department’s culture and traditional practices. Where this sense is

strong, the department’s community and ability to work effectively together can be undermined. A similar situation is created by policies that seem to pit “the best” faculty or departments against “the rest”—e.g., in salary decisions, allocation of salary lines, and competition for funding. With the current debates over “excellence” that are engaging the academic community nationwide, these perceptions and feelings are not limited to the CLAS at Iowa. (See also the section on Internal and External Environment, below.)

More transparent communication could help the College administration deal with the challenges it faces. As one respondent said, “I understand the need for efficiency, but I also think better communication about the purpose for requested changes, the benefits those changes promise, etc., could avoid unnecessary resistance.” The University of Iowa—and particularly its College of Liberal Arts and Sciences—has a strong norm of inclusiveness and democratic governance that entails the need for effective communication.

In addition to the formal mechanisms of collegiate governance (Faculty Assembly, elected and appointed committees), there is an alternative path, under which DEOs discuss an issue or policy change with their faculty in departmental meetings and report the discussion to the Dean’s Office. Some departments and DEOs use this mechanism well, others do not. In either case, the mechanism itself is not necessarily integrated into the actual workings of the department or its deliberative patterns. Moreover, departments and the elected committees often have agendas that are largely taken up with directives, initiatives, and issues to discuss at the request of the dean. There is no formal mechanism by which faculty can present issues to the dean or the College for discussion, and faculty do not have the time or opportunity to construct their own agenda.

## **VII. Internal and External Environment**

### **A. Responses to Scaled Items**

1. “How well does the culture of the College of Liberal Arts and Sciences (i.e., its spoken and unspoken ‘rules,’ values, and assumptions) promote faculty and departmental distinction?”

Overall, 23% thought the CLAS promoted departmental distinction well or very well, 29% chose “acceptably,” and 29% chose “poorly” or “very poorly.”

2. “How would you evaluate the influence that CLAS has had on the culture of your department over the past 5 years?”

Overall, 37% of respondents described the College’s influence on departmental culture as positive or very positive, and 33% described the effect as negative or very negative. The remaining respondents did not know (17%) or thought there was no influence (11%).

Results of cross-tabulation:

- Arts and humanities faculty were more likely to choose “poorly” or “very poorly” (42%) than were respondents in the social sciences (29%) or natural and mathematical sciences (24%).

3. “How well do you feel the CLAS has responded to recent budgetary challenges?”

Overall, 78% of respondents felt the College had responded acceptably or better.

B. Open-ended Question: How does the culture of CLAS positively or negatively affect your professional life and that of your colleagues? (*195 responses or 43% of all respondents*)

There was no strong pattern of specific positive or negative effects cited in response to the open-ended question. Most of the positive effects cited had to do with support for faculty and the department; most negative effects cited were related to micromanagement by the College, demands made by the College, and the focus on “excellence.” However, no single category of response was mentioned by more than 9% of those responding to the open-ended question (4% of all survey respondents).

C. Discussion.

A majority of the faculty see the College’s culture as promoting distinction to at least an acceptable degree (53%), but a large minority (29%) do not. Responding to a question about the effect of the Collegiate culture on departments, 37% see a positive effect and 33% a negative effect. A higher proportion of respondents see the College’s culture as having a positive or very positive effect on their departments and as handling the budget situation well or very well (both 37%) than see the College as promoting distinction well or very well (23%).

The self-study committee offers the following interpretation, based on a reading of the responses to the open-ended questions. To accommodate the College’s goal of promoting distinction, and to achieve their own teaching and research goals in a time of stringent budgets, departments have improved their day-to-day operations. Faculty reviews have become more stringent, faculty have become more productive, and rewards (as well as punishments) have become more closely tied to performance. Departments have been repeatedly asked to focus their programs on areas of strength. Departments are often better administered and, in some cases, less troubled in their internal workings, than in the past. As one faculty respondent wrote, “the CLAS checks some of the unfortunate proclivities” of departments. Another wrote, “The College tries as hard as it can to put resources into aspects of professional development and achievement that will bear fruit.”

The culture of the College, and therefore of departments, appears to be decreasingly characterized by equality and collegial collaboration, and increasingly characterized by competition for resources and prestige. For example, DEOs must rank-order faculty for merit salary increases and as applicants for career development programs. In assessing the quality of a department, “countable” features such as course enrollments and grant dollars become more important. The document on achieving excellence that was circulated in spring 2003 antagonized faculty who saw it as promoting a “star system.” The culture of competition can also affect relationships between departments. The

open-ended responses had a consistent theme that some departments (humanities departments and small departments are frequently mentioned) are not treated equitably.

Some responses in this section and other sections of the survey indicate that arts and humanities faculty are less satisfied than other respondents with the effects of the College's culture on their departments and with the degree of DEOs' authority and autonomy. Responses in other sections of the survey indicated that social sciences faculty more frequently rated the quality of their departments' space as poor and more frequently were dissatisfied with the College's support for their departments' hiring than were other respondents.

Dialogue among the faculty should address the question of the appropriate balance between collaboration and competition, and the resources needed to support different disciplines at this institution.

### **VIII. General Assessment**

Question 1: Over the past five years, what has the CLAS done or changed that has had particularly good effects? *(172 responses or 38% of all respondents)*

Respondents were most likely to note the following improvements or positive things in the College:

- access to resources in support of faculty teaching and research (19% of those responding to the open-ended question),
- response to and management of the budget crisis (16%)
- new hires and support for hires (14%),
- increased visibility of the College (13%), e.g., through the logo, name change, restructuring of Dean's Office, and CLAS website.

These responses seem consistent with the discussions in faculty focus groups, though focus groups also mentioned other accomplishments as well: emphasis on diversity, facilitation of change in departments, support for interdisciplinary and international studies, support for junior faculty.

Question 2: What changes would most improve CLAS? *(179 responses or 39% of all respondents)*

Faculty were most likely to mention the following needs:

- more funding for salaries and other resources (22% of those responding to the open-ended question),
- administrative changes (18%), including appointing associate deans more familiar with the arts and humanities and having an advisory board for the associate dean of faculty;
- more positive communication with departments (12%),
- less micromanagement from the Dean's Office (10%).

Focus groups also mentioned support for retention of women and minority faculty, and more support for graduate programs and students.