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UA82 Analysis & Findings, WKU Faculty Opinion Survey

WKU Chapter AAUP

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ANALYSIS AND FINDINGS, WESTERN
KENTUCKY UNIVERSITY FACULTY OPINION
SURVEY, 1970
WKU Chapter of AAUP

ANALYSIS AND FINDINGS, WESTERN KENTUCKY UNIVERSITY
FACULTY OPINION SURVEY, 1970

by

Western Kentucky University Chapter
American Association of University Professors

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Western Kentucky University Chapter
American Association of University Professors

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The Chapter extends its thanks to those members of the Western Kentucky University faculty for 1969-70 who responded to the questionnaire by answering its questions and thereby informed the faculty in general of their opinions.

* * * * *

This report and the questionnaire form upon which it is based result from the thoughtful efforts of many persons. The Chapter thanks all of those persons. The Chapter members principally responsible for preparing the questionnaire, analyzing the responses to it, and writing this report are (listed alphabetically):

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FACULTY OPINION SURVEY, 1970

I. Introduction

In February and March, 1970, the Western chapter of the American Association of University Professors conducted a mail-out survey of the faculty of the University. The text material which follows below pertains to that survey and presents an analysis of the responses to the questionnaire.

II. Statement of purposes

The chapter conducted the survey because it believed there were good reasons for so doing. Its fundamental premise was that it would be possible in this way to secure from the faculty a quantity of information of statistically significant proportions. This would be information pertaining to certain professional and academic aspects of University operations. With it, the chapter could then accomplish, through analysis, interpretation, and reporting of the data, at least two purposes.

First, it could inform the faculty of the faculty's own view of some of the conditions prevailing at the University. The chapter acknowledges that faculty members individually already have information and an opinion about these matters--after all, the faculty member observes and lives with these conditions daily. The chapter supposes, however, that this observation is essentially a microcosmic view. That which may be missing, which the chapter believes this report will provide for the individual, is a clearer perception of the nature of these conditions University-wide. The chapter also recognizes that a belief that a condition exists--and some of the questions on the questionnaire essentially ask for beliefs--does not necessarily mean that the condition does, in fact, exist. Even so, what one believes may be as important in its effect and influence as the presence of the actual condition itself.

The second purpose was to inform the administrative officers of the institution as to the faculty viewpoint of these professional and academic aspects of University operations. This is, of course, a gratuitous and entirely unsolicited offering. We make it with the hope and intent that the information may be useful to them. This information may be soothing, disturbing, or somewhere in between. The chapter expects that if changes (of whatever nature) in University operations appear needed from what is reported here, Western's administrative officers will proceed to make these changes.

III. The survey

A. Procedures followed

The chapter constructed a questionnaire of 21 questions, some of which requested a write-in response or written comments.¹ The remainder presented "check-off" choices among alternative answers.

¹Computer printouts of questionnaire data are in the office of the chapter secretary. They may be viewed by interested parties.

These questions are stated at various places in the report which follows. Moreover, a copy of the questionnaire is appended to the report. See Appendix B. A cover letter prefacing the questionnaire informed the reader about the nature and purposes of the survey.² These items were sent to 553 members of the University faculty. Prior to this distribution, however, the officers of the chapter, through personal visits to them, gave information about the questionnaire and projected survey to the President of the University and the Vice-President for Academic Affairs.

B. Distribution and responses

The questionnaire provided for the anonymity of the respondent. There was a request, however, that the respondent identify: (1) his academic rank,³ (2) his college, and (3) his length of service at Western.⁴ The questionnaire instructions particularly stipulated that it was the faculty member's choice as to whether or not he responded to these identifier designators. As a consequence, several respondents chose not to answer the rank, college, or length of service questions.

The extent of distribution and response is tabulated below:

TABLE 1

MAILOUT AND USABLE RESPONSES*

<u>Community</u>	<u>Sent</u>	<u>Returned</u>	<u>Per Cent of Return</u>
All-University	553	357	64.5

*Responses are referred to above as "usable" because a number of blank questionnaires were returned. On the questionnaire cover letter the chapter asked that faculty return the questionnaire in blank if they did not wish to answer the questions. Adding these blank returns to the above figures, the University-wide rate of response becomes 70 per cent.

²Excluded were part-time faculty and, with one significant exception, other persons not adjudged to be teaching or research faculty. The exception was the distribution of 22 copies of the questionnaire to members of the Division of Library Services. Appendix A shows questionnaire distribution per college and department.

³Three rank categories were stipulated: (1) Professor or Associate Professor, (2) Assistant Professor or Instructor, and (3) Other "Visiting" faculty were included also in the first two of these categories.

⁴Three service categories were stipulated: (1) 1 to 3 years, (2) 4 to 6 years, and (3) 7 years or over.

TABLE 2

MAILOUT AND USABLE RESPONSES IDENTIFIABLE BY COLLEGE

<u>Community</u>	<u>Sent</u>	<u>Returned</u>	<u>Per Cent of Return</u>
College of Commerce	96	64	66.7
College of Education	143	69	48.2
Ogden College	117	75	64.1
Potter College	142	99	69.3
Applied Arts	52	18	34.6

TABLE 3

NUMBER AND PERCENTAGE OF RESPONDENTS IDENTIFIABLE BY RANK

<u>Rank</u>	<u>Respondents (N=³257)</u>	<u>Percentage</u>
Professor-Associate Professor	124	34.7
Assistant Professor-Instructor	203	56.9
Other	5	1.4
	<u>332*</u>	<u>93.0*</u>

*Additionally, 25 (7.0%) were unidentifiable by rank.

TABLE 4

NUMBER AND PERCENTAGE OF RESPONDENTS IDENTIFIABLE BY COLLEGE

<u>College</u>	<u>Respondents (N=357)</u>	<u>Percentage</u>
Commerce	64	17.9
Education	69	19.3
Ogden	75	21.0
Potter	99	27.7
Applied Arts	18	5.0
	<u>325*</u>	<u>90.9*</u>

*Additionally, 32 (9.1%) were unidentifiable by college.

TABLE 5

NUMBER AND PERCENTAGE OF RESPONDENTS IDENTIFIABLE
BY LENGTH OF TIME AT WESTERN

<u>Length</u>	<u>Respondents (N=357)</u>	<u>Percentage</u>
1 to 3 years	163	45.6
4 to 6 years	104	29.1
7 years or over	62	17.4
	<hr/> 329*	<hr/> 92.1*

*Additionally, 28 (7.9%) were unidentifiable by length of time.

C. Weaknesses of the questionnaire

The chapter acknowledges that its questionnaire may not be the best of all possible devices of such a nature. We would note, for instance, that it is not possible to identify respondents according to their department. The chapter did not ask for that information principally because of a belief that to do so would lower materially the rate of response. Yet were this information available, it would be possible to analyze these responses with much greater precision and consequent significance.

There also are unfortunately low rates of response from the College of Applied Arts (34.6%) and the College of Education (48.2%). This fact may make somewhat questionable the analysis-by-college report, which follows, in the case of these two segments of the University. Further, a few of the questions (for example, those referring to the English Proficiency Test and the Honors Program) pertain to matters about which some faculty members apparently do not have knowledge or full information. While this "failure to know" in itself may be important as a signal that something needs to be done here, it makes the measurement of the full range of faculty opinion difficult.

Finally, the categorical responses established may leave something to be desired. Perhaps responses more adequate or suitable than "Excellent," "Good," "Fairly good," "Needs some improvement," and "Needs much improvement" could have been devised. Suggestive of this problem is the comment by one perceptive respondent:

The choices Excellent . . . [etc.] are not precise enough and in some instances overlap. For this reason, they will not, on several questions, provide a valid gauge of faculty feelings. . . . I hope there are few universities in the country where the faculty would feel there was little or no need for improvement in most of the areas covered by the questionnaire.

It may be that the principal significance of the answers to some of these questions lies in their distribution predominantly on one end of the scale represented by "Excellent" at one end and "Needs much improvement" at the other. Certainly in several instances the expressed opinion is so overwhelmingly one-sided that there is no doubt as to its meaning. In any event, the chapter believes that this reported information is valuable.

IV. Analysis of the responses

The data secured from the responses to the questionnaire are analyzed below under four major headings: (1) the overall response to each question, (2) the responses to the questions according to academic rank categories, (3) the responses according to the respondent's college, and (4) the responses according to the respondent's length of service at Western. While the responses to every question are not analyzed in terms of rank, college, and service, a comparative analysis is given in each case where significant differences appear.

The reader is referred again to Tables 3, 4, and 5 to note the distribution of respondents among these rank, college, and service categories. No attempt has been made to determine if the distributions therein parallel the university-wide distribution of the entire faculty into these same categories. However, except for the lower rates of response from faculty in the Colleges of Applied Arts and Education, there appears to be no unusual pattern of response or lack of response.

A. Overall responses

This information is presented below under several topical headings. Although the questions were stated on the questionnaire in no special sequence, they may be dealt with as groups of related questions. The basic data are in the form of numbers of responses and corresponding percentages of respondents. Respondents' written answers and commentary are included as illustrative matter where appropriate. Such quoted material as is included does not comprise all responses and comments returned on the questionnaires. The quotations used are intended only as samples to illustrate the nature and range of faculty views.

1. Faculty-student relations

Three questions relate principally to the relationships between faculty and students. Question No. 1 asks "How would you evaluate the communications that exist between the faculty and students at Western?" Fourteen (4%) respondents answered "Excellent," 107 (30%) marked "Good," 103 (29%) marked "Fairly good," 86 (24%) marked "Needs some improvement," 39 (11%) marked "Needs much improvement," and 8 (2%) did not answer this question.⁵ Since the questionnaire did not suggest what the term "communications" might include, the respondent was left free to place his own interpretation on the word. The largest single group of

⁵Percentages are rounded to the nearest whole number.

respondents (107 or 30%) view these communications as being "Excellent" and a majority of the faculty (63%) apparently believe they are at least "Fairly good."⁶

A second question (No. 18) asked for both an appraisal and comments: "How would you evaluate the guidance Western gives its best undergraduate students?" A rather large number (51 or 14%) indicated they did not know or else they did not answer this question. There appears to be a lack of knowledge of this matter. Representative comments were "I do not know the extent of the guidance" or "Not familiar with guidance procedure" or "New teachers are not given any help, information (specific) or training in guiding students; seems to me this is needed." Three respondents (1%) said guidance varies among departments and colleges. Within the remaining group (303 or 85%) there is an almost even division of opinion as to the value of this guidance. Approximately 43 per cent marked either "Excellent" (7 or 2%), "Good" (48 or 13%), or "Fairly good" (98 or 28%), while 42 per cent indicated that guidance needed improvement, either "some" (89 or 25%) or "much" (61 or 17%). There were few favorable comments in comparison to the number of unfavorable ones. Sample comments are such as these:

"Good. Honors Program offers much stimulation and opportunity."

"Our 'best' students usually do not require much guidance."

"Those who desire guidance get it. Usually the better student desires guidance."

"Fairly good. I speak out of ignorance here. . . ."

"The advising system seems ill-organized and poorly equipped to aid the undergraduate."

". . . the emphasis seems to be on helping the incompetent get a degree (regardless of the cost) rather than trying to upgrade those who really have the ability and potential."

"Needs much improvement. It is quite meaningless in light of the fact that students often cannot get the courses which we have planned, together, to have them take. I wonder why we even bother with this charade--it isn't guidance."

"When tokenism is given to honor students such as a one hour program of recognition per year and only a meager sum (\$200) budgeted to the honors program; when the ball teams are acclaimed publicly by the president far above the outstanding students; . . . when money isn't made available to our needy best student scholars on a scale equal to even part of an athletic 'scholarship'; when the leadership on the honors program is simply subsumed (and at

⁶ It would be interesting--and perhaps instructive--to learn what student answers to this question would be.

the last minute this year) under the load of another existing position--and when so many of the best students leave Western each year, something is definitely lacking in the emphasis on learning."

The subject of the third question in the area of faculty-student relations is the Honors Program, already alluded to above. The question: "How would you evaluate the development and recognition of Western's Honors Program?" Here again there appears to be a lack of information or faculty knowledge of an aspect of Western's academic endeavors. Ninety-one respondents (26%) either gave no answer to the question or indicated they did not know how to evaluate it. For example; "Do we have one?" or "I wasn't aware that Western had an honors program" or "Too little contact to respond" or "I never meet anyone in it." The remainder responded as follows:

7	(2%)	- Excellent
42	(12%)	- Good
87	(24%)	- Fairly good
73	(20%)	- Needs some improvement
57	(16%)	- Needs much improvement

No one wishes to endorse the Program enthusiastically and unreservedly if questionnaire comments represent the range of faculty opinion of it. The few who had kind words said things like "Steadily improving" and "More use needed" or "Good. . . . Needs some expansion and depth--but basically quite tantalizing" and "Fairly good. I think most Honors colloquia are bull sessions and although perhaps good from the standpoint of motivation, ought not to carry academic credit." Opposing views are suggested by "I can't see that it fosters enthusiasm in students. They look upon it as a penalty for being 'good' students" or "almost completely moribund . . . most departments just ignore it" or "The Honors Program needs broadening. Small honors sections at the freshman and sophomore levels could encourage better students to excel." Further, "Needs much improvement. Appears to be severely underfinanced" and "I would reorganize the entire program from its leadership and conception to its methods of selection" or "Our Honors Program is one of the worst of its kind."

The idea of Western's use of the English Proficiency Test has been discussed within groups on the campus. Such a test would require every student to demonstrate satisfactorily a certain level of proficiency in writing before going further in his or her college work. Question No. 17 was asked to try to discover the extent of faculty acquaintance with this test and the measure of faculty support for its adoption. The question read "Have you any knowledge of or familiarity with the English Proficiency Test?" Of those respondents giving an answer (N=351), 147 (41%) said YES and 204 (57%) said NO.

A supplementary question (17a) asked the YES respondents to indicate whether or not they felt ". . . it would be helpful in the educational process here to require that Test at the beginning of the student's junior year?" One hundred fourteen of the first YES group of 147 again said YES. This number of 114 represents

78 per cent of the 147, a clear majority of that group which knew enough about the Test to have an estimate of its value. The weight of knowledgeable opinion therefore is found on the side favorable to its adoption as a requirement.⁷

2. University services and facilities

Several matters referred to in the questions may fall under this heading. One item relates to a point of University policy which seems to vex many of the faculty. It is the University's apparent reluctance to inform the faculty about the prevailing faculty and administration salary scales. The questionnaire did not ask for comment, but one faculty respondent wrote a note which is illustrative of the problem: ". . . why all the secrecy! Other universities have them published and available." The question (No. 7) asked "Do you feel that Western should have a published salary scale available to its faculty?" Six persons (2%) did not give an answer and sixty-three respondents (17%) said NO. By contrast, there were 288 YES answers, a rather substantial majority of 81 per cent.

To clarify still further the type of information wanted, YES respondents were asked to express a preference between "A statement showing only minimums, maximums, and incremental steps in each rank for the University as a whole" and "Information of a more specific nature, specific to whatever extent possible." Almost no preference was shown. One hundred forty-eight (42%) marked "A statement . . ." and 140 (39%) marked the "Information . . ." answer. At least one thing is clear. Western faculty want information about University salary scales.

Two questions were directed at opinion about the University libraries--their services and their holdings. The first asked "How would you evaluate Western's library services to you as a faculty member?" The rating is a favorable one. Forty-five respondents (12%) marked "Excellent," 119 (33%) marked "Good," and 96 (27%) marked "Fairly good," totaling 260 or 72 per cent of the respondents. Forty-six (13%) said the services needed "some improvement and 42 (12%) said "much" improvement. There were 9 (3%) who did not respond.

The second question pertains not so much to the library's staff and its policies as to University financial support for library purchases, the interest of deans and department heads, and the energy of the faculty itself. The question is "How would you evaluate Western's library holdings in your discipline?" The responses were "Excellent" 14 or 4 per cent, "Good" 99 or 28 per cent, "Fairly good" 86 or 24 per cent, "Needs some improvement" 89 or 25 per cent, "Needs much improvement" 60 or 17 per cent, and eight (2%) failed to answer.

⁷This question did not ask for comment but one YES respondent wrote "Emphatically. Many of our students can't write or spell."

⁸Because of an oversight in transfer of data from questionnaires to IBM cards, one response is unaccounted for. We wonder about the eight (or nine) faculty members who apparently have no opinion as to the library holdings in their discipline.

These numbers show that more than two-thirds of the 357 respondents rate the library holdings in their disciplines as being less than "Good." The analysis-by-college which follows may reveal the directions in which weaknesses in holdings lie, unless the foregoing is a universal view at this University.

The final question under the "services and facilities" heading has the Campus Bookstore as its subject. "How would you evaluate the Campus Bookstore as far as service to students and faculty members is concerned?" Thirty-one (9%) did not answer. Opinion in the remainder is almost evenly divided between those who express the belief that there is a need for improvement and those who evaluate the Bookstore as "Fairly good" or better. These responses:

9 (2%)	- Excellent
56 (16%)	- Good
97 (27%)	- Fairly good
100 (28%)	- Needs some improvement
64 (18%)	- Needs much improvement

This question asked for comments and 42 respondents gave them. Samples are:

". . . part-time night students appear to have difficulty arriving on campus when bookstore is open. . . ."

"Poor."

"Slow, poor service, limited number of books."

"Very much improved in past 12 months."

"Needs more variety other than textbooks."

"I am not in agreement with the philanthropic policy of earning profit to support the College Heights Foundation. Its objective should be to serve its customers in competition with privately owned bookstores."

"Cooperation has improved tremendously with Mr. Childress. But prices need to be lowered--rather than using profits for scholarships for a few, why not give everyone a break by implementing lower prices."

3. Teaching and research

In an effort to ascertain opinion, as well as certain facts, about some of the conditions attendant to teaching and research here, the questionnaire posed several questions. The University has policies and standards, of at least a semi-mandatory character, in reference to the faculty member and his teaching load. These policies do not always seem to be adhered to in various places and from time to time in the University. Many questions about these matters may suggest themselves, but in this questionnaire of limited scope only a few could be asked.

The first question was "What is your evaluation of the present teaching load system at Western?" The responses reveal an evaluation which rates this system as neither predominantly good nor predominantly bad. Other than the "no answer" responses (14 or 4%), about half the faculty (170 or 48%) think the system is "Fairly good" or better and the remaining half (173 or 48%) think it needs improvement. Within these numbers, 5 per cent rate it as "Excellent"⁹ and 16.5 per cent rate it as in need of "much" improvement.¹⁰

Two questions, of a nature more specific than the preceding question, were asked about subject preparations per semester--how many preparations per semester seem to be your department's norm and how many do you personally have this semester? The number of responses and the percentages of the totals are tabulated below:

Preparations Per Semester

	<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four</u>	<u>Five</u>	<u>No answer Don't know</u>
Dept. Norm:	2(1%)	104(29%)	158(44%)	48(14%)	12(3%)	33(9%)
His Own:	26(7%)	109(30%)	137(38%)	41(12%)	17(5%)	27(8%)

It is plain that the prevailing practice in the University is to have two or three preparations, with the latter number being more common. Exactly which departments seem to have a policy of one, four, or five preparations per semester is not, of course, revealed by the responses.¹¹ The four or five preparations situations appear to be in violation not only of University policy (albeit, perhaps, unofficial policy) and common practice generally among other departments, but also of accepted standards for securing instruction of the best quality.

Information that the faculty would in general prefer fewer preparations than its members presently have may surprise no one. A third question makes this its finding. It asks "How many preparations do you think would be a reasonable and appropriate number?" Over one-half (182 or 51%) of the respondents answered "two." No respondents opted for five preparations--apparently the 17 persons who are preparing for that many different courses this semester would prefer not to do so. Only 16 persons said four preparations were reasonable and appropriate--in contrast to the 41 faculty

⁹One "excellent" rater commented: "A lot of teachers have a lot of free time to gripe. Their load must be too light."

¹⁰The reader is referred to the answers to Question No. 21 which appear further in this report. "Reduce teaching loads" is suggested there as a means of strengthening the faculty role and status at Western. As an answer it ranks high (3rd place) among all means suggested as appropriate to that end.

¹¹See the analysis-by-college for the location of these departments.

members who report having four this semester and the 48 who say it is the norm in their departments. There were 123 respondents (35%) who selected three preparations as being the "right" number. Otherwise, four persons (1%) suggested only one preparation and the remaining 32 respondents (9%) did not answer.

Question No. 15 asked "Is research or creative production actively encouraged in your department?" No question such as "Is good teaching actively encouraged in your department?" was asked. Its omission and the inclusion of the question about research were not intended to indicate bias in favor of research. Western, the chapter proposes, has always been oriented toward teaching--and, we suppose, "good" teaching. It has only lately become oriented toward research and creative production, that is, more directed toward those ends than in the past.

Nevertheless, it is clear that this new emphasis (or perhaps more appropriately, more emphasis) on original inquiry has not spread throughout the University. Answering the question asked at the start of the previous paragraph, 209 (59%) said YES and 130 (36%) said NO. The remaining respondents either did not know or gave no answer. In other words, over one-third of the faculty here feel that in their departments research or creative production is not actively encouraged.¹² The reader is left to surmise whether this feeling is a consequence of a communications gap between department heads and departmental faculty or whether it results from something more fundamental.

Encouragement of research and creative production is one matter; support for it is another. The next question asked the faculty to evaluate Western's provisions for those activities in terms of facilities, other resources, and financial support.¹³ Over one-half of the respondents (208 or 58%) indicated a need for improvement--114 (32%) "some" improvement and 94 (26%) "Much." Eighty-three respondents rated the provisions as "Fairly good" and only forty-five (13%) rated them as "Excellent" or "Good." The remainder expressed no opinion.

Additionally, there is the matter of time for research and creative production. In answer to Question No. 16a, only 132 (27%) of the respondents said YES they have, or would have, adequate time available for those purposes. Other than the 21 (6%) "No answer" and "don't know" respondents, there were 203 (57%) who indicated that they did not, or would not, have the required amount of time.

¹² Although this question did not ask for a written answer or comment, one respondent wrote in "actively discouraged."

¹³ The latter three factors were mentioned as examples of what was included in "provisions" and were not separate categories requiring separate answers.

Finally, does Western adequately recognize ("reward") research and creative production? This question received fewer responses (309 or 87%) than any of the preceding questions on the same topic. They are as follows:

7 (2%)	- Excellent
47 (13%)	- Good
92 (26%)	- Fairly good
87 (25%)	- Needs some improvement
76 (21%)	- Needs much improvement

In reading the above account of the responses by category of answer one learns that slightly more people believe improvements are needed than believe the present system of recognition is adequate ("Fairly good"), or better than adequate.

4. Communications within the University structure

An appraisal of the nature of the communications that exist between the faculty and students at Western has already been made. The information in this section relates to the communications existing between other segments within the University community. As has been indicated previously, no definition of the term "communications" was suggested by the questionnaire.

First, consider the smallest segment, the department. Since there was no request that respondents identify themselves by naming their departments, the importance of the responses to the following question and the question immediately thereafter is of less significance, perhaps, than it would be were departments identified. Question No. 5 asks "How would you evaluate the communications that exist among the members of your department?" The responses show a general good feeling about this situation. Eighty-two (23%) rate these communications as "Excellent," 118 (33%) as "Good" and 64 (18%) as "Fairly good," totaling a majority of 254 or 74 per cent. Sixty-eight respondents (19%) thought there was a need for "some" improvement and 23 (7%) said "much" improvement.

Communications "between your department's faculty and its Head" are less favorably evaluated, but very slightly so; they are, in general, satisfactory. "Excellent" received 97 responses (27%), "Good" received 105 (29%), and "Fairly good" received 56 (16%). Only 42 (12%) said communications between the faculty and the Head needed "some" improvement. The most significant change in response, compared to the previous question, occurred in the "needs much improvement" category, which received 56 responses--16 per cent of the respondents.¹⁴ The chapter wishes it could provide precise information to those department Heads who would attempt to improve this situation where, apparently, improvement is needed.

¹⁴ Additionally, one respondent did not answer this question.

There is a sharp decline in favorable perceptions of the communications existing at the next higher structural level, which is dealt with in Question No. 3.¹⁵ The question "How would you evaluate the communications that exist between your college's faculty and its Dean?" received in the "Excellent," "Good," and "Fairly good" categories 184 (52%) responses compared to the 258 (72%) same-category responses to the previous question. The complete tally of responses to Question No. 3 is:

45 (13%)	- Excellent
74 (21%)	- Good
65 (18%)	- Fairly good
89 (25%)	- Needs some improvement
79 (22%)	- Needs much improvement
5 (1%)	- No answer

The reader may wish to consult information further over in this report so as to secure the faculty's impressions of these communications as analyzed on other bases, particularly the college-by-college appraisal.

Finally, an evaluation of the communications which exist between the faculty and the administration at the Dean level and above is the point of Question 2. Here the impression is the least favorable of all. Twenty-three respondents (6%) rated communications in this context as "Excellent," 61 (17%) rated them as "Good," 66 (19%) as "Fairly good," 93 (26%) thought they needed "some" improvement and 104 (29%) said "much" improvement. Ten persons (3%) did not answer. For quick comparison purposes, a summary tabulation of the responses to Questions 5, 4, 3, and 2 is as follows:

Responses by Percentages of Respondents

Q.	Segment	Excellent/ Good	Fairly good	Needs some/ much impr.	No Response
5	Within department	56	18	25	1
4	Faculty and Head	57	16	27	0
3	Faculty and Dean	33	18	47	2
2	Faculty and Administration	24	19	55	2

5. Participation in decision-making

The chapter wished to secure measurements of the extent to which faculty participate, and are willing to participate, in the making of decisions in a few situations of significance within the University. Some faculty members have expressed the view that they

¹⁵There is a rule-of-thumb in administration which says that communications get worse as the organization becomes larger. While recognizing the truth in that statement and its probable applicability here and in Question No. 2 which follows, the chapter would contend that communications do not necessarily have to be poor in a community of skilled and well-educated people.

were "hired to teach" and only to teach and therefore were not interested in the making of policies within the institution. Others have indicated that this was hardly a universal view shared by all of the faculty. The chapter believed that the finding of facts in these matters could be of value.

With reference to faculty readiness to take part in such a significant task, one question (No. 12) asked "To what degree would you as a faculty member be willing to participate in making University policy?" The responses should allay any doubts. Department heads and other administrators need have little fear that they are imposing an undue or unwanted burden on Western faculty in asking them to participate in policy-making. Of the 347 respondents, 136 (38%) said "Quite willing," and 159 (45%) said "Willing," while only 51 (14%) indicated that they "Would have reservations." One person (1%) said "Unwilling." By implication, one might propose that there is good evidence here that Western faculty want to have a share in that task.

As Number 12 was a "Comments" question, quotation of several of the written responses may be illuminating:

"Would like very much to see some meaningful participation by faculty in university policy. I don't feel that we have any effective voice now."

"Quite willing to participate in making university policy but not willing to be a member of a rubber-stamp committee."

"I am paid to teach."

"I do avow and suspect that any faculty member, desiring to participate, could."

"Willing to participate in academic matters."

"Quite willing to participate, if the administration recognizes and accepts the necessity and desirability of such participation (not the Academic Council)."

"Would have reservations. Interdepartmental idiosyncracies would make it difficult for a department member to create policy affecting other departments. Biases could rule a policy session a shambles, especially those of Western grads who have been retained or hired as faculty."

"I am not sure faculty should be involved except in the academic side."

"The Academic Council is too much tied up with mundane (albeit necessary) detail concerning courses and programs. It should be the innovator, the planner; thinking of where the University is going and why, and involved in the making of fundamental policy."

This is the least democratic institution in which I have ever worked. Partly, this may be a result of the 'kindly-paternalism'

which prevailed but I suspect that too many faculty are either afraid and/or don't give a damn just so long as their little nook is undisturbed."

So as to gain some insight into departmental level practices, the chapter asked the faculty to answer three questions. The first of these requested a response to the question "How would you describe the extent of your participation in the selection of new faculty personnel in your department?" The questionnaire provided three possible answers: "I am always consulted in the process," "I am sometimes consulted," and "I am never consulted." The responses were:

"Always consulted" - 73 or 20 per cent
 "Sometimes consulted" - 131 or 37 per cent
 "Never consulted" - 134 or 38 per cent
 No response - 19 or 5 per cent

Here, as in previous questions, it is impossible to assign responses to this or that department. Because of the number of "never consulted" answers, however, it appears that in the selection of new department personnel the non-involvement of faculty is a rather widespread practice.

A question supplementing the previous question also was asked: "How do you feel about your influence in that process?" Two answers were stipulated: "I feel that my viewpoint is generally influential in the final decision" and "I feel that my viewpoint has little, if any, influence in the final decision." Over one-half of the respondents (196 or 55%) believe that their viewpoint has little, if any, influence in the final decision as to new departmental faculty. Further, the number of respondents (113 or 32%) who feel that their viewpoint is "generally influential" in the final decision is considerably lower than the number of persons who are "always" and "sometimes" consulted in the process (204 or 57%). It would again appear that a large number of the faculty do not feel that they have much effect upon decision-making in this matter.

Question No. 11, the final of the three which were directed at the departmental level, asked "How would you evaluate the individual faculty member's participation in other departmental matters in your department requiring decision-making?" By a slight majority the views are favorable:

33 (9%) - Excellent
 75 (21%) - Good
 81 (23%) - Fairly good
 85 (24%) - Needs some improvement
 78 (21%) - Needs much improvement
 8 (2%) - No answer

The statistics immediately above reveal that no single viewpoint is predominant among the faculty. Written comments, requested in the question, suggest the range of opinions held. Samples of these comments are:

"Our chairman is hostile to advice."

"Committee meetings of specific areas are needed."

"Western is in bad need of changing from the concept of department heads to department chairmen. Much too much power rests in the whims and personal peculiarities of the department heads in their finalities of decisions affecting large numbers of people."

"Most of the time I never know what is going on."

"Faculty doesn't voice concern. More content to bitch. Dept. Chairman does solicit opinions."

"Does not exist."

"On most matters teachers do not know enough about the total department program to have much knowledge to make wise decisions. Everybody wants for himself and his own special interest. He should be busy teaching--if that is what he signs his contract to do. Therefore, he would not have time to be making policy. He should be heard and respected but not be in a position to decide for all."

The way we learn of things usually is by reading the Park City Daily News."

"A very democratic department (Biology)."

"No consultation, no trust, no professional dignity of any kind tolerated."

"We have no voice in these matters. We are merely told what is to happen. We have attempted discussion in the past but this has only provoked ill-will and suspicion of rebellion."

The final question pertaining to faculty involvement in decision-making was a rather general one asking "How would you evaluate the role of the Western faculty in academic decision-making?" The questionnaire did not ask for comments following this query and none were received. The distribution of responses on the "Excellent" - "Needs much improvement" scale, however, is sufficient to indicate the intensity of faculty feeling in this matter.¹⁶ Seventeen respondents (5%) gave a "don't know" answer or did not answer at all. The division with the remaining 340 respondents was as follows: "Excellent" - 4 (1%); "Good" - 56 (16%); "Fairly good" - 56 (16%); "Needs some improvement" - 102 (28%); "Needs much improvement" - 122 (34%).

Summarized in a slightly different format, 60 respondents (17%) rate the faculty role in academic decision-making as good to excellent and 56 (16%) rate it only as "Fairly good," while 224 (63%) of the respondents think that it needs improvement. And

¹⁶See also the analysis of the answers to Question 21, which follows below.

it is noteworthy that of all the questions posing this five-category response continuum--there were 15 such questions--this last question received the largest number and proportion of "Needs much improvement" responses. Plainly, the faculty feel strongly about this matter.

6. Strengthening the faculty role and status

The questionnaire terminated its listing of substantive questions with an open-ended one. It invited the faculty to "List in order of importance the three areas in which you think priority should be given to strengthening the faculty role and status at Western." A large number and a wide variety of answers resulted.¹⁷ In order to simplify analysis of them, principally to make possible computer assistance in determining the nature and extent of responses, the analysis committee initially established several categorical subject headings. These simplified topical headings were based on the written responses themselves. It was possible to include many of the answers under these headings. Each heading, and the number of responses included under it, are stated below:

<u>No. of Responses</u>	<u>Heading</u>
98	"More faculty participation in university decision-making
69	"Create better communications"
56	"Reduce teaching loads"
46	"More support for research"
34	"Higher salaries"
30	"Improve quality of faculty"
30	"Create a Faculty Senate"
24	"More emphasis on academic excellence"
21	"Secure a faculty vote on the Board of Regents"
11	"Reform the Academic Council"
11	"Stop inbreeding of administrators"
9	"Equitable salaries among colleges"

In the course of the analysis, other patterns of similarity among responses became evident, and a supplementary list of topical heading categories was established.¹⁸ These and their response totals are as follows:

¹⁷The great majority of the comments and written answers were straightforward, germane, and seemingly made in a serious vein. Somewhat atypical was one response to Question 21 (which asked for suggestions as to how to strengthen the faculty's role and status). The respondent suggested "Better qualified deans--qualifications other than ability to pray in public."

¹⁸These secondary categories were not the subject of computer tabulation. Instead each person on the committee making the questionnaire analysis kept his own account of them as they appeared on his group of questionnaires. The assignment of responses to both the initial and the secondary lists of topical headings involved, of course, subjective judgments by each committee member.

No. of
Responses

Heading

37	"Change/increase faculty participation in academic matters:
32	"Change/improve faculty-administrative relations"
27	"Provide better services/facilities for faculty"
23	"Change/improve faculty participation on committees"
20	"Provide more recognition for faculty who excel"
17	"Improve rank/salary/tenure/promotion policies"
16	"Improve student-faculty relations"
16	"Faculty participation in self-evaluation or evaluation of Heads and Deans"
15	"Revise teaching load policies"
12	"Change/improve procedures for selecting administrators"
6	"Improve financial help for faculty education"

It is apparent that several of these response topics relate directly or closely to questions and responses noted prior to Question No. 21. Also, there is a degree of overlap among some of the response topics themselves. An extensive, though not a complete, listing of actual responses given to Question No. 21 follows:

"Notification of decisions prior to reading them in the local paper . . . Board of Regents seek and respect opinion of faculty."

"Is there really a chance for advancement for those who do not have at least one degree from Western?"

"More recognition and support in areas other than sciences and athletics."

"Higher pay for people with 'only' a master's degree so that they can afford to go back and get the 'almighty' Ph.D."

"I have no objections of any kind. I operate freely and independently."

"The total organization of the university needs a thorough overhaul--this is a university, not a small college."

"Administration should concentrate, for a change, on quality instead of quantity, better teaching instead of more fringe-area proliferations and programs. . . . If USA and Red China can talk, maybe regents and faculty could also. We may never be friends, but if they knew us they would very likely be somewhat less hostile to our interests and aspirations."

"Concentrate on getting all department heads men of high quality and leadership. . . . When time comes to replace some of the deans, shoot for men of higher intellectual capacity and leadership."

"Recognize professional training and experience other than at Western. . . . Appoint advisory committee of senior qualified professors to head of dept. . . . reduce teaching load to 2 preparations in which the teacher should be a qualified trained specialist."

"Have service organizations (physical plant, purchasing, etc.) who SERVE rather than regulate. . . . Maintain (obtaining, first) an A- to Bplus salary schedule in order to attract a better quality of faculty. The better quality will then force a strengthening of the faculty's role and status at WKU."

"The administration needs to hold faculty meetings in which problems are aired and opinions of faculty members sought so that the faculty will feel a part of this institution and the making of policy."

"Careful consideration to the personal qualities of an individual before he is allowed to join the faculty."

"A professional means of inviting unhappy faculty to leave."

"More understanding of what is possible to do with a program because of departmental budget, etc."

"More qualitative raises (i.e., for degrees, etc.)."

"Increased salary at Professor and Associate Professor levels."

"Reasonable limits needed in class size."

"Salary scale clarification of potential especially to those of us who aspire for improvements. This would discourage so much of the dead wood we have."

"Open up and clarify opportunities for course work taken by faculty--we need this for further emphasis on Ph.D. program taken on by faculty members."

"Allow various 'specialists' in their field more influence in making up the recommendations for curriculum in their own field."

"More consideration given to ideas and suggestions of students."

"Deans are able to omit ideas they don't like from the agenda of the various standing committees."

"Recognition and assistance of creative production as valid research."

"Research facilities in our library need to be improved."

"Publish salary scale."

"Evaluations of administrative officials."

"Greater inclusion of new faculty in decision-making processes (by voting)."

"Greater attention to student-faculty ratios and provision of innovative programs to deal with such student-faculty interaction."

"Use knowledgeable faculty and students to recruit superior students."

"Need program development priorities for all colleges."

"Need better travel allowances."

"More information for new faculty."

"Every faculty member should each semester be able to offer at least one course which he designs himself and wants to teach, regardless of departmental designation."

"Equal teaching load."

"Every administrative official, especially department heads and college deans and the President, should be subject to a vote of confidence every three years, on the part of the faculty."

"Need for a strengthened student guidance program."

"University social policies such as open housing."

"Each faculty member should have voting power in every decision affecting the department to which he is assigned (and also every decision affecting the college he is in). This should go beyond the power of simply recommending."

"Equal counseling load."

"Get rid of dead wood! Faculty and Administration."

"Reward good teaching."

"Replace the Academic Council with a legitimate Faculty Senate."

"The establishment of democratic procedure in the choosing of department heads and deans."

"More consideration of faculty ideas by the administration."

"More solicitation of faculty opinion."

"Improve hiring policy. Consult faculty when hiring."

"Positive announcement of rank and tenure changes."

"Face-to-face evaluation of faculty by administrators each year."

"The creation of a responsible Board of Regents."

"Need fewer committees."

"Greater emphasis on and recognition of faculty publications. Recognition of the idea 'The faculty is more important to the University than some other groups of employees.'"

"Restricting deans and department heads from teaching off campus courses each semester for extra pay. Regular faculty are not allowed to do this."

"Don't know, but something needs to be done about the way such decisions as next year's schedule was handled, etc."

"Reduce the power and influence of the Education-Athletic-Physical Plant Hierarchy."

"Help bring about administrative changes to reduce amount of shallow, unimaginative, politically motivated mediocrity in administrative positions."

"Matter of performance in classroom should be first."

"Less 'infighting' at the administrative level."

"Financial aid for travel to conventions."

"Personnel evaluation forms should be discussed with each faculty member by department chairman."

"The outspoken faculty member does not seem to be appreciated at this institution."

"Student counseling. More concern for the teacher to student relationship and student service."

"Publicity on activities of faculty groups' part in Western's programs and accomplishments."

"Teaching and not research."

"Administration-faculty communications--at all levels--pre-and post facto--not through the public press."

"New faculty members are often hired at beginning salaries which exceed the salaries of faculty members on the staff for years."

"Building faculty from diversified parts of the country."

"Increase facilities (elevators, offices, assistants, parking spaces, xeroxing machines) available to faculty."

"Democratization of departments."

"Publish salary increments--also budgets, at least what is available to each department."

"Faculty involvement in staff selection and curriculum development."

"We must establish continuous and personal dialogue with area high schools from which our students are drawn and those institutions of business, industry, education and government to which they go that what we do might be more relevant and efficient."

"Develop a set of faculty 'working papers.'"

"Professional ethics among faculty in our department."

"More interaction between faculty and students outside of class."

"A teacher improvement leave policy for untenured teachers."

"Reconstruction of Academic Council to lessen the strength of more or less administrative-oriented members."

"Better or more secretarial & staff services (for more productivity from faculty)."

"Departments should have a 'chairman' and they should rotate."

"Released time for community and public relations to provide leadership in Western Kentucky."

"All aspects of total load should be evaluated, e.g., program planning, liaison work between school and community, participation in community affairs, etc., university service in addition to class loads."

"More official recognition for those engaged in teaching rather than research or publishing."

"Equal pay and rank opportunities for men and women having equal training and experience."

"More attention to the graduate program."

"Recruitment of non-Westerners to teach, for the next 25 years."

"Financial assistance for outstanding faculty members who must return to Graduate School to get terminal degrees."

"Faculty support of student strength in all aspects of university administration, etc. Also recreation programs for faculty and students. Study of student problems and make recommendations for alleviation of them to avoid student turmoil."

"A change of morale. The fact remains that quite often we are made to feel like "employees" of the University rather than an integral part."

"Self-evaluation of the faculty by the faculty."

"Put new faculty on some of the committees so as to bring in new ideas."

"Trustworthy faculty welfare or grievance committee."

"Greater faculty share in selection of administration officials."

"Mandatory department meetings, published (or circulated) minutes."

"Philosophy and long range planning."

"Greater recognition of research and creative output."

"Establishment of 'open and fair' policy on faculty salary schedule, bringing salaries of academic deans in line with faculty."

"I am concerned about the apparent 'authority' exercised by non-academic personnel at Western. Academic matters should be handled by academicians."

"More time & opportunity to deal with students and better relations with them."

"More emphasis to education, the student, and research and less to politics and the old-line hometown WKU philosophy."

"Give each faculty member an opportunity annually to evaluate his Head and Dean; each Head an opportunity to evaluate his Dean--a meaningful evaluation which would have an influence on upper-level decision makers."

"A more diverse faculty should serve on the committees rather than the same hand-picked group each time a significant committee is appointed."

"Faculty should be more involved in continually evaluating the programs, administration, faculty and students at Western."

V. Summary of analysis of the responses

A. Faculty-student relations

The apparent view of a majority of the faculty is that relations between the faculty and the student body, or students individually, are at least fairly good. However, in the face-to-face counseling of students, improvements in the processes are needed. More specifically, we do not seem to serve our best students very well in this matter, according to the opinion of about half the faculty. The adoption of more systematic counseling procedures as well as a more thorough indoctrination of the counselors themselves are suggested frequently as being needed.

Respondents view the Honors Program as being of doubtful value as presently constituted and suggest that the totality of its operation--funding, direction, scope--may be in need of restudy and revision. Only some 38 per cent rate the program as "Fairly good,"

"Good," and "Excellent." A disproportionate number of faculty (25%) appear uninformed about this program. And to strengthen the University further academically, Western's adoption of the English Proficiency Test as a requirement of all students is favored by a large majority (77%) of those faculty who are knowledgeable about the test.

B. University services and facilities

The greatest show of unanimity of opinion appearing in the entire questionnaire answered a question asking if the faculty want more information about University salary scales. Over 80 per cent of the respondents say they do. There is a division of opinion as to the format of this information, but at the least the faculty want to know the minimum salary level, maximum salary level, and incremental steps, within each academic rank in the institution. Half of those 80 per cent expressed a wish to know facts in more detail.

While library services are seen as adequate or better than adequate, library holdings need improvement, according to 41 per cent of the respondents. Only 31 per cent rate the holdings in their disciplines as being "Good" or "Excellent." The volume of and variation in "check-off" responses pertaining to the Campus Bookstore give evidence of an inconclusive opinion about its operation. However, the majority of the written comments to the question are critical of the Bookstore.

C. Teaching and research

The responses to the question asking for an evaluation of the present teaching-load system indicate an almost even division of opinion between those who consider the system "Fairly good" or better and those who think it needs improvement. But observing the responses at the extreme ends of the scale, three times as many faculty think it needs "much improvement" as believe the system to be "Excellent." An additional measure of the intensity of feeling about this matter also may be found in the write-in responses to Question No. 21. There "reduce teaching loads" was recommended very often--in third place in frequency of mention among 23 categories of responses for which frequency of mention was counted.

Preparation for either two or three different courses per semester represents the average faculty member's responsibility. About three-fourths of the respondents indicate that this situation is their departmental norm. Over 15 per cent say that four or five preparations characterize their departments--an unusually large proportion, in our view.

If the University wishes to broaden its orientation by strengthening a commitment to research, apparently changes must occur. Approximately one-third of the respondents indicate that in their departments research and creative production are not encouraged. Further, six out of ten faculty responding feel that the University ought to provide more tangible support--not merely

"encouragement"--for these academic endeavors. It may also be noted that "more support for research" is frequently mentioned (in fourth place among responses) as a means of strengthening the faculty's role and status here. Finally, more time made available for these purposes is needed, according to some 57 per cent of the faculty.

D. Communications within the University structure

Improvement in the processes of communications within the University structure should be made if questionnaire responses evoke changes. Within departments and also between departmental faculty and Heads communications appear to be satisfactory. However, this generalization should not obscure the fact that one-fourth of the faculty believe that communications between themselves and their Heads need some or much improvement. The reader may judge for himself the situation in some departments by noting written comments in answer to Question No. 11.

About half of the faculty believe communications between themselves and their college dean are in need of improvement and a rather large proportion (22%) see these in need of MUCH improvement. That this particular evaluation differs noticeably from college to college may be seen further on in this report. A larger number (55%) of the faculty suggest a need for improvement in communications between the faculty and the administration at the Dean level and above. Perhaps it would not be unfair to say that the flow of communications from administration to faculty (and vice versa) is less than good. In this connection, note that "create better communications" as a category of response to Question No. 21 is second in frequency of mention by respondents.

E. Participation in decision-making

Without much question, the extent of faculty participation in decision-making at the departmental level varies within the University. This conclusion is based on the responses to two questions. The first reveals that in the process of selecting new departmental members only 20 per cent of the faculty are "always consulted" by the department Head. An additional 37 per cent are "sometimes" consulted and an equal number are "never" consulted. And in answer to a second question on this matter, over half (55%) of those consulted feel that their viewpoint has little, if any, influence in the final decision made.

In decision-making on matters other than choosing new faculty there is almost the same record. Forty-five per cent of the respondents think that improvements should be made in the extent to which they may participate in deciding on other departmental matters. The reader again is referred to the written comments made in response to Question No. 11. Some of these comments are quite pointed.

Shifting from the departmental level to the University-wide level generally, the question about participation produces an even

more negative response. Approximately 63 per cent of the respondents think that the role of the faculty in academic decision-making within the University needs improving. Question No. 21 responses supplement and reinforce this viewpoint that the faculty do not now play an adequate role in this process.

Is the failure to participate referred to above the consequence of the faculty's refusal or lack of desire to participate? The responses do not so indicate. The large majority of those who answered (82%) stated that they were "willing" or "quite willing" to participate in academic decision-making. Evidently the faculty are ready to have a more effective role, but in some parts of the University they are not now given sufficient opportunity to do so.

VI. A comparison of faculty opinions with respect to length of service

Of the 357 respondents, 328 indicated their length of service at Western by checking 1-3 years, 4-6 years, or 7+ years. It was assumed there might be considerable differences of opinion among the three groups.

But the most significant conclusion that can be drawn from this section is that no group was completely satisfied or wholly dissatisfied with the conditions at the University. The faculty members who had been at the University the longest were more likely to view conditions favorably than the other groups. The 1-3 year people were most likely to indicate "Needs much improvement," but the 4-6 group also indicated considerable dissatisfaction on several points, as did a considerable number of the senior group.

Among the three groups there were other differences of opinion. The 1-3 group were least satisfied with University services, especially the absence of a published salary scale and the services and holdings of the library and book store. The 4-6 year people were least impressed with the role of the faculty in decision making at the departmental level, and gave the lowest evaluation to communications between faculty members and their department heads and higher officials of the University. The 7+ group were least favorably impressed with the University's recognition of research, but indicated the most satisfaction with communications between the faculty and administrative officials and with the role of the faculty in academic decision-making.

The 1-3 group almost certainly contains a higher proportion of young faculty members than either of the two other groups. On such points as library holdings, they may have applied standards based upon their recent or current graduate experience. The 7+ group probably contains the largest proportion of tenured faculty members in the upper ranks. At least some of them are likely to be entrenched in secure niches from which they view familiar problems with some degree of complacency.

A. Faculty-student relations

Most of the differences were relatively minor. The 7+ group was the group most favorably impressed by the guidance given the undergraduates (Q. 18), and they gave the highest evaluation to the Honors Program (Q. 19). A large number of the faculty were familiar with the English Proficiency Test (Q. 17, 17A). Of the three groups, three to four times as many respondents favored the test as opposed it.

B. University services and facilities

The 1-3 group indicated the greatest dissatisfaction with the points raised in this series of questions (7, 13, 14, 20). They were most insistent upon having a published salary scale, and they were most critical of library services (Q. 13). Only 37 per cent ranked the services "Excellent" or "Good," as compared with 52 per cent for the 4-6 group and 55 per cent for the 7+ group. They were also most critical at the lower end of the scale; 34 per cent of them marked either "Needs some improvement" or "Needs much improvement." The comparable figures for the 4-6 and 7+ groups were 20 per cent and 13 per cent.

The junior group were also most critical of the library holdings within their disciplines (Q. 14). Only some 20 per cent of the 1-3 group rated the holdings "Good" or "Excellent," while 37 per cent of the 4-6 group and 50 per cent of the 7+ group gave the holdings these same favorable ratings. Similarly, more of the 1-3 group (57%) thought this area of academics needed "some" or "much" improvement than either the 4-6 group (33%) or the 7+ group (23%). The services of the Campus Bookstore were evaluated as "Excellent" or "Good" by between 16-21 per cent of each of the groups. The need for "some" or "much" improvement totals were 50 per cent (1-3), 49 per cent (4-6), and 37 per cent (7+).

C. Teaching and research

Because their teaching load is probably the heaviest, the 1-3 group were the most dissatisfied with the teaching load (Q. 8). Fifty-four per cent of them checked "Needs some improvement" or "Needs much improvement." The same responses were given by approximately 45 per cent of the other two groups.

The longer that a faculty member has been at Western, the less convinced he is that research is encouraged in his department (Q. 15); 64 per cent of the 1-3 group answered "Yes," research is encouraged, to 58 per cent for the 4-6 and only 50 per cent for the 7+ groups. Those with the shortest tenure were, however, the most critical of the provisions made by Western to encourage research. The "Needs some improvement" and "Needs much improvement" percentage ratings were, in order, 67, 55, and 50.

All groups were unimpressed by the school's recognition of research (Q. 16B) with the senior group displaying the most displeasure. The recognition provided was labeled "Good" or

"Excellent" by between 11 to 15 per cent of all groups but there was a contrast of opinion at the other end of the scale. The 7+ group voted about 58 per cent for improvement while only some 45 per cent in each of the other groups voted the same way.

D. Communications

Communications among departmental members (Q. 5) were rated "Excellent" or "Good" by 61 per cent of the 1-3 group, but by only 40 per cent of the 4-6 group, and by 58 per cent of the 7+ group. Only 22 per cent of the 1-3 group marked the need for "some" or "much" improvement; the percentage (29) was almost the same for the other two groups.

The faculty members with the briefest tenure at Western indicated the best communications with their department heads (Q. 4); 32 per cent of them marked "Excellent," in contrast with 19 per cent (4-6) and 24 per cent (7+). On the other hand, the 4-6 group felt communications were most in need of improvement. Approximately one-third of them held this view as compared to about one-fourth in each of the other groups.

Of the three groups, the least favorable opinion of communications between faculty and dean (Q. 3) was held by the 4-6 group. Only 8 per cent of their answers rated these communications as "Excellent" in contrast to the other two groups' average of 14 per cent. Further, almost 31 per cent of the 4-6 group thought these communications need "much improvement." Only approximately 20 per cent of the 1-3 and 7+ groups gave the same category of answer.

The 7+ group contains the highest percentage of administrative officials and the senior faculty members who have the closest contacts with them. This association may have been reflected in the responses to the question about communications between the faculty and the administration at the Dean's level and above (Q. 2). In the 7+ group 48 per cent evaluated these communications as "Excellent" or "Good"; about 21 per cent of the others marked their ratings similarly. Within the substantial number of all faculty who said communications between the levels need "some" or "much" improvement, the worst opinion was held by the 4-6 group (63 per cent), the next worst by the 1-3 group (55 per cent) and 50 per cent of the 7+ group had the same opinion.

Overall, communications were evaluated as best at the departmental level, although individual responses and comments indicated strong dissatisfaction in some areas. All three groups felt that communications with the upper administrative echelon left much to be desired.

E. Participation in decision-making

Most faculty members, regardless of length of service, indicated a willingness to participate in university decision-making (Q. 12), but those in the 7+ bracket displayed a bit more reluctance to do so than their colleagues in the other groups. The

most surprising return on the question dealing with participation in the selection of new personnel (Q. 10) was that the 7+ faculty members were only slightly more active in this capacity than their junior colleagues. Over half the faculty who were consulted on appointments were convinced that their opinions had little if any influence; the 4-6 group was particularly impressed (66%) with a sense of futility in this regard.

The 4-6 group also indicated the most dissatisfaction with the extent of their participation in other aspects of departmental decision making (Q. 11). Their negative percentage ("Needs some improvement-Needs much improvement") was 53; for the others, it was 43 (1-3) and 37 (7+).

In evaluating the overall role of the faculty in academic decision-making (Q. 6), 23 per cent of the 7+ group checked "Excellent" or "Good." This was slightly higher than the returns from the other groups: 15 per cent (1-3) and 15 per cent (4-6). But the percentage of those who thought improvements were needed did not vary a great deal: 63 (-13), 67 (4-6), and 58 (7+).

VII. A comparison of faculty opinions with respect to instructional ranks

In view of the small number of respondents in the categories of "unidentified" (25) and "other" (5), no effort was made to include them in this summary. To condense this report Professors and Associate Professors will be referred to as "upper ranks" and Assistant Professors and Instructors as "lower ranks."

A. Faculty-student relations

To the question concerning the quality of communications between faculty and students (Q. 1), only 2 to 4 per cent of instructional ranks felt that faculty-student relations were "Excellent." However, a majority of faculty members felt that relations were "fairly good" or "good." In general, the lower ranks felt that faculty-student relations were somewhat better than did the upper ranks. This may, however, only reflect the possibility that lower ranks have more contact with students on a daily basis than do upper ranks.

About half of the upper ranks felt that guidance given to students (Q. 18) was only "fairly good," while another quarter of this group indicated that "some improvement" was needed. The largest portion of the lower ranks also felt that improvement was needed.

With respect to the Honors Program (Q. 19), approximately 50 per cent of both groups felt the program needs "some" or "much" improvement. Only 2 per cent in each group thought the program "Excellent."

B. University services and facilities

The great majority of the faculty--288 "Yes" votes against 63 "No" votes--are in favor of some kind of published salary scale.

Responses are about equally divided with respect to the form that salary publication should take. Slightly more of the upper ranks (48 per cent as against 37 per cent of the lower ranks) want a salary scale showing only maximums and minimums. Thirty-one per cent of the upper ranks and 44 per cent of lower ranks want more specific information. The pattern that emerges is not illogical; it seems to reflect the desire of the lower ranks of the faculty to know what they would make if they stayed at Western and received promotions.

With reference to library services (Q. 13), more than half of the faculty responded in the middle range: 39 per cent of upper and 30 per cent of lower ranks thought that library services were "Good," while 23 per cent of upper and 30 per cent of lower ranks felt that they were "fairly good." A somewhat larger portion of upper ranks (18%) than lower ranks (7%) felt that library services were "Excellent." These differences of opinion may reflect two possibilities. On the one hand, the upper ranks have been here longer and therefore know better what is in the library. They may also have been the ones involved in ordering books and materials. On the other hand, the lower ranks may not have an intimate knowledge of the library collection, and they may have just arrived from larger libraries having excellent libraries. By comparison, Western probably looks bad.

A majority of each group felt the services of the Bookstore (Q. 20) are "Fairly good" or "Need some improvement." Hardly anyone thought that the Bookstore was "Excellent," although 16 per cent of each group thought it was "Good."

C. Teaching and research

Only 5 per cent of the upper ranks and 3 per cent of the lower ranks thought that the present teaching-load system at Western (Q. 8) was "Excellent." A breakdown of other replies is as follows:

20% of upper ranks and 22% of lower ranks responded	^{Good} "Needs some improvement"
20% of upper ranks and 23% of lower ranks responded	"Fairly good"
40%	45% - "Good" to "Fairly good"
39% of upper ranks and 30% of lower ranks responded	"Needs some improvement"
14% of upper ranks and 17% of lower ranks responded	"Needs much improvement"
53%	47% - Needs "some" or "much" improvement

Therefore 53 per cent of upper ranks and 47 per cent of lower ranks felt that an improvement in teaching load is needed.

The question relating to how many preparations seem to be the departmental norm (Q. 9) may have been ambiguous. It was apparently not always clear whether the question referred to the number of classes or to the number of different courses. A breakdown of the responses to this question follows:

44% of upper ranks have 3 preparations

45% of lower ranks have 3 preparations

79% of upper ranks have 2 or 3 preparations

73% of lower ranks have 2 or 3 preparations

Only 16 per cent of upper ranks and 18 per cent of lower ranks have 4 or 5 preparations.

The question dealing with the number of preparations the respondent actually has this semester (Q. 9) is analyzed below:

28% of upper ranks and 33% of lower ranks have 2

41% of upper ranks and 37% of lower ranks have 3

Only 12% of the upper ranks and 20% of the lower ranks have 4 or 5 preparations.

The next question dealt with the number of preparations which the respondents would consider reasonable (Q. 9b):

No one selected 5 as a reasonable number.

Only 4 per cent of each group thought that 4 was a reasonable number.

One third of each group felt that 3 was a reasonable number.

Slightly more than 50 per cent of each group felt that 2 preparations were reasonable.

The extent to which research is encouraged by the University is considered in the next group of questions. Two thirds of the upper ranks felt that research was encouraged in their departments; one half of the lower ranks held the same opinion (Q. 15). Yet a majority of the upper ranks and almost two thirds of the lower ranks felt that "some" or "much" improvement was needed with respect to provisions for research (Q. 16a). And about one half of each group thought that recognition of research was only "fairly good" or needed "some improvement" (Q. 16b). Hardly anyone felt that recognition of research was "Excellent."

D. Communications within the University

In response to Question No. 2, only 8 per cent of the upper ranks and 5 per cent of the lower ranks thought that communications between faculty and administration were "Excellent." Opinions at the lower end of the scale are set forth below:

24% of upper ranks and 28% of lower ranks felt "some improvement" was needed

32% of upper ranks and 30% of lower ranks felt "much improvement" was needed

56% of upper ranks and 58% of lower ranks see a need for improvement in communications between faculty and administration.

Communications between the faculty of a college and its Dean were considered in the next question (No. 3). One half of both groups still felt that "some" or "much" improvement was needed at the faculty-Dean level. On the other hand, more than 50 per cent of each group thought communications between faculty members and their department heads (Q. 4) were "Good" or "Excellent."

E. Participation in decision-making

Very few, one per cent or less of either group, thought the faculty role in decision-making (Q. 6) was generally "Excellent." The great majority, 66 per cent of the upper ranks, and 61 per cent of the lower ranks, felt that either "some" or "much" improvement was needed with regard to faculty participation in University government.

Question No. 10 queried the faculty member with respect to his participation in the selection of personnel for his department. One third of the upper ranks were "always" consulted; two thirds, however, were only "sometimes" or "never" consulted. Moreover, less than half of both ranks thought their roles were influential in the selection process (Q. 10a).

None of the ranks were unwilling to take part in University decision making (Q. 12). In fact, a large majority (more than 80 per cent) were "willing" or "quite willing" to participate in making University policy.

F. Summary

As might be expected to be the case, faculty views considered by length of service (see previous section) correlate closely with faculty views considered by instructional ranks. In general, the junior faculty have the shortest terms of service; the senior faculty, the longest. Both groups would like to see a published salary scale, continuing improvement of the library collection and bookstore services, and ideally fewer course preparations than are now given. Many expressed sentiment for a course-load reduction to stimulate better teaching and faculty research. And most felt that communications between the faculty and University administration might be improved. Finally, the responses to the questionnaire leave little doubt that all groups favor more faculty participation in University policy making.

VIII. A comparison of faculty opinions by colleges

How does this faculty evaluation vary from college to college within the University? To determine this, the answers to the questionnaire have been collated by college.¹⁹

¹⁹In certain instances below the percentages of respondents per college do not add to 100. This is because one or more persons did not answer the question and the figures given do not include the proportion of these persons. The numbers usually were so few as to be of no statistical significance. Also, the reader should note that the number of returns from the College of Applied Arts and Health Studies were so few (18 returned of 52 sent) that meaningful statistical analysis of that college is questionable.

A. Faculty-student relations

With the exception of Applied Arts, there is not much variation in the college-by-college viewpoint of faculty as to the quality of communications between faculty and students:

<u>College</u>	<u>Excellent/ Good</u>	<u>Fairly good</u>	<u>Needs some/ Much improvement</u>
Applied Arts	50%	33%	17%
Ogden	36%	32%	31%
Education	36%	26%	35%
Commerce	33%	23%	42%
Potter	28%	28%	43%

In answer to the question (No. 18) concerning the guidance Western gives its best undergraduate students, the faculty in²⁰ Applied Arts and Education gave the more favorable responses:

<u>College</u>	<u>Excellent/ Good</u>	<u>Fairly good</u>	<u>Needs some/ Much improvement</u>
Applied Arts	22%	33%	22%
Education	22%	23%	41%
Ogden	19%	28%	40%
Commerce	9%	38%	42%
Potter	9%	25%	49%

Within the above figures, 0 per cent in Applied Arts and Potter thought the guidance was "Excellent" and the largest proportion giving it an "Excellent" evaluation, found in Education, was only 6 per cent. The proportion of "Needs much improvement" answers ranged from 9 per cent (Ogden) to 21 per cent (Potter).

A very large number of persons (N = 91) gave no answer or said they didn't know in response to the question (No. 19) about the Honors Program. The pattern of responses otherwise resembled the responses to Question No. 18:

<u>College</u>	<u>Excellent/ Good</u>	<u>Fairly good</u>	<u>Needs some/ Much improvement</u>
Education	22%	20%	32%
Applied Arts	17%	22%	17%
Ogden	15%	28%	32%
Commerce	11%	25%	36%
Potter	7%	26%	50%

²⁰The rather large number of persons who gave no answer to this question or said they "didn't know" (totaling 51 persons) has been noted before. These persons are unaccounted for in the tabular information above and vary from 11 per cent of all respondents in Commerce to 23 per cent of all respondents in Applied Arts.

The proportion of "Excellent" responses ranged from 0 per cent (Applied Arts) to 6 per cent (Education); the proportion of "Needs much improvement" varied from 11 per cent (Commerce and Applied Arts) to 21 per cent (Potter). The faculty who know something about the Honors Program, irrespective of their college, do not have a very favorable impression of it.

With reference to the English Proficiency Test as a requirement for Western students (Questions No. 17 and 17a), it has been noted before that 147 respondents (41%) indicated they knew of that Test. Of those 147, 114 said they thought it would be helpful in the educational process here to require the test at the beginning of the student's junior year. The division between YES - NO answers, by college, is shown below:²¹

<u>College</u>	<u>Yes</u>	<u>No</u>
Potter	49%	6%
Commerce	36%	5%
Ogden	25%	4%
Education	23%	20%
Applied Arts	11%	7%

Among the knowledgeable faculty, in the first three colleges listed above the ratio in favor of the Test ranges from 6 to 1, to 8 to 1; the Test received a slight favoring majority in the remaining two colleges. The most opposition came from Education.

B. University services and facilities

On the matter of publication of a University-wide salary schedule (Q. 7), the overall response was so large (81%) and widespread that little need be said. The several college faculties supported such a schedule by ratios of from 4 to 1 (Education) to 6 to 1 (Ogden). Approximately equal numbers in each college favored a general scale or a more specific schedule (Q. 7a).

Library services to the faculty (Q. 13) are viewed most favorably by Education and least favorably by Commerce:

<u>College</u>	<u>Excellent/ Good</u>	<u>Fairly good</u>	<u>Needs some/ Much improvement</u>
Education	57%	26%	17%
Applied Arts	50%	22%	17%
Ogden	45%	38%	16%
Potter	44%	23%	32%
Commerce	34%	27%	39%

²¹Omitted are percentages of "no answer" respondents which, when added to the above figures, would total 100 per cent for each college.

The highest opinions are held by 22 per cent in Education who think these services are "Excellent," compared to 6 per cent in Applied Arts with the same view. At the other end of the scale, 16 per cent in Potter see these as in need of "much" improvement, while no one in Applied Arts sees them in this way.

Library holdings received generally less favorable ratings:

<u>College</u>	<u>Excellent/ Good</u>	<u>Fairly good</u>	<u>Needs some/ Much improvement</u>
Education	44%	28%	29%
Ogden	35%	27%	38%
Commerce	27%	20%	53%
Potter	23%	21%	55%
Applied Arts	22%	39%	28%

The largest group believing that holdings in their disciplines were in need of "much" improvement was in Potter, where 29 per cent gave this marking. Hardly anyone--the largest proportion was 9 per cent (N = 6) of the Education respondents--evaluated holdings as "Excellent."

On the question concerning service given by the Campus Bookstore, the faculties of all five colleges were less than satisfied, the "Excellent" or "Good" markings ranging from 11 per cent (Potter) to 32 per cent (Education). The "Needs improvement" answers varied from 35 per cent (Education) to 56 per cent (Commerce). From 12 to 28 per cent of all respondents said the Bookstore was in need of much improvement.

C. Teaching and research

Differences in attitudes towards teaching and research activities were sought by comparing responses to Questions No. 8, 9, 15, and 16. In the evaluation of the present teaching load system (No. 8), the results were:

<u>College</u>	<u>Excellent/ Good</u>	<u>Fairly good</u>	<u>Needs some/ Much improvement</u>
Ogden	37%	27%	33%
Education	33%	22%	42%
Commerce	23%	20%	56%
Applied Arts	17%	11%	45%
Potter	13%	22%	65%

These figures show that in the most favorable view (Ogden) the faculty is divided into groups, among which about one-third favor ("Excellent/Good") and one-third disapprove ("Needs some/Much improvement"), while in the least favorable college (Potter) the ratio is 5 to 1 disapproval.

The number of course preparations per semester seeming to be the norm in departments is the subject of Question No. 9. These

preparation norms are seen by faculty as being:²²

<u>College</u>	<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four</u>	<u>Five</u>
Applied Arts	6%	0	39%	11%	6%
Commerce	0	61%	30%	6%	0
Education	1%	29%	36%	20%	7%
Ogden	0	25%	57%	11%	1%
Potter	0	18%	56%	16%	4%

The number of preparations the respondent actually has this semester (Q. 9a) presents a situation slightly different from that suggested above:²³

<u>College</u>	<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four</u>	<u>Five</u>
Applied Arts	6%	17%	22%	6%	17%
Commerce	9%	52%	36%	2%	0
Education	15%	23%	32%	13%	12%
Ogden	7%	32%	44%	11%	0
Potter	2%	25%	47%	19%	5%

Neither the norm nor the actuality this semester coincides with the number of preparations per semester suggested as being a "reasonable and appropriate" number (Q. 9b):²⁴

<u>College</u>	<u>One</u>	<u>Two</u>	<u>Three</u>	<u>Four</u>	<u>Five</u>
Applied Arts	6%	28%	28%	6%	0
Commerce	0	77%	19%	3%	0
Education	3%	48%	36%	6%	0
Ogden	1%	43%	45%	3%	0
Potter	0	52%	39%	5%	0

From the three tables immediately above it appears that the Applied Arts faculty report the highest mean number of preparations (3.18), with Potter second (3.00), and with Commerce having the lowest number (2.31). The average of the mean number of preparations reported as being "reasonable and appropriate" is 2.46. To reach that "ideal" average in practice, in four of the five colleges reductions in numbers of preparations would have to be made.

²²The mean number of preparations per semester seen as the norm were Applied Arts 3.18; Commerce 2.43; Education 3.03; Ogden 2.61; Potter 2.93. Mean numbers are the weight-average numbers of preparations per faculty member, calculated by the formula:

$$n = \sum p_i n_i.$$

²³The mean number of preparations respondents have this semester are Applied Arts 3.18; Commerce 2.31; Education 2.83; Ogden 2.63; Potter 3.00.

²⁴The mean number of preparations respondents suggest as being reasonable and appropriate were Applied Arts 2.50; Commerce 2.25; Education 2.48; Ogden 2.54 and Potter 2.51.

Does the faculty member feel that research or creative production is actively encouraged in his department (Q. 15)? It depends upon where he is:

<u>College</u>	<u>Yes</u>	<u>No</u>
Ogden	81%	16%
Commerce	73%	25%
Applied Arts	56%	28%
Potter	49%	49%
Education	48%	51%

Western's provisions for support of research (Q. 16) received fewer affirmative responses, however:

<u>College</u>	<u>Excellent/ Good</u>	<u>Fairly good</u>	<u>Needs some/ Much improvement</u>
Ogden	17%	27%	51%
Education	13%	26%	58%
Commerce	13%	27%	59%
Potter	8%	18%	71%
Applied Arts	6%	11%	61%

To compare briefly some of the attitudes revealed by the two tables above, in Ogden five out of six feel they have departmental support for research but only one in four feels he has adequate (at least "Good") University backing. In Potter, one out of two believes he is encouraged by his department, yet the view that the University provides adequately for research is held by only one in ten.

Slightly different views about the time available for research or creative production are evident from college to college. The proportion of YES and NO answers to a question asking respondents if they have time for these activities was:

<u>College</u>	<u>Yes</u>	<u>No</u>
Commerce	52%	47%
Ogden	37%	56%
Potter	37%	59%
Education	32%	65%
Applied Arts	28%	56%

The foregoing answers tend to follow the preparation load pattern. Commerce reports the lightest overall preparation norm (2.43) and a majority of its faculty report time for creative work. On the other hand, Applied Arts and Education report the highest load norms (3.18 and 3.03 respectively) and show the smallest proportions who believe they have time for creative work.

Responses to the question concerning University recognition of research and creative production show that for Commerce, Education, and Ogden there was little variation. In each of these colleges about 16 per cent marked "Excellent" or "Good," an average

of about 28 per cent marked "Fairly good," and 44 per cent indicated a need for improvement. In Potter 10 per cent marked the two most favorable answer categories and 57 per cent said it needed improvement.²⁵

D. Communications within the University structure

The quality of the communications system within each college is not the same from college to college. From the responses to Questions No. 3, 4, and 5 it is plain that within some colleges the communications are better--in fact, much better--than in others.

Beginning at the departmental level (Q. 5), communications among faculty within departments are evaluated in the most favorable light by the respondents in Ogden and in the least favorable light by those in Potter. Evaluation by percentages of respondents was as follows:

<u>College</u>	<u>Excellent/ Good</u>	<u>Fairly good</u>	<u>Needs some/ Much improvement</u>
Ogden	65	14	21
Commerce	61	16	23
Education	57	17	26
Applied Arts	55	28	17
Potter	45	22	32

Not only did Potter lead with the least number of "Excellent" or "Good" answers, it also had the largest proportion of faculty who felt that "some" or "much" improvement was needed. A further breakdown of the responses would show that Education had the largest number of "Excellent" evaluators (29%) while Commerce had the largest proportion (11%) of suggestions of a need for "much" improvement in intradepartmental communications.

Communications between departmental faculty and Head (Q. 4) are evaluated in almost the same order by college:

<u>College</u>	<u>Excellent/ Good</u>	<u>Fairly good</u>	<u>Needs some/ Much improvement</u>
Ogden	73%	15%	12%
Commerce	61%	17%	22%
Applied Arts	61%	17%	22%
Education	52%	13%	35%
Potter	45%	17%	38%

The relationships between faculty and Head are noticeably better in Ogden than in the other colleges. Only three persons (4%) in that college said communications needed "much" improvement. The

²⁵As one-third of the Applied Arts faculty failed to answer, this college's responses are not shown here.

next lowest proportion in the same category, in Commerce, was 13 per cent. These figures stand in contrast to the largest proportion, 23 per cent of the Potter faculty, who indicated that communications between faculty and Head needed "much" improvement.

In the evaluation of the communications between the faculty of a college and its Dean (Q. 3), there is an across-the-board decline in favorable perceptions as compared to the preceding evaluations. Also, there are quite marked contrasts between colleges, as are shown below:

<u>College</u>	<u>Excellent/ Good</u>	<u>Fairly good</u>	<u>Needs some/ Much improvement</u>
Ogden	52%	25%	23%
Applied Arts	50%	11%	39%
Commerce	41%	23%	34%
Education	23%	15%	61%
Potter	17%	13%	69%

For a further breakdown of the above figures, at the most favorable opinion end of the scale 28 per cent (N=5) of the Applied Arts respondents and 16 per cent (N=12) of the Ogden respondents evaluated as "Excellent" these communications. At the least favorable end, 40 per cent (N=40) of the Potter respondents and 33 per cent (N=23) of the Education respondents evaluated communications between themselves and their respective Deans as being in need of "much" improvement.

With reference to the communications between the faculty and the administration at the Dean level and above (Q. 2), in comparison to the responses to the preceding questions again there is a decline in favorable perceptions:

<u>College</u>	<u>Excellent/ Good</u>	<u>Fairly good</u>	<u>Needs some/ Much improvement</u>
Applied Arts	50%	17%	28%
Education	30%	9%	58%
Commerce	27%	27%	45%
Ogden	21%	25%	51%
Potter	12%	13%	75%

Except in Applied Arts, few respondents, proportionately, have a particularly favorable view of this form of communications within the University structure.

E. Participation in decision-making

Question No. 12 queried the faculty member as to his willingness to participate in making University policy. Previously in this report, the general readiness of the faculty to participate has been indicated. The college-by-college analysis of the responses to this question shows a maximum variation of only 15 per cent between the college (Potter) with the largest percentage of

respondents marking "Quite willing" or "Willing" as answer (91%) and the college (Ogden) with the smallest percentage (76%) giving the same answers.

Participation by the staff in the selection of new faculty personnel for the department is more likely to occur in departments within Ogden and Commerce than in the other colleges. Seventy per cent of the Ogden respondents and 66 per cent of the Commerce respondents said they were "always" or "sometimes" consulted in the process. Similar responses were given by 54 per cent of the Education faculty, 50 per cent of Applied Arts, and 48 per cent of Potter. However, the proportion of faculty in all colleges who said they are "always" consulted is small, being 30 per cent in Commerce, 29 per cent in Ogden, 17 per cent in Applied Arts, 16 per cent in Education, and only 12 per cent in Potter.

It was previously reported that over half the faculty felt that their viewpoint had little, if any, influence in the final decision as to selection of new departmental faculty. The distribution of responses among colleges was as follows:

<u>College</u>	<u>Generally influential</u>	<u>Little, if any influence</u>
Ogden	45%	41%
Commerce	38%	55%
Potter	30%	56%
Education	25%	65%
Applied Arts	17%	67%

Turning to another related matter, the responses to Question No. 11 indicate that faculty in certain colleges are much more likely to participate in departmental decision-making matters (other than selection of new personnel) than are their colleagues elsewhere. The evaluation of the extent of this participation shows an apparent considerable variation in practices within the University:

<u>College</u>	<u>Excellent/ Good</u>	<u>Fairly good</u>	<u>Needs some/ Much improvement</u>
Ogden	52%	21%	25%
Applied Arts	33%	39%	28%
Potter	25%	22%	52%
Education	23%	19%	54%
Commerce	19%	30%	50%

Incorporated into the above percentages are the single highest number of "Excellent" responses (16%) and the lowest proportion of "Needs much improvement" responses (8%), both given by Ogden respondents. The lowest number of "Excellent" responses (5%) is shared by Commerce and Potter, while the highest number of "Needs much improvement" answers (28%) was given by Potter faculty.

With reference to faculty opinion of the role of the Western faculty in academic decision-making (Q. 6), the faculty in no college take a particularly favorable view. The responses by college according to percentages of respondents were:

<u>College</u>	<u>Excellent/ Good</u>	<u>Fairly good</u>	<u>Needs some/ Much improvement</u>
Applied Arts	28	17	44
Commerce	19	14	64
Education	16	16	64
Ogden	15	24	59
Potter	10	13	74

Not shown in the figures above but perhaps worth noting are a few specifics. Four rather lonely respondents evaluated the Western faculty's role in decision-making as "Excellent." These persons were found in Education (1), Ogden (2), and Applied Arts (1). The lowest proportion of "Needs much improvement" respondents (11%) (N=4) was located in Applied Arts; the highest proportion giving the same evaluation (46%) (N=45) was in Potter. Between 30 and 35 per cent of the respondents in the three other colleges also said that this role needed "much" improvement.

F. Summary

Questions No. 1, 18, and 19 together can be considered a probe of faculty-student relations as perceived by the teaching faculty. On these questions the Applied Arts, Education, and Ogden faculties took the most optimistic view, with the Potter faculty the least optimistic. With reference to the evaluations of Western's guidance to its best students and the Honors Program, however, it should be noted that all colleges found these areas in need of improvement, by margins ranging from 3 to 2, to 7 to 1. The question about the English Proficiency Test pertained to faculty-student relations in another area of the quality of academics at Western. Clearly, every college favors making the test a requirement of our students--some Colleges favor it by most impressive margins.

On library services, the Education and Applied Arts faculties were the most satisfied, with the Ogden faculty close behind, all three faculties expressing themselves by 3 to 1 margins favoring these services. The faculties of Commerce and Potter were less satisfied with services and were markedly more dissatisfied with holdings in their disciplines. No college was satisfied with the services rendered by the Campus Bookstore.

With reference to the present teaching-load system, within the faculty of four colleges, more persons said it needs improvement than said it was at least "good." Potter faculty were particularly critical of it. In terms of course preparations, Applied Arts reported the highest mean number of preparations (3.18), with Commerce the lowest (2.31). Concerning faculty opinion as to what

constitutes a "reasonable and appropriate" number of preparations per semester, Ogden faculty suggested the highest mean (2.54) and Commerce faculty suggested the lowest (2.25). It should be noted that in three colleges (Applied Arts, Potter, and Education) significant numbers of faculty reported carrying heavy loads involving four or five preparations per semester.

Research or creative production, as faculty activities, do not go forward generally at Western under the most favorable of circumstances. In only two colleges, Ogden and Commerce, do such endeavors seem to be rather widely encouraged. Apparently they are viewed negatively in Education. No faculty group seems to feel that the University yet provides sufficiently for these forms of scholarly production, Potter faculty expressing an especially strong feeling that more support is needed. And with reference to the availability of time for research or creative production, only Commerce faculty say that they have time for these activities.

Differences in the quality of communications within colleges are evident. Overall, the communications system and process within Ogden, from the Dean level downward, appear to be the most satisfactory within the University structure. Conversely, the communications system and process within Potter, from the Dean level downward, clearly are the least satisfactory within the University structure. About these two "best" and "worst" college communication systems, the favorable-unfavorable responses, represented by percentage point spreads, contrast sharply. In each of the other three colleges the evaluations of communications fall somewhere in between Ogden and Potter, perhaps the most noteworthy single item being the low rating given in Education to the communications between that college's faculty and its Dean. Moving away from the college level to the structure of the entire University, no college by a majority evaluated as "Excellent" or "Good" the communications between the faculty and "the administration."

At the departmental level there is no universal consistency in the practice of involving faculty, or of not involving them, in the important function of decision-making. Clearly, however, the tendency is to minimize their role. Involvement is more likely to occur, apparently, in Ogden than in any other college. University wide, viewing generally the faculty role in academic decision-making, the faculty in all colleges have a poor opinion of the extent and effectiveness of that role. In sum, if effective participation in policy decision-making is the sine qua non of democracy, Western does not seem to be a very democratic institution.

CONCLUSION

Finally, the reader is reminded that the respondents in this survey include not only a majority of the entire University faculty but also a representative cross-section of it. Consequently, it seems to us, what has been shown throughout this report has to be regarded as being an accurate reflection of University faculty opinion generally.

So, what has been shown? We will not belabor the reader's patience by giving the details again. It was assumed before this survey was undertaken that faculty opinion on the issues which are raised by the questionnaire was known, at least generally and in broad outline, by the faculty and University administration. We regard as worthwhile our efforts to produce this report, however, in that this opinion now has been expressed in specific and definite terms, and not only expressed, but, more importantly, rather accurately measured. The faculty know more exactly where they stand and for what they stand.

To the administration the report presents both an opportunity and a challenge. The opportunity offered is to discover for the first time just how the faculty feel and what the faculty believe about several vital areas of University policies and operations. The challenge presented is for the administration to prepare and go forward with perceptive, systematic, and intelligent action which will constitute effective and remedial response where the faculty have indicated effective and remedial responses are needed.

APPENDIX A

DISTRIBUTION OF AAUP QUESTIONNAIRE TO COLLEGES AND DEPARTMENTS

<u>Applied Arts - Total 52</u>		<u>Ogden College - Total 117</u>	
22	Library Services	14	Physics
14	Home Economics and Family Living	28	Mathematics
9	Nursing	16	Chemistry
6	Library Science	15	Geography and Geology
1	Dean of College	24	Biology
		9	Agriculture
		8	Engineering Technology
<u>College of Commerce - Total 96</u>		3	Dean of College
28	Sociology and Anthropology	<u>Potter College - Total 142</u>	
14	Government	52	English
14	Office Administration	14	Art
13	Economics	18	Music
14	Business Administration	8	Philosophy
10	Accounting	13	Speech and Theatre
3	Dean of College	21	History
<u>College of Education - Total 143</u>		15	Foreign Languages
7	Counselor Education	1	Dean of College
10	Industrial Education	<u>Miscellaneous - Total 3</u>	
3	Educational Research	1	Dean of the Graduate School
5	School Administration	1	Audio-Visual Center
4	Teacher Corps	1	Associate Dean for Academic Services
15	Elementary Education		
16	Secondary Education		
31	Physical Education and Health		
21	Psychology		
11	Laboratory School		
15	University High		
5	Dean of College		
		TOTAL _ 553	

APPENDIX B
AAUP SURVEY QUESTIONNAIRE

Part One

1. How would you evaluate the communications that exist between the faculty and students at Western?
☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement
2. How would you evaluate the communications that exist between the faculty and the administration at the Dean level and above?
☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement
3. How would you evaluate the communications that exist between your college's faculty and its Dean?
☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement
4. How would you evaluate the communications that exist between your department's faculty and its Head?
☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement
5. How would you evaluate the communications that exist between the members of your department?
☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement
6. How would you evaluate the role of the Western faculty in academic decision-making?
☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement
7. Do you feel that Western should have a published salary scale available to its faculty? ☐ Yes ☐ No
 - 7a. If your answer is YES, which would you prefer?
☐ A statement showing only minimums, maximums and incremental steps in each rank for the University as a whole.
☐ Information of a more specific nature, specific to whatever extent possible.

8. What is your evaluation of the present teaching load system at Western?

☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement

9. How many preparations per semester seem to be the norm in your department?

☐ One ☐ Two ☐ Three ☐ Four ☐ Five

- 9a. How many preparations do you personally have this semester?

☐ One ☐ Two ☐ Three ☐ Four ☐ Five

- 9b. How many preparations do you think would be a reasonable and appropriate number?

☐ One ☐ Two ☐ Three ☐ Four ☐ Five

10. How would you describe the extent of your participation in the selection of new faculty personnel in your department?

☐ I am always consulted in the process ☐ I am sometimes consulted ☐ I am never consulted

- 10a. How do you feel about your influence in that process?

☐ I feel that my viewpoint is generally influential in the final decision.

☐ I feel that my viewpoint has little, if any, influence in the final decision.

11. How would you evaluate the individual faculty member's participation in other departmental matters in your department requiring decision-making?

☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement

Comments:

12. To what degree would you as a faculty member be willing to participate in making University policy?

☐ Quite willing ☐ Willing ☐ Would have reservations ☐ Unwilling

Comments:

13. How would you evaluate Western's library services to you as a faculty member?

☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement

14. How would you evaluate Western's library holdings in your discipline?

☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement

15. Is research or creative production actively encouraged in your department?

☐ YES ☐ NO

16. How would you evaluate Western's provisions for research and creative production facilities, other resources, financial support?

☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement

- 16a. Do you feel that you have, or would have, adequate time available for personal research or creative production? ☐ YES ☐ NO

- 16b. How would you evaluate Western's recognition ("reward") of research or creative production?

☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement

17. Have you any knowledge of or familiarity with the English Proficiency Test?

☐ YES ☐ NO

- 17a. If your answer is YES, do you feel it would be helpful in the educational process here to require that Test at the beginning of the student's junior year? ☐ YES ☐ NO

18. How would you evaluate the guidance Western gives its best undergraduate students?

☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement

Comments:

19. How would you evaluate the development and recognition of Western's Honors Program?

☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement

Comments:

20. How would you evaluate the Campus Bookstore as far as service to students and faculty members is concerned?

☐ Excellent ☐ Good ☐ Fairly good ☐ Needs some improvement ☐ Needs much improvement

Comments:

21. List in order of importance the three areas in which you think priority should be given to strengthening the faculty role and status at Western.

1.
2.
3.

Part Two

The chapter wishes to stress that Part Two should be considered optional. If for any reason anyone responding to the questionnaire should be reluctant to fill out this Part, or some item within it, do not do so. We would like to emphasize, however, that Part Two could provide information which would be valuable in interpreting responses given elsewhere in the questionnaire. For example, points of view between different professorial ranks, between faculty members from different colleges, between professors with varying years of service, could be determined, should they be present, if faculty members responded to Part Two. Otherwise, the questionnaire would be less valuable and accurate as an indicator of faculty viewpoints. Should you choose to provide all or part of the information requested in Part Two you may be assured that the AAUP chapter is not at all interested in the identity of the respondent beyond the statistical categories given in Part Two; furthermore, no attempt will be made by anyone to determine the identity of any respondent.

What academic rank do you hold? ☐ Professor or Associate Professor (includes "Visiting") ☐ Assistant Professor or Instructor (includes "Visiting") ☐ Other

To what college are you assigned? ☐ College of Commerce ☐ Education ☐ Ogden ☐ Potter ☐ Applied Arts

How long have you been at Western? ☐ 1-3 years ☐ 4-6 years ☐ 7 years or over

APPENDIX A C

WRITTEN COMMENTS AND ANSWERS
NOT USED IN THE INITIAL OVERALL ANALYSIS UNIVERSITY-WIDE

Q. 7

"No. AAUP tables on salaries are adequate"

Q. 8.

"Needs to be consistent"

Q. 9b

"This is not a matter of great concern to me"

Q. 11

"Departmental faculty members are rarely consulted in department matters."

"Our department has one of the best department heads . . . quite democratic in essentially all issues."

"Coordinating structure organized but is functioning poorly. Responsibilities not clear and fluctuates. Communications poor."

"Excellent in my dept., but I hear plenty of complaints from colleagues in other depts."

"Great vacillation in decision making; it is often obvious that faculty opinions are not only not valued, they are also undesirable. The easiest way is to keep quiet and avoid retribution."

"It is very dogmatic and frustrating. Very conservative."

"Few faculty meetings and when -- told what has or will be."

"A few individuals seem to be consulted privately on some matters. Often, however, those persons are not in the best position by training or experience to make valid judgments in the matter under consideration."

"I think the best situation would be a democratic one -- chairmanship with faculty meetings to decide issues."

"Members sometimes not interested; opportunity usually exists."

"There is little if any participation. Responsibility should be borne by both faculty and department head. The fact we refer to Dept. "Head" rather than "Chairman" indicates the relationship expected."

Q. 11 continued

"Matters need to be decided democratically. Chairman ought not to use his office for personal gain -- such as to teach whatever pleases him at whatever time pleases him, etc."

"There is little participation, almost no meetings."

"In only the most trivial matters are we given opportunity to participate. Obviously, all major decisions are made by administrators."

"I feel that Western's curriculum needs a major overhaul. Our courses are too shallow. We need less surveys and more in-depth studies. This would not be as effective as it could be, however, until the faculty and library are improved."

"We have no set policy."

"Too much backbiting has led to compromise policies that are ineffectual."

"Two-thirds of faculty unwilling to participate in decision making."

"With few exceptions all faculty members appear very meek possibly due to their youth and inexperience."

"I believe that the dept head tends to keep matters to a too great degree to a small inner circle which was not selected by any rational process."

"Most faculty participation is for professors and associates."

"We are hardly consulted!"

"Participation is a function of the personality of the department head. So long as he is preoccupied, or chooses to be preoccupied, with physical needs, scheduling, and other trivia, communication is going to be hampered and decisions ill-considered."

"A few carry the ball - most are relegated to watching."

"The establishment of democratic procedures and an end to favoritism."

"In my dept, most members have no say at all."

"Participation is purely on a token basis."

"Committees have been established to assist in decision making."

"In English, there is no participation."

"Often decisions do not reflect departmental philosophies!"

"Too often policy is forced on a department by higher administration who have no idea of the particular problems of that department."

"I think the faculty ought to have the major voice in academic policy. I think all authority ought to be removed from the Board of Regents."

"I am particularly alarmed at the increasingly bureaucratic dominance of the administration through specialists that lack any training in the field for which the university is designed -- teaching and training of students."

"It'll never happen here!"

"I see a real problem in bringing 'new blood' into the decision-making process. The younger faculty (age and/or experience) tend to be on the edge of the process with little apparent effort to make assimilation easier."

"I would like to see a faculty Senate at Western that would make the majority voice of the faculty heard. I do serve on committees and on the Academic Council. However, this appears to be ineffective and does not represent the faculty as a whole. A listing of the present Academic Council members appears to be an administration roster (as maybe it should be!)"

"Like anyone, I hate to waste my time on trivia -- which is what many meetings turn out. However, if such meetings (or whatever) contributed to significant decisions, and were not just rubber stamps, I would gladly participate."

"If pressure to conform to someone's wishes were absent."

"Only when such participation is meaningful (not in such organizations as the Academic Council)"

"I think the people that have the responsibility should have to assume the power to accept or veto recommendations."

"Would be willing, but don't really feel qualified to set policy."

"Availability of information not now made available would be essential in most areas of policy-making. Otherwise, much time-consuming effort is wasted, and the 'participation' becomes a mockery of the democratic process."

"My ideas are good ones, tempered by teaching. Why shouldn't I be a part of policy making?"

"Policy and administration might best be divorced. Policy ought to be in the hands of those immediately involved, active faculty and students. Administration -- the necessary day-to-day paper-shuffling -- can be given over to intelligent underlings."

"Strong upgrading of curriculum at least in the Ogden College in nearly all departments. Emphasis on obtaining better and more math-competent students, possibly out-of-state. Consulted in all departmental hiring of new faculty who if they are incompetent only increase the work load of the remaining faculty on the department."

"I favor a University Senate similar of Morehead's (I believe). It is composed of 12 administrators, 12 students and 25 faculty members. It would be the main policy making body."

Q. 12 continued

"Willing to participate where qualified to do so."

"When it concerns something I know enough about to make a wise decision or constructive suggestions."

"Deans must not have veto power."

Q. 16

"Let us remember that we are hired to teach. Research related to my responsibilities should be the major concern. 'Personal' research is something else."

"What is one under contract to do?"

"Too much emphasis and not enough recognition to the good classroom teacher. Who, after all, is fundamental/university progress."
to

Q. 18

"But so many go unguided."

"Many students are 'advised' by teachers who don't take any interest in them or in their personal welfare."

"Very poor on demanding more technical rather than non-technical courses in Ogden College of Science and Technology of our Arts & Science majors. Average students will only 'put out' what is required. Therefore, 24-25 electives all of which may be in ping-pong, golf, etc. is not much of a demand for a Science major."

"Faculty advisors need better guidelines and more cooperation from the appropriate positions or departments for better results."

"Whole system for best and the rest leaves much to be desired. I suspect too much depends on a happy coincidence of interest between student and advisor. I only wish I had a concrete program to offer. The problem is certainly not unique to WKU."

"The average or poor student on the other hand suffers from a lack of guidance or assistance."

"Too many students come in, and remain, undecided and unmotivated in their goals. Better guidance is needed at the high school level, toward which we here ought to give our attention. There is a definite failure to communicate our aspiration for our students to those who render guidance at the high school level."

"Advising students requires too much time for faculty doing this."

"Our methods for determining our best students is weak. Our 'honor students' are often no different from our average students, and some of our past University scholars have been a farce. We need to honor students who read, not those who smile or criticize only."

Q. 18 continued

"Need more communication between Departments and freshman advisors."

"Undergraduate guidance should be done by faculty who know what it's all about."

"Guidance is sporadic -- student problems seem to be misinterpreted . . . best students probably don't deal with any organized or 'official' guidance."

"Should be included in teaching and professional load with a ratio of students equal to a class."

"It is on an individual basis with each faculty member and on a voluntary basis also."

"More communication of programs and participants. Need to have more departmental recognition of these superior students as well or greater attention and smaller group classes."

"Have a one or two year curriculum that everybody must take."

"Pre-admission testing in the arts is a necessity in order to ensure proper placement and counselling of new students. This is in addition to English or Math placement tests, if such exist."

"I think that the entire guidance system is barely deserving of the name."

"The overall guidance program leaves much to be desired. Faculty needs training and preparation in this area. No faculty member should be forced into guidance if he feels negatively about it, the student is the loser."

"I think the program and structure is present; I think many of us fail to show the personal interest in the student(s) that could make for improved counseling of all students. We all need to have more time for the students."

"Generally, we probably need to encourage more independent thinking and action. We may not be offering any real challenge to our best students."

"Program seems unorganized. People are advising students who are in disciplines outside the professor's knowledge. Students often disregard the advisor's aid."

"The structure and the process within which a student at this university must operate is unbelievable."

"Much better now than years ago . . . too many beginning courses in some departments . . . every student should be required to take courses his ACT scores show he needs, particularly math (or just plain arithmetic) and English."

"The best are not always in need of much guidance. Our failure seems to be with the others."

"The honors program seems to have negligibly small support, mere academic tokenism. I am inclined to direct this criticism mainly at department heads, who have the responsibility for leadership here and who should include in this responsibility the education of their deans."

"Faculty member needs more information about student's record provided systematically and updated to do any adequate counselling."

"A failure . . . not worth a hoot . . . should be done away with. Allow students who are able to start with more advanced courses."

"An utter waste of time."

"Doesn't seem to be any different from regular courses."

"Western should offer honors courses in every department."

"Not enough creative instructors involved in the program."

"Am not sufficiently familiar with it to comment effectively."

"Should be more than a professorial plum."

"Honors students stay away to keep up grade point."

"Quixotic administration."

"Some of the honors courses seem to fall below average in quality, to be easy rewards for good work rather than challenges to do better work or opportunities to consider topics not adaptable to regular course development."

"More courses."

"Why do students withdraw from the program?"

"Appears to be severely underfinanced."

"Need more qualified leadership for Honors Program."

Q. 20

"Selection of non-texts is too small."

". . . should be abolished or run as a lower-profit organization."

"The size of, and holdings, of the present campus bookstore seems to defy any understanding -- When one considers the enrollment of this 'university!'"

"Competent directorship would help. Philosophy of making as much as possible on every sale does not suit me."

"Efforts are made, but in many cases backed by complete ignorance in the functionings of a bookstore or of books."

"When the adoption of a text is influenced by considerations such as 'old copies on hand' and 'space' then why not let the store make all the decisions. Worst operation I've ever seen."

"Lousy."

"It is not fair to force students who are border-line (financially) or even with sufficient money, to finance scholarships for poor students."

"Mark-up on some required items seems to be rather high 40 per cent."

"Faculty cannot order for classes without going through dept heads, selection of books appears narrow."

"Assumes a detached attitude."

"Financial records should be published."

Q. 21

"More uniformity in teaching load from college to college."

"Adjustment of load computation."

"Faculty should evaluate Deans & Dept heads and should list strengths and weaknesses."

"A complete study and equitable distribution of faculty assignments to the major university committees."

"Stop building."

"Strengthen faculty role in administration."

"Student advisement."

"Insist on a voice in the development of curriculum."

"Improve student counseling."

"Less political involvement on the administrative level."

"Strengthen faculty-student relations."

"Place decision on hiring faculty below Cravens' reach."

"Greater emphasis on additional graduate work by faculty."

"Emphasis on the academic degree for administrative positions."

"Travel funds for plebeians."

"Published salary scale."

"More recognition and distinction for the really outstanding faculty."

Q. 21 continued

"Reserve parking for faculty."

"On line computer."

"Professionalism."

"Give recognition to successful teachers."

"Provide secretaries for the instructional staff."

"Additional voice in faculty appointments."

"Revisions in General Education requirements to include a broader compass in major area."

"Adequate facilities in our department."

"Course development and content."

"Reduce class size."

"Improve teaching."

"Be available."

"Election of department heads once every 4 years."

"Financial aid for further study."

"Better library."

"Individuals that have experience in the field should be allowed to teach in the field regardless of degree."

"Deans, department heads, etc., should be selected from a faculty selected list."

"Much more consultation about hiring of new people."

"Curriculum development -- especially a voice in specifying required courses."

"Provide adequate finances for travel, teaching material."

"Development of PhD programs in selected disciplines."

"A stronger role in the selection of administration personnel."

"Encouraging students to be more outgoing in class."

"Promotion and tenure."

"Concern for student welfare."

"Hiring and dismissal."

"Genuine (i.e., voting power) and greater (i.e., 50 per cent) representation of faculty on Board of Regents."

Q. 21 continued

"Free election of faculty -- proportional to department size -- to various committees within the college and university structure."

"Improved housing."

"Students should have a larger voice in decision making policies."

"Curriculum planning."

"University sponsored cultural activities."

"Reward good research."

"Required number of office hours for each department."

"Equal teaching load."

"Make sabbaticals automatic."

"Parking facilities for faculty only (status)"

"Broad administrative policies."

"More participation in aiding student relationship."

"Too many general education requirements."

"Cooperation within departments."

"Recognition of good teaching."

"More power for curriculum revision."

"Need more dialogue between administration and AAUP."

"Need more interdepartmental discussion to determine the content of service courses."

"Extend relations with other universities."

"Continuing emphasis placed on excellence in teaching."

"Revise purchasing procedures for individual research projects."

"A reduction in teaching load to compensate for the time required to carry on other (than classroom teaching) duties related to Department and school business."

"There should be more involvement with the pertinent issues - such as race, drugs, and social change."

"Break up infighting between colleges."

"Publication and research should be sponsored by university."

Q. 21 continued

"More recognition for faculty achievement."

"Clearer distinction drawn between professional and personal matters (especially in decisions involving contracts)."

"Structure for inter-faculty communications."

"Better facilities - offices, parking, secretarial services."

"Dean Hatcher and to some extent, Dean Gravens have used their power to coerce and intimidate faculty members. There exists a very definite wall between faculty and administration. This should be broken down."

"Elimination of roadblocks and delays in service groups such as purchasing."

"Improvement of classroom instruction."

"At least occasional faculty meetings on the college level."

"More support for graduate programs."

"Need development of department programs for research."

"Western as a university seems to be treated as a step-sister to U of K and not as an independent institution. This is particularly noticeable in funds for research purposes."

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