

FACULTY GOVERNANCE SURVEY: UNIVERSITY OF MISSOURI CAMPUSES

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Table of Contents (click on any section or scroll through)

EXECUTIVE SUMMARY	1
INTRODUCTION	5
SURVEY METHOD	7
SENATOR BELIEFS AND ATTITUDES.....	9
Senator Involvement	9
Self-Perception of the Senate and its Effectiveness.....	10
Identified Areas in Which Faculty Have Substantial Influence.....	15
Senate Leaders versus Senate Members	18
FACULTY BELIEFS AND ATTITUDES.....	19
Awareness of the Senate	19
Perceptions of the Senate and its Effectiveness	20
Identified Areas in Which Faculty Have Substantial Influence.....	23
Proportional Differences in the Perception of Influence: Senators vs Faculty	26
Differences Within Ranked Faculty.....	27
Ranked Faculty versus Other Faculty	29
CLOSING CAVEATS.....	30
APPENDIX A: EMAIL INVITATIONS	
APPENDIX B: SENATE/COUNCIL MEMBER SURVEY	
APPENDIX C: FACULTY SURVEY	
SUPPLEMENT (separate volume)	

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EXECUTIVE SUMMARY

This report examines the results of a unique survey of beliefs and attitudes toward university faculty senates. Surveys were received from 1,544 faculty members from the four campuses of the University of Missouri System. These included 70 members of their respective Faculty Senate or Faculty Council (hereafter “senates”). Statistical comparisons of the four campuses are reported. Report supplements contain verbatim responses to the set of open-ended questions contained in the surveys.

Senate members see their activities as time-consuming but important and are satisfied with their accomplishments, their leadership, and their internal policies and procedures. However, members are not satisfied with administrative responses to their voice and perceive that the faculty they represent are rather uninformed of senate activities and have little interest in those activities.

Of 20 institutional decision-making areas, the top five areas in which senators express agreement that faculty have substantial influence are:

- undergraduate curriculum,
- setting standards of promotion and tenure,
- evaluation of faculty colleagues for promotion and tenure,
- evaluation of deans, and
- undergraduate educational policy.

When compared with other members, senate leaders (e.g., chair, president) report higher agreement that the senate is important and that the senate is receptive to their individual views.

Ranked faculty (e.g., assistant, associate, full professors including both tenured/tenure track and non-tenure track) confirm the senate perceptions that faculty are relative uninformed of senate activities. Only 21% of faculty state that they are more than “somewhat” aware of senate activities. 41% of faculty indicate that they do not know the name of a senate representative from their college/school/division. Faculty report that the senate is important but are neutral in their collective opinion of senate accomplishments. Faculty report that they are not likely to run for a senate seat. They negatively evaluate the effectiveness of the Intercampus Faculty Council (IFC) in representing their campus in the university system (UM).

Of the five decision-making areas in which senators see substantial faculty influence (the five bullets above), faculty agree with four. “Graduate education policy” replaces “evaluation of deans” in faculty collective perceptions. Across the 20 decision-making areas, fewer faculty see evidence of “substantial faculty influence” than do senate members, with varying degrees of disconnect between the two groups.

Some specific differences are reported between tenured/tenure track faculty and non-tenure track faculty and among faculty having primary appointments in different broad areas of study (e.g., science, humanities). Additionally, faculty having administrative appointments are generally

more positive in their belief and attitudes about faculty governance than are other faculty members.

Responses are not uniform across campuses. Statistically significant differences among campus responses can be identified:

University of Missouri-Columbia – MU

Members of the MU Faculty Council, its nomenclature for faculty senate, see the local press as a more important source of information for nonmembers than do senators from the other three campuses. MU council members also see their campus standing committees as less impactful than senate members from the other campuses view their committees.

MU council members rate their own impact as less than that reported by senators at UMSL and Missouri S&T but more than those at UMKC. They are also less likely to run for re-election to their seats than senators from UMSL and S&T.

From the faculty member survey, MU faculty report less awareness of the work of the council/senate than faculties of the other campuses. Unlike the other campuses, a majority of MU faculty members (52%) do not know the name of a faculty council member from their unit.

MU faculty see their council as less important and that faculty have less interest in their council than reported by faculty at UMSL and S&T concerning their senates.

University of Missouri-St Louis – UMSL

Comparing the four campuses, UMSL senate members are the most satisfied with their accomplishments and most satisfied with their administration's responsiveness to their collective voice. They see their activities as more valued by department chairs, deans and the provost than senators at other campuses. UMSL senators are more likely to seek re-election than those at MU or UMKC.

From the faculty member survey, UMSL faculty are more satisfied with their senate's accomplishments, report that their deans and the provost see greater value in the senate, and are more likely to seek a seat on the senate than faculty at the other campuses.

More UMSL faculty perceive faculty influence in the selection of chairs than faculty at the other campuses and also greater influence in the annual evaluation of faculty colleagues. More UMSL faculty report substantial influence in undergraduate curriculum than do faculty at MU and UMKC. Fewer UMSL faculty see influence in the setting of personnel policies than faculty at MU and S&T.

University of Missouri-Kansas City – UMKC

Compared to the other campuses, senators at UMKC express the least satisfaction with senate accomplishments. They report that their department chairs/heads see less value in the senate than reported by senators at other campuses. With those from MU, senators from UMKC are less likely to seek re-election.

Compared to others, fewer UMKC senators see substantial faculty influence in undergraduate curriculum matters. Fewer UMKC and S&T senators see substantial faculty influence in the setting of standards for post-tenure review than those at MU and UMSL. Whereas across the four-campus, 39% of senators see substantial faculty influence in the evaluation of their provost and chancellor, only 8% of UMKC senators contribute to that overall figure. However, more UMKC (and S&T) senators see faculty influence in the evaluation of deans than senators at MU and UMSL.

When compared to faculty at UMSL and S&T, the faculty member survey reveals that UMKC faculty (with MU faculty) see the senate as less important, have less interest in the senate, and perceive that other faculty — and department chairs — see less value in the senate. With faculty at UMSL, fewer faculty at UMKC see substantial faculty influence in the setting of personnel policies than those at MU and S&T.

Missouri University of Science and Technology – S&T

When compared to the other campuses, more S&T senators report that they were appointed by a university administrator rather than elected. They are least satisfied of the four senates with administrator responsiveness to their voice. Among the campus senates, they perceive the least value of their efforts displayed by deans and the provost. Nonetheless, they are most likely to seek re-election or re-appointment when compared with senators from the other three campuses.

S&T senate respondents unanimously report that faculty have a substantial influence on curriculum, significantly more than at the other campuses. With UMKC senators, they see less influence in the setting of standards for post-tenure review. Compared to the three other campuses, more S&T senators see substantial faculty influence in the evaluation of deans, chancellor and provost.

Turning to the faculty survey, 92% of S&T faculty say they can name a senate representative from their unit, a significantly higher percentage than displayed by faculty from the other campuses. S&T faculty are more aware of senate activities than other faculties and report the highest agreement that the senate is an important governing body. Compared to others, S&T faculty see greater value in the senate displayed by their faculty colleagues and department heads (but less value displayed by their provost).

Compared to the other campuses, S&T faculty report that they are more informed of senate activities and that newsletters/emails play a larger role in keeping them informed (but less

important are social media and the local press). With UMSL, word-of-mouth is a more important communication channel than at MU or UMKC.

More S&T faculty see substantial influence in setting personnel policies, setting graduate education policies, and evaluating provost and chancellor than those at other campuses. They are least likely, among the campuses, to see substantial faculty influence in the annual evaluation of faculty colleagues.

INTRODUCTION

Shared governance has a long history in US colleges and universities. Most institutions subscribe to the governing principles first articulated by the [American Association of University Professors](#) in 1920, emphasizing the “importance of faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies.” Revisions to this document were introduced in subsequent years, culminating in the development of the [Statement on Government of Colleges and Universities](#) (1966) formulated in conjunction with the [American Council on Education \(ACE\)](#) and the [Association of Governing Boards of Universities and Colleges \(AGB\)](#).

At one time, it was commonplace for a faculty to exercise its institutional authority at “general faculty meetings” where both routine and nonroutine issues were debated and decisions made collectively by the faculty. However, a [review](#) of Association of American Universities (AAU) members argues that general faculty meetings have become largely ceremonial and informational gatherings rather than deliberative experiences. In their place, much of the decision-making authority of the faculty has been delegated to some form of a representative Faculty Senate or Faculty Council. By the late 1960’s, for example, [Stanford’s faculty](#) “had become so large a body that it found itself unable to transact business conveniently and expeditiously, particularly at the time of the disorders arising from the war in Vietnam.” Stanford abandoned the deliberative general faculty meeting and created its Faculty Senate, although it retains an informational annual meeting. Similarly, the University of Missouri-Columbia ([MU](#)) established a nine-member Faculty Council on University Policy in 1968 as an effort toward “faculty regaining its voice in University matters.”

The Faculty Senate at the University of Missouri-St. Louis ([UMSL](#)) evolved from a 90-member University Senate, also established in 1968. The Faculty Senate of the University of Missouri-Kansas City ([UMKC](#)) was created through bylaws adopted in 1973. The Faculty Senate at Missouri University Science and Technology ([S&T](#)) evolved from an Academic Council established in 1971.

Volumes have been written about faculty governance, in general, and faculty council/senates, in particular. However, this literature is characterized by extensive polemics and defenses or qualitative case studies. There is only a single noteworthy empirical study focused on attitudes toward faculty senates: a modest 13-page [technical report](#) describes a national phone survey of provosts, department chairs and senate presidents.¹ That study concluded that “there is widespread dissatisfaction with faculty senates” and such dissatisfaction is “particularly strong at doctoral institutions.”

Targeting the views of administrators, that single study did not assess the belief and attitudes of faculty members nor the perceptions of senate representatives (other than the senate president). Therefore, there is no significant empirical evidence that documents faculty attitudes toward their senates nor senator self-reflections on their experience in representing faculty.

¹Tierney, W.G. & Minor, J.T. (2003). Challenges for governance: A national report. Los Angeles: University of Southern California.

At the conclusion of the Spring 2019 semester, a survey of faculty and faculty senate members was conducted in each of the four campuses of the University of Missouri System regarding beliefs and attitudes toward faculty governance. This document reports the statistical results of that survey. A separate “supplement” to this report is prepared for each of the four campuses and contains the responses to the open-ended questions generated by each campus’ survey.

While statistical inferences are made in this report, no broad conclusions are drawn nor are recommendations made. These are left to the readers.

SURVEY METHOD

Two complementary survey instruments were developed: one for members of the faculty senate (Appendix B) and one for faculty members that the senate represents (Appendix C).² With the exception that the questionnaires were customized with each institution's nomenclature (e.g., senate versus council), the surveys were identical across campuses. Invitations to participate were made by email in early May, 2019, Appendix A). Second and third requests were sent to non-respondents. Although they are also faculty members, senators did not receive the "faculty member" invitation and were excluded from access to the faculty member survey.

Respondents were promised anonymity and the method of on-line data collection satisfied this requirement. For purposes of contact, senate members were identified from their respective senate websites. Faculty members were identified by institution-maintained emails addresses.³ Survey questions were used to identify the specific faculty categories in which respondents could be grouped. Respondents were promised a report of the survey findings if they so desired and interested individuals were instructed to send a separate email request to the author. Those that did so will receive a copy of this report.

Completed surveys were received from 70 of 155 senate members. The overall response rate was 45%, but varied by campus: MU 58%, UMSL 35%, UMKC 38%, S&T (49%).

Faculty responses numbered 1,474 (Table 1). Of these, 879 were ranked, non-administrative faculty: assistant, associate, full professor, holding either tenured/tenure track (TT) or non-tenure track (NTT, e.g., teaching faculty, clinical faculty) appointments as self-reported. An additional 456 respondents self-identified as unranked, non-administrative faculty (e.g., instructors, adjuncts). Finally, 139 of the faculty respondents stated they held administrative appointments at the level of department chairperson or above.

Table 1: Number of Faculty Respondents

	Ranked Non-Admin	Unranked Non-Admin	Admins	Total
MU	519	296	50	865
UMSL	129	55	26	210
UMKC	143	79	48	270
S&T	88	26	15	129
Total	879	456	139	1474

² The University of Missouri (MU) calls its governance body the Faculty Council; the other three campuses use the equivalent term, Faculty Senate. Hereafter, the term "senate" will apply to both the MU Faculty Council and the Faculty Senates of the other three campuses.

³ In 2018, a preliminary study at the MU campus requested survey responses from 1200 faculty members. Respondents from that survey were eliminated from the participant pool in 2019 and their previous data were excluded from the current analysis.

*Important: Unless specifically indicated otherwise, all faculty analyses to follow in this report refer only to those 879 respondents who identified themselves as ranked, non-administrative faculty (including both TT and NTT). Typically, these are the voting faculty that elect the senate members and are the constituents that senates are expected to represent. Certainly, the beliefs and attitudes of adjuncts and administrators are important. However, except for some very specific analyses included here and identified as such, these data are reserved for subsequent treatment.*⁴

Both senators and faculty members were asked to identify which of four broad categories “best describes the area of your primary academic appointment.” The breakdown of responses is contained in Table 2.⁵ Statistically significant differences exist among faculty responding from the four campus. In part these differences are due to the existence of medical schools at MU and UMKC and the relative emphasis on engineering at S&T. (Senators are not broken down by academic area within campuses because such an analysis of relatively small numbers would likely identify some specific respondents and non-respondents at certain institutions.)

Table 2: Faculty Respondents by Area of Primary Appointment

	Senators	Faculty				
		All	MU	UMSL	UMKC	S&T
Humanities	17%	15%	11%	34%	16%	12%
Social Sciences	20%	22%	22%	35%	12%	14%
Phys Sci / Bio Sci/ Math	23%	24%	24%	14%	16%	51%
Professional Schools	40%	39%	42%	18%	57%	23%

Pearson chi-square $p < 0.001$ (differences among four campuses)

The survey protocol and instruments were submitted to the University of Missouri Institutional Review board for review and were approved for use.

⁴ Unranked faculty and administrators are excluded from the faculty analyses but not the senate member analyses. There were three department chairs and one assistant dean, all from UMSL, in the set of 155 senate members invited to respond to the survey designed for the senate population. If administrators chose to participate, their responses were not excluded from the senate member dataset and analyses

The Collected Rules and Regulations of the University of Missouri ([CRR 310.035.A](#)) make it “implicit” that the university system expects that full-time, tenured/tenure track (T/TT) and non-tenure track (NTT) faculty shall be “ranked.” Additionally, full-time NTT faculty have voting rights at three of the four UM campuses and thus have standing when it comes to issues brought before a faculty senate or council. With voting rights reserved only for T/TT faculty, Missouri S&T is the one exception ([CRR 300.030.C.1](#)).

⁵ In this and all subsequent tables, survey questions and response categories are abbreviated. See Appendices B and C for a complete statement of the question and the precise response categories.

SENATOR BELIEFS AND ATTITUDES

Senator Involvement

Table 3 reports differences among campuses in how senate members came to occupy their seats. About one-third of senators on each campus report that they were self-motivated to seek membership. However, Missouri S&T senators, more than others, stated that they were appointed to the faculty senate by an administrator; MU senators, more than others, reported that they were encouraged by an administrator to run for election. UMSL and UMKC senators were more likely to be encouraged by colleagues.

Table 3: Path To Senate Membership

	All	MU	UMSL	UMKC	S&T
Appt by a university administrator	7%	0%	7%	0%	18%
Encouraged by a faculty colleague to run	30%	14%	57%	46%	18%
Encouraged by an administrator to run	17%	38%	0%	8%	14%
Self-motivated to run for election	33%	33%	36%	31%	32%
Other	13%	14%	0%	15%	18%

Pearson Chi-square $p < 0.05$

Some of those choosing the “Other” response category volunteered that: “There was no one else left willing or eligible to serve, but it was not an official ‘appointment’”; “No one else would fill an open faculty senate seat for my academic unit”; “I felt this was a good way to serve my department.”

Self-reported attendance at senate meetings is reported in Table 4. Eighty-four percent of senators report greater than 80% meeting attendance. There are no statistically significant differences among the campuses in senator self-reported meeting attendance.

Table 4: Senator Self-Report Meeting Attendance

	Percentage of Senate Meetings Attended Last Year					
	0 to 20%	21 to 40%	41 to 60%	61-80%	81-99%	100%
All	1%	1%	3%	10%	56%	29%
MU	0%	5%	10%	10%	57%	19%
UMSL	7%	0%	0%	7%	43%	43%
UMKC	0%	0%	0%	8%	77%	15%
S&T	0%	0%	0%	14%	50%	36%

Pearson chi-square: not statistically significant

Senators were asked if they would seek re-election or reappointment to the senate when their term was up. Eliminating those who indicated they are not eligible for reappointment, the percentages of respondents who are “likely” or “very likely” to seek another term on the senate are: 19% at MU, 69% at UMSL, 27% at UMKC and 67% at S&T ($p < 0.05$, Pearson chi-square). Responses to this question treating it as a Likert-type, continuous scale are found in Table 5.

Self-Perception of the Senate and its Effectiveness

Senators were asked several questions that asked for responses on 5-point scales with the midpoint being a scale score of three and having an anchor of “neutral,” or “neither agree nor disagree,” or “somewhat.” These scaled beliefs and attitudes are contained in Table 5.

Table 5: Senate Scaled Beliefs and Attitudes by Campus

	— All —	MU	UMSL	UMKC	S&T	Differences ²
N	70	21	14	13	22	
Satisfaction with senate/council accomplishments this past year: ¹	3.27	3.05	3.79	2.77	3.45	$p < 0.05$
Satisfaction with senate/council leadership this past year:	3.94	3.57	4.36	3.77	4.14	ns
Satisfaction with senate/council receptiveness to your individual views:	3.80	3.62	4.14	3.31	4.05	ns
Satisfaction with administration responsiveness to senate/council's voice:	2.74	2.95	3.71	2.69	1.95	$p < 0.001$
Satisfaction with senate/council policies and procedures:	3.54	3.43	3.79	3.08	3.77	ns
Agree that senate/council is an important governing body:	3.94	3.48	4.07	3.85	4.36	ns
Interest level in senate/council activities by typical faculty member:	2.60	2.48	2.64	2.31	2.86	ns

— All —	MU	UMSL	UMKC	S&T	Differences ²
Typical faculty member satisfaction with senate/council:					
3.14	2.95	3.36	3.08	3.23	ns
Degree senate/council valued by faculty:					
2.96	2.86	2.93	2.62	3.27	ns
Degree senate/council valued by department chair/head:					
3.20	2.79	3.77	2.58	3.55	p < 0.05
Degree senate/council valued by dean:					
2.68	2.81	3.50	2.38	2.19	p < 0.05
Degree senate/council valued by provost:					
2.79	2.76	3.85	2.62	2.29	p < 0.01
Degree typical faculty member is informed of senate/council activities:					
2.62	2.33	2.43	2.77	2.95	ns
Importance of senate/council newsletters/e-mails:					
3.50	3.62	3.79	3.31	3.32	ns
importance of senate/council website:					
2.97	3.00	3.14	2.62	3.05	ns
Importance of senate/council social media;					
2.19	2.38	2.00	1.92	2.27	ns
Importance of local press:					
2.34	3.19	1.86	1.92	2.09	p < 0.01
Importance of word of mouth:					
3.74	3.57	3.79	3.85	3.82	ns
Importance of academic departments as a source of faculty governance:					
3.29	3.24	3.64	2.83	3.36	ns
Importance of standing committees as a source of faculty governance:					
3.13	2.71	3.57	3.23	3.18	p < 0.05

— All —	MU	UMSL	UMKC	S&T	Differences ²
Importance of ad hoc committees as a source of faculty governance: 3.12	2.95	3.29	3.58	2.91	ns
Importance of senate/council as a source of faculty governance: 3.27	3.00	3.86	2.92	3.36	ns
Frequency of "avoiding" negotiating tactic (reverse scored): ³ 4.12	4.06	4.17	4.11	4.16	ns
Frequency of "competing" negotiating tactic (reverse scored): ³ 3.71	4.06	4.25	3.62	3.23	ns
Frequency of "compromising" tactic (reverse scored): ³ 2.44	2.33	2.50	2.83	2.29	ns
Frequency of "accommodating" negotiating tactic (reverse scored): ³ 2.75	2.56	2.42	3.09	2.91	ns
Frequency of "collaborative" negotiating tactic (reverse scored): ³ 2.31	2.44	1.67	2.08	2.68	ns
Less/More time than other service obligations: 3.40	3.90	3.21	3.46	3.00	ns
Positive experiences below/above expectations: 2.97	3.10	3.07	2.85	2.86	ns
Effectiveness of IFC in representing faculty interests of your campus: ⁴ 3.33	3.39	3.20	3.73	3.14	ns
Likelihood to seek re-election (if eligible): 3.16	2.38	3.69	2.36	3.86	p < 0.001

Note 1: Unless otherwise noted, 5-point rating scales (3 is midpoint)

Note 2: ANOVA test for differences among four campuses ("ns" - not significant)

Note 3: Rank -- 1 most, 5 least

Note 4: "Don't Know" excluded - 13% (0% - 29%)

If, on a 5-point scale, an overall score of 3.25 (and above) is taken as relatively positive and 2.75 (and below) is taken as relatively negative, then senate/council members:⁶

- are satisfied with their accomplishments in the past year,
- are satisfied with their senate leadership,
- are satisfied with the senate's responsiveness to their individual views,
- are satisfied with their own policies and procedures,
- see the senate as an important governing body
- see senate newsletters/emails as an important source of senate news for nonmembers,
- see word of mouth as an important source of senate news for nonmembers,
- see academic departments as important sources of faculty governance,
- see the senate as an important source of faculty governance,
- report that the senate consumes more time than other service obligations, and
- see the Intercampus Faculty Council (IFC) as effective.

But viewed rather negatively, members also:

- are not satisfied with administration responsive to senate's voice,
- see a low level of interest in senate activities by the typical faculty member,
- see the senate as undervalued by the dean,
- see the typical faculty member as uninformed of senate activities,
- see social media as not an important source of senate news for nonmembers, and
- see the local press as not an important source of senate news for nonmembers.

Taken as a whole, senators are relatively neutral regarding whether:

- faculty are satisfied or dissatisfied with the faculty senate,
- the senate is valued by faculty,
- the senate is valued by department chairs,
- the senate is valued by the provost,
- the senate website is an important source of senate news for nonmembers,
- standing committees are an important source of faculty governance,
- ad hoc committees are an important source of faculty governance, and
- their positive experiences in the senate exceed expectations.

However, there are significant differences among campuses for some of these attitudes and beliefs:

⁶ Alternatively stated, 0.5 points around the theoretical scale midpoint of three is taken as relatively "neutral." The standard deviation (sd) of the item "The faculty senate is an important governing body" is 1.102 and the sd of the item "Satisfaction with senate accomplishments" is 0.947. The neutral range of 0.5 points is therefore approximately one-half of a standard deviation of the distributions produced by these two arguably important items. If a normal distribution, the scale midpoint plus and minus 0.5 standard deviation would produce 38% of responses in the neutral category and 31% in each of the other two categories.

- UMSL and S&T senators express greater satisfaction with their accomplishments than senators from MU and UMKC.
- S&T senators are particularly dissatisfied with their administration's responsiveness to their voice; UMSL senators are particularly satisfied.
- More than those at the other three campuses, UMSL senators see their deans and provost as valuing the work of the senate. UMSL and S&T senators see their department chairs as valuing the senate more so than senators at UM and UMKC.
- MU Faculty Council respondents see the local press as a more important vehicle for communicating with nonmembers than senators at the other campuses.
- Standing committees are perceived as particularly important at UMSL and much less important at MU.
- UMSL and S&T senators are more likely to seek reappointment/re-election than those at MU and UMKC (which parallel the differences in the respective perceptions of senate accomplishments).

The same data that produce the scale means in Table 5 can be used to produce response percentages in each answer category. Tables 6 and 7 reports these percentages for two important survey questions: the perceived importance of the senate and satisfaction with its accomplishments.

Table 6: Senator Perceptions by Senate Importance

	The faculty senate/council is an important governing body:				
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
All	2.9%	11.4%	11.4%	37.1%	37.1%
MU	4.8%	23.8%	9.5%	42.9%	19.0%
UMSL	0.0%	7.1%	21.4%	28.6%	42.9%
UMKC	7.7%	7.7%	7.7%	46.2%	30.8%
S&T	0.0%	4.5%	9.1%	31.8%	54.5%

Pearson chi-square: not significant

Although the overall campus distributions in Table 6 are not statistically different, it may nonetheless be noteworthy that 29% of MU's Faculty Council members either disagree or strongly disagree that their council is an important governing body. Similar opinions of irrelevance from the other campuses range from 5% to 15% of senators.

Table 7: Senator Satisfaction with Senate Accomplishments

	Satisfaction with senate/council accomplishments:				
	Highly Dissatisfied	Dissatisfied	Neutral	Satisfied	Highly Satisfied
All	4.3%	14.3%	38.6%	35.7%	7.1%
MU	4.8%	23.8%	42.9%	19.0%	9.5%
UMSL	0.0%	0.0%	35.7%	50.0%	14.3%
UMKC	15.4%	15.4%	53.8%	7.7%	7.7%
S&T	0.0%	13.6%	27.3%	59.1%	0.0%

Pearson chi-square: $p < 0.05$

As found in Table 7, 31% of UMKC senators and 28% of MU council members are “dissatisfied” or “highly dissatisfied” with senate accomplishments. Comparable percentages are 0% and 14% at UMSL and S&T respectively. These differences among campuses are statistically significant.

Identified Areas in Which Faculty Have Substantial Influence

In their 2003 national survey, Tierney and Minor asked respondents to indicate areas of institutional decision-making in which faculty have “substantial levels of influence.” The current survey followed this precedent and asked respondents to check each of 20 possible areas of decision-making in which “faculty have substantial levels of influence (through all means of faculty participation, e.g., committees, councils, academic departments).” Table 8 reports the percentage of senator respondents, by campus, who checked each area.

Table 8: Percent Senators Reporting Substantial Faculty Influence in Each Area

	— All —	MU	UMSL	UMKC	S&T	Differences ¹
N	70	21	14	13	22	
Undergraduate curriculum:						
	83%	81%	79%	62%	100%	$P < 0.05$
General standards of promotion and tenure:						
	69%	76%	79%	54%	64%	ns

— All —	MU	UMSL	UMKC	S&T	Differences ¹
Setting standards for teaching evaluation:					
54%	57%	57%	39%	59%	ns
Evaluation of the quality of academic programs:					
34%	43%	43%	23%	27%	ns
Setting standards for post-tenure review:					
40%	62%	50%	23%	23%	P < 0.05
Undergraduate educational policy:					
61%	81%	50%	46%	59%	ns
Establishing faculty-related personnel policies:					
37%	48%	29%	31%	36%	ns
Setting strategic priorities:					
26%	29%	36%	23%	18%	ns
Selection of the Chancellor and Provost:					
17%	24%	14%	8%	18%	ns
Selection of Deans:					
23%	19%	29%	23%	23%	ns
Selection of Chairs:					
37%	48%	36%	31%	32%	ns
Policies of intellectual property:					
31%	33%	21%	23%	41%	ns
Graduate education policy:					
54%	71%	50%	46%	46%	ns
Evaluation of the Chancellor and Provost:					
39%	24%	43%	8%	68%	P < 0.01
Evaluation of Deans:					
61%	43%	43%	77%	82%	P < 0.05

— All —	MU	UMSL	UMKC	S&T	Differences ¹
Evaluation of Chairs: 53%	52%	36%	39%	73%	ns
Setting of budget priorities: 13%	19%	7%	23%	5%	ns
Annual evaluation of faculty colleagues: 26%	38%	29%	15%	18%	ns
Evaluation of faculty colleagues for promotion and tenure: 69%	81%	71%	54%	64%	ns
Evaluation of faculty in post-tenure review: 36%	48%	43%	23%	27%	ns

Note 1: Pearson chi-square test of proportional differences

The five decision-making areas receiving the largest indications of faculty influence are (highest to lowest):

- undergraduate curriculum,
- setting standards of promotion and tenure,
- evaluation of faculty colleagues for promotion and tenure,
- evaluation of deans, and
- undergraduate educational policy.

The five areas receiving the lowest indications of faculty influence (lowest to highest):

- setting of budget priorities,
- selection of the chancellor and provost,
- selection of deans,
- setting strategic priorities, and
- annual evaluation of faculty colleagues.

There are some significant differences among campuses. S&T senators are unanimous in their agreement that faculty have substantial influence on the undergraduate curriculum; only 62% of the UMKC senators so indicate. More senators at MU and UMSL see substantial faculty influence in setting the standards for post-tenure review than do senators at UMKC and S&T. There are wide differences in the perceptions of influence in evaluating chancellors and provosts: from 8% indicating substantial faculty influence at UMKC to 68% at S&T. Senators see

substantial faculty influence in the evaluations of deans at UMKC and S&T, but fewer report so at MU and UMSL.

Senate Leaders versus Senate Members

The survey asked senate members if “in the last academic year, were you an elected or appointed officer of the Faculty Senate (e.g., chair/president, vice-chair, member of leadership team/executive subgroup)?” Table 9 compares the attitudes of senate leaders with the remaining senate members. These data are not tabulated by campus because of the low numbers of leaders involved in each subset.

Table 9: Senate Leaders versus Members

Senate/Council Member Survey Question	Leaders	Members	t-test
	21	49	
Satisfaction with senate accomplishments this year	3.52	3.16	ns
Satisfaction with senate leaders this year	4.10	3.88	ns
Satisfaction with senate receptiveness to your individual views	4.19	3.63	P < 0.01
Satisfaction with administration responsiveness to senate	2.76	2.73	ns
Satisfaction with senate policies and procedures	3.52	3.55	ns
Agreement that senate is an important governing body	4.52	3.69	p < 0.01
Interest level in senate activities by typical faculty member	2.67	2.57	ns
Typical faculty member satisfaction with senate	3.29	3.08	ns

t-test (two-tailed)

As a pattern, senate leaders are more positive about their experiences than are other senate members. Two of the item differences are statistically significant: leaders express greater satisfaction than members that the senate is receptive to their individual views and leaders express greater agreement that the senate is an important governing body.

Senator responses to the survey’s open-ended questions are contained in the campus-specific “supplement” accompanying this report.

FACULTY BELIEFS AND ATTITUDES

This section reports the results of the questionnaire sent to faculty within the University of Missouri System. Be reminded that, except where clearly indicated, these analyses report results only from faculty respondents who self-report that were ranked, tenure-track or non-tenure track, faculty members not having administrative responsibilities at the level of department chairperson or above. Adjuncts, instructors, chairs, deans and others are excluded.

Awareness of the Senate

The first two survey questions asked faculty “to what extent are you aware of the work of the Faculty Senate?” and “do you know the name of a Faculty Senate representative from your college/school/division that you could speak to if you had a question or concern for the Faculty Senate?” Descriptive frequencies of responses are given in Table 10.

Table 10: Faculty Awareness of the Senate and a Respondent’s Representative

Personal Awareness of Senate Work: *					
	Not at All Aware	Not So Aware	Somewhat Aware	Very Aware	Extremely Aware
All	10.4%	23.2%	45.7%	15.9%	4.8%
MU	12.5%	25.0%	47.4%	11.6%	3.5%
UMSL	7.0%	20.2%	48.8%	20.2%	3.9%
UMKC	11.9%	24.5%	38.5%	19.6%	5.6%
S&T	0.0%	14.8%	43.2%	29.5%	12.5%
Know Name of a Senate Representative from Unit: *					
	No		Yes		
All	40.9%		59.1%		
MU	51.8%		48.2%		
UMSL	20.9%		79.1%		
UMKC	39.2%		60.8%		
S&T	8.1%		91.9%		

* Pearson chi-square: $p < 0.001$

Fifteen percent of S&T faculty were “not so aware” or “not at all aware” of the faculty senate. At MU the comparable figure is 38%. Of S&T faculty, 92% could name a senate representative from their college/school/division that they could speak to if they had a question or concern. A majority of MU faculty could not name such a representative from their Faculty Council. UMSL and UMKC faculty members produced responses between the MU and S&T extremes for each of these awareness questions.

Perceptions of the Senate and its Effectiveness

Paralleling the analysis of senator attitudes in Table 5, responses to many of the same questions posed to faculty are summarized in Table 11. Again, these responses are tabulated by campus.

Table 11: Faculty Beliefs and Attitudes about their Faculty Senates

	— All —	MU	UMSL	UMKC	S&T	Differences ²
N	879	519	129	143	88	
Personal awareness of the work of the faculty senate/council:						
2.82		2.68	2.94	2.83	3.40	p < 0.001
The faculty senate/council is an important governing body:						
3.69		3.63	3.82	3.62	3.99	p < 0.01
Interest in faculty senate/council activities:						
3.14		3.06	3.34	3.08	3.35	p < 0.01
Degree senate/council valued by faculty:						
2.90		2.77	3.15	2.81	3.35	p < 0.001
Degree senate/council valued by department chair/head:						
3.08		2.95	3.38	2.91	3.56	p < 0.001
Degree senate/council valued by dean:						
3.04		3.04	3.46	2.89	2.77	p < 0.001
Degree senate/council valued by provost:						
3.07		3.02	3.42	3.15	2.74	p < 0.001
Satisfaction with senate/council representation with campus administration:						
3.14		3.13	3.23	3.02	3.29	ns

Satisfaction with accomplishments of senate/council:	3.10	3.12	3.26	2.97	3.03	p < 0.05
Degree typical faculty member is informed of senate/council activities:	2.53	2.44	2.63	2.41	3.12	p < 0.001
Importance of senate/council newsletters/e-mails:	3.27	3.28	3.24	3.12	3.55	p < 0.05
importance of senate/council website:	2.85	2.85	2.94	2.86	2.67	ns
Importance of senate/council social media:	2.05	2.13	2.10	1.95	1.72	p < 0.01
Importance of local press:	2.31	2.53	2.20	2.09	1.66	p < 0.001
Importance of word of mouth:	3.00	2.93	3.20	2.95	3.23	p < 0.05
Importance of academic departments as a source of faculty governance:	3.29	3.28	3.45	3.20	3.23	ns
Importance of standing committees as a source of faculty governance:	3.15	3.12	3.32	3.16	3.09	ns
Importance of ad hoc committees as a source of faculty governance:	3.03	3.04	3.13	2.96	2.96	ns
Importance of senate/council as a source of faculty governance:	3.14	3.15	3.28	3.04	3.06	ns
Frequency of "avoiding" negotiating tactic (reverse scored): ³	3.57	3.45	3.73	3.79	3.67	ns
Frequency of "competing" negotiating tactic (reverse scored): ³	3.62	3.63	4.11	3.67	2.91	p < 0.001

Frequency of "compromising" tactic (reverse scored): ³	2.37	2.40	2.17	2.41	2.42	ns
Frequency of "accommodating" negotiating tactic (reverse scored): ³	2.56	2.61	2.33	2.37	2.85	p < 0.05
Frequency of "collaborative" negotiating tactic (reverse scored): ³	2.83	2.86	2.60	2.72	3.12	ns
Effectiveness of IFC in representing faculty interests of your campus: ⁴	2.42	2.40	2.67	2.33	2.39	ns
Likelihood to stand for election to senate/council:	2.43	2.34	2.76	2.47	2.39	p < 0.01

Note 1: Unless otherwise noted, 5-point rating scales (3 is midpoint)

Note 2: ANOVA test for differences among four campuses ("ns" - not significant)

Note 3: Rank -- 1 most, 5 least

Note 4: "Don't Know" excluded - 40% (range: 30% - 45%)

As before, if an overall score of 3.25 (and above) is taken as relatively positive and 2.75 (and below) is taken as relatively negative, then faculty members:

- see the senate as an important governing body,
- see senate newsletters/emails as an important source of senate news for nonmembers, and
- see academic departments as important sources of faculty governance,

But viewed rather negatively, faculty also:

- perceive that the typical faculty member is uninformed of senate activities,
- see social media as not an important source of senate news for nonmembers,
- see the local press as not an important source of senate news for nonmembers,
- see the Intercampus Faculty Council (IFC) as ineffective, and
- are unlikely to stand for election to the senate themselves.

Taken as a whole, faculty are relatively neutral regarding:

- an interest in senate activities,
- whether the senate is valued by faculty,
- whether the senate is valued by deans,
- whether the senate is valued by department chairs,
- whether the senate is valued by the provost,
- satisfaction with senate representation with campus administration,

- satisfaction with senate accomplishments,
- whether the senate website is an important source of senate news,
- whether the word of mouth is an important source of senate news,
- whether standing committees are an important source of faculty governance,
- whether ad hoc committees are an important source of faculty governance, and
- whether the senate is an important source of faculty governance.

However, there are significant differences among campuses for some of these attitudes and beliefs. When compared with others, faculty at Missouri S&T:

- are more aware of the work of the faculty senate,
- see more importance in the senate as a governing body,
- have more interest in senate activities than faculty at MU and UMKC,
- perceive that the senate is more valued by faculty,
- perceive that the senate is more valued by department chairs than faculty at MU and UMKC,
- perceive that the typical faculty member is more informed of senate activities, and
- see senate newsletters, emails as important.

When compared with the other campuses, faculty at the University of Missouri – St. Louis (UMSL):

- have more interest in senate activities than faculty at MU and UMKC,
- perceive the senate as more valued by deans,
- perceive the senate as more valued by the provost,
- express greater satisfaction with senate accomplishments, and
- are more likely to seek election for a senate seat.

More than other campuses, responding faculty at MU faculty see the local press as important for informing others of their Faculty Council activities.

Of course, responses to survey questions can be related to one another. Two of the largest and statistically significant Pearson correlations among faculty beliefs/attitudes are the relationships between perceived “importance of the senate as a governing body” and (a) satisfaction with senate representation of faculty interests with campus administration ($r = 0.53$), and (b) satisfaction with senate accomplishments ($r = .51$).

Identified Areas in Which Faculty Have Substantial Influence

Once again following Tierney and Minor (2003) and the survey of senators in this study, faculty on each of the four campuses were asked to check each of 20 possible areas of decision-making in which “faculty have substantial levels of influence (through all means of faculty participation, e.g., committees, councils, academic departments).” Table 12 reports the percentage of faculty respondents who checked each area by campus.

Table 12: Percent Faculty Reporting Substantial Faculty Influence in Each Area

	— All —	MU	UMSL	UMKC	S&T	Differences ¹
N	879	579	129	143	88	
Undergraduate curriculum:	64%	59%	78%	62%	75%	p < 0.001
General standards of promotion and tenure:	52%	50%	57%	52%	56%	ns
Setting standards for teaching evaluation:	36%	33%	43%	33%	42%	ns
Evaluation of the quality of academic programs:	29%	27%	32%	36%	28%	ns
Setting standards for post-tenure review:	27%	27%	26%	29%	26%	ns
Undergraduate educational policy:	37%	35%	40%	32%	45%	ns
Establishing faculty-related personnel policies:	32%	34%	26%	26%	40%	p < 0.05
Setting strategic priorities:	20%	19%	18%	25%	16%	ns
Selection of the Chancellor and Provost:	12%	10%	12%	18%	9%	ns
Selection of Deans:	17%	16%	13%	23%	16%	ns
Selection of Chairs:	33%	32%	47%	27%	32%	p < 0.01
Policies of intellectual property:	15%	14%	17%	16%	22%	ns

— All —	MU	UMSL	UMKC	S&T	Differences ¹
Graduate education policy: 39%	41%	33%	34%	48%	p < 0.05
Evaluation of the Chancellor and Provost: 19%	18%	19%	14%	35%	p < 0.001
Evaluation of Deans: 31%	32%	23%	32%	36%	ns
Evaluation of Chairs: 34%	39%	26%	28%	32%	p < 0.01
Setting of budget priorities: 11%	10%	12%	15%	11%	ns
Annual evaluation of faculty colleagues: 26%	28%	33%	22%	11%	p < 0.01
Evaluation of faculty colleagues for promotion and tenure: 49%	50%	54%	42%	44%	ns
Evaluation of faculty in post-tenure review: 27%	27%	30%	28%	21%	ns

Note 1: Pearson chi-square test of proportional differences

The five areas receiving the highest percentage of indications of faculty influence are (highest to lowest):

- undergraduate curriculum, ⁷
- setting standards of promotion and tenure, ⁷
- evaluation of faculty colleagues for promotion and tenure, ⁷
- graduate education policy, and
- undergraduate educational policy. ⁷

The five areas receiving the lowest percentages are (lowest to highest):

- setting of budget priorities, ⁷

⁷ Same rank as in the survey of senate members

- selection of the chancellor and provost, ⁷
- policies of intellectual property,
- selection of deans, ⁸ and
- evaluation of chancellor and provost.

There are some significant differences among campuses. When compared with other campuses, more S&T faculty see substantial faculty influence in: (a) establishing faculty-related personnel policies, (b) establishing graduate education policy, and (c) the evaluation of their Chancellor and Provost. However, fewer S&T faculty see substantial influence in the annual evaluation of faculty colleagues. More S&T and UMSL faculty report substantial faculty influence on undergraduate curriculum than those at MU and UMKC. More UMSL faculty report influence in the selection of chairs than faculty at the other campuses. More MU faculty report influence in the evaluation of their chairs than do the other faculties.

Proportional Differences in the Perception of Influence: Senators vs Faculty

Perhaps of equal interest are the percentage *differences* between those senators seeing substantial faculty influence in a decision area versus the faculty who, from their perspective, perceive such influence. Table 13 reports, in descending order of size, those areas in which perceptions of senators and faculty differ.

Table 13: Difference Between Senator and Faculty Percentage Perception of Substantial Influence

In declining order of delta:	Senators	Faculty	delta
	70	879	
Evaluation of Deans:	61%	31%	30%
Undergraduate educational policy:	61%	37%	24%
Evaluation of the Chancellor and Provost:	39%	19%	20%
Evaluation of faculty colleagues for P&T:	69%	49%	20%
Undergraduate curriculum:	83%	64%	19%
Evaluation of Chairs:	53%	34%	19%
Setting standards for teaching evaluation:	54%	36%	18%
General standards of P&T:	69%	52%	17%
Policies of intellectual property:	31%	15%	16%
Graduate education policy:	54%	39%	15%
Setting standards for post-tenure review:	40%	27%	13%
Evaluation of faculty in post-tenure review:	36%	27%	9%
Selection of Deans:	23%	17%	6%

⁸ Also among the lowest five areas in the senator survey but not exactly the same rank.

In declining order of delta:	Senators	Faculty	delta
	70	879	
Setting strategic priorities:	26%	20%	6%
Evaluation of academic programs:	34%	29%	5%
Selection of the Chancellor and Provost:	17%	12%	5%
Establishing faculty personnel policies:	37%	32%	5%
Selection of Chairs:	37%	33%	4%
Setting of budget priorities:	13%	11%	2%
Annual evaluation of faculty colleagues:	26%	26%	0%

There is no category, among the 20, in which more faculty see substantial decision-making influence than do their senators.

Differences Within Ranked Faculty

In all previous analyses, ranked tenured/tenure track (T/TT) and non-tenured (NTT) faculty have been combined. In Table 14, the beliefs and attitudes of these ranked faculty are disaggregated and compared.

Table 14: Responses by Tenured/Tenure Track versus Non-Tenure Track Appointment

	T/TT	NTT	Diff
N	485	374	
Personal awareness of the senate work:	3.00	2.58	p < 0.001
Senate is an important governing body:	3.72	3.67	ns
Personal interest in senate activities:	3.18	3.08	ns
Degree senate valued by faculty:	2.96	2.82	ns
Degree senate valued by department chair:	3.06	3.12	ns
Degree senate valued by dean:	2.93	3.21	p < 0.01
Degree senate valued by provost:	2.98	3.21	p < 0.05
Satisfaction with representation with admin:	3.13	3.16	ns
Satisfaction with accomplishments of senate:	3.05	3.20	p < 0.01
Degree faculty is informed of senate:	2.58	2.48	ns
Import of department to faculty:	3.30	3.29	ns
Import of standing committees:	3.12	3.21	ns
Import of ad hoc committees:	2.99	3.12	ns
Import of senate to faculty governance:	3.09	3.24	p < 0.05
Effectiveness of IFC in representing campus	2.32	2.55	p < 0.05
Likelihood to stand for election to senate:	2.51	2.38	ns

Compared to their tenured/tenure track colleagues, non-tenure track faculty report significantly less awareness of the work of the faculty senate. The remaining five significant differences reveal more positive beliefs and attitudes among non-tenure track when compared to their tenured/tenure-track colleagues.

The next table reports differences in the beliefs and attitudes among ranked faculty identified by their academic area. Respondents were asked to identify the broad category that best describes the area of their primary appointment: humanities (Hum); social sciences (Soc); physical sciences, biological sciences, and math (Phys); and professional schools (Pro).

Table 15: Faculty Perceptions by Primary Area of Appointment

	Hum	Soc	Phys	Pro	Diff
N	132	185	204	335	
Personal awareness of the senate work:	2.91	2.76	2.90	2.77	ns
Senate is an important governing body:	3.79	3.73	3.69	3.65	ns
Personal interest in senate activities:	3.27	3.09	3.23	3.05	p < 0.05
Degree senate valued by faculty:	3.03	2.98	3.05	2.70	p < 0.001
Degree senate valued by department chair:	3.24	3.23	3.14	2.89	p < 0.01
Degree senate valued by dean:	3.17	3.18	2.90	3.02	ns
Degree senate valued by provost:	3.04	3.14	2.94	3.13	ns
Satisfaction with representation with admin:	3.13	3.18	3.05	3.20	ns
Satisfaction with accomplishments of senate:	3.22	3.20	2.96	3.11	p < 0.05
Degree faculty is informed of senate:	2.55	2.57	2.59	2.48	ns
Import of department to faculty:	3.36	3.41	3.33	3.15	ns
Import of standing committees:	3.18	3.19	3.16	3.12	ns
Import of ad hoc committees:	3.04	3.03	3.04	3.02	ns
Import of senate to faculty governance:	3.15	3.21	3.11	3.14	ns
Effectiveness of IFC in representing campus	2.56	2.28	2.37	2.49	ns
Likelihood to stand for election to senate:	2.50	2.47	2.51	2.34	ns

Hum-Humanities; Soc-Social Sciences; Phys - Physical/Biological Sciences, Math;

Pro- Professional Schools

Those in the social sciences and professional schools are less interested in senate activities. Compared to others, professional school faculty perceive that the senate is less valued by faculty and by department chairs. Faculty in mathematics/natural sciences are the least satisfied with senate accomplishments.

Ranked Faculty versus Other Faculty

In all faculty analyses to this point, unranked faculty and administrators have been excluded. In the final table, ranked faculty are compared to these other groups.

Table 16: Differences Among Three Categories of Faculty Respondents

	Faculty		Admin	Diff
	Ranked	Unranked		
N	879	456	139	
Personal awareness of the senate work:	2.82	2.27	3.55	p < 0.001
Senate is an important governing body:	3.69	3.51	4.00	p < 0.001
Personal interest in senate activities:	3.14	2.88	3.55	p < 0.001
Degree senate valued by faculty:	2.90	2.82	3.04	ns
Degree senate valued by department chair:	3.08	3.03	3.38	p < 0.01
Degree senate valued by dean:	3.04	3.05	3.39	p < 0.01
Degree senate valued by provost:	3.07	3.09	3.52	p < 0.001
Satisfaction with representation with admin:	3.14	3.04	3.41	p < 0.001
Satisfaction with accomplishments of senate:	3.10	3.08	3.34	p < 0.01
Degree faculty is informed of senate:	2.53	2.35	2.72	p < 0.001
Import of department to faculty:	3.29	3.26	3.56	p < 0.05
Import of standing committees:	3.15	3.14	3.40	p < 0.05
Import of ad hoc committees:	3.03	3.03	3.36	p < 0.01
Import of senate to faculty governance:	3.14	3.11	3.39	p < 0.05
Effectiveness of IFC in representing campus	2.42	2.61	3.04	p < 0.001
Likelihood to stand for election to senate:	2.43	1.80	2.32	p < 0.001

Unranked faculty map closely into the pattern of means of ranked faculty. The statistically significant differences among the three groups on all but one of the 16 variables are largely due to the more favorable perceptions of the senate exhibited by university administrators.

However, administrators (and unranked faculty) are less likely to stand for election to their senates. In part these are due to restrictions on their participation. None of the campuses permit part-time faculty to serve on the senate. Although, allowable on three of the campuses, administrators higher than department chair are excluded from serving on the MU Faculty Council.

Ranked faculty, unranked faculty, and administrator responses to the survey's open-ended questions are contained in the campus-specific "supplement" accompanying this report.

CLOSING CAVEATS

Senate members were identified for purposes of this survey by their designation on the websites of their respective institutions. Other classifications of respondents (e.g., faculty rank) were by self-report.

There is no way to determine how nonrespondents differ from respondents to this survey. It may seem reasonable to assume that senators who are less engaged in their senate responsibilities and faculty members with little knowledge of, or opinions about, their senates were less likely to participate in this survey. However, such assumptions cannot be tested and alternative explanations exist.

Your comments about and reactions to this report, and its supplement, are invited at jago@missouri.edu. Like individual survey data, your comments will remain completely confidential.

Appendix A

COVER EMAILS TO POTENTIAL RESPONDENTS: SENATE MEMBERS AND FACULTY MEMBERS*

* Samples using the University of Missouri (MU) nomenclature

Jago, Arthur G.

From: jago@missouri.edu via SurveyMonkey <member@surveymonkeyuser.com>
Sent: Saturday, [REDACTED] 10:20 AM
To: [REDACTED]
Subject: Your Experience on MU's Faculty Council

Your Experience on MU's '18-'19 Faculty Council

Professor [REDACTED]

The last major examination of attitudes toward university faculty councils/senates was conducted in 2003 and that survey only asked the opinions of Provosts, Department Chairs, and the chair/president of the council (or senate) itself. Other than the chair, members of the council/senate were not asked their views of the governance body. I am conducting a research study to correct this deficiency and compare the opinions of faculty council/senate members with the views of others.

You are a faculty member serving on the shared governance body (senate or council) of one of the four campuses of the University of Missouri System: MU, UMSL, UMKC, UMS&T. For the study to be meaningful, I need 5 minutes of your time to complete this short completely confidential 21-item survey.

This survey is completely voluntary; you can end your participation at any time and you can skip any question you do not wish to (or cannot) answer. No personally identifying information is requested. If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact - anonymously, if you wish - the University of Missouri Institutional Review Board by phone at (573) 882-3181 or by email at irb@missouri.edu.

I will be happy to send you a copy of the aggregated results once the study is complete. Simply send me a separate request to my email address below.

Thanks ever so much for providing your important responses to this brief survey.

Dr. Art Jago
Professor Emeritus of Management
University of Missouri
phone: (573) 268-3035
email: jago@missouri.edu

Reference: Tierney, W.G. & Minor, J.T. (2003). Challenges for governance: A national report. Los Angeles: University of Southern California.

[Begin Survey](#)

Please do not forward this email as its survey link is unique to you.

[Privacy](#) | [Unsubscribe](#)

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Jago, Arthur G.

From: jago@missouri.edu via SurveyMonkey <member@surveymonkeyuser.com>
Sent: Friday, [REDACTED] 9:14 AM
To: [REDACTED]
Subject: Your Opinions of the MU Faculty Council

Your Opinions of the MU Faculty Council

Dear Professor [REDACTED]

You are part of a random sample of MU faculty members that I am asking to participate in a survey of attitudes toward the MU Faculty Council. Even if you know little about the Council, your participation is important. (Among other issues, degree of awareness is a question to be addressed by the survey.)

According to its website, the Faculty Council “is the elected representative organization of the MU faculty. Members represent faculty from every college, division and school. It develops policies that affect academic life; protects primary, shared and advisory faculty authority; and serves as a reflection of faculty thought. It is the public face of MU faculty members to university officials, stakeholders, and media.”

However, we know very little about how faculty members feel about their representative Councils or Senates. The last major national examination of such attitudes was conducted in 2003 and that survey only asked the opinions of Provosts, Department Chairs, and the chair/president of the council (or senate) itself. Ordinary faculty members were not asked for their views. I am conducting a research study to correct this deficiency and compare the opinions of faculty members with the self-perceptions of council/senate members.

For the study to be meaningful, I need **6 minutes** of your time to complete this **completely confidential** short survey.

This survey is completely voluntary and you can end your participation at any time. No personally identifying information is requested. You may skip any question you cannot (or prefer not to) answer. If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect

of this study, you may contact - anonymously, if you wish - the University of Missouri Institutional Review Board by phone at (573) 882-3181 or by email at irb@missouri.edu.

I will be happy to send you a copy of the aggregated results once the study is complete. Simply send me a separate request to my email address below.

Thanks ever so much for providing your important responses to this brief survey.

Dr. Art Jago
Professor Emeritus of Management
University of Missouri
phone: (573) 268-3035
email: jago@missouri.edu

Reference: Tierney, W.G. & Minor, J.T. (2003). Challenges for governance: A national report. Los Angeles: University of Southern California.

[Begin Survey](#)

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Appendix B

SENATE MEMBER SURVEY*

* Using the University of Missouri (MU) nomenclature

Your Experience on MU's '18-'19 Faculty Council

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1. Which best describes how you became a member of the MU Faculty Council?

- ☐ Appointed by a university administrator (e.g., chair, dean) ☐ Encouraged by an administrator to become a candidate for election
- ☐ Encouraged by a faculty colleague to become a candidate for election ☐ Self-motivated to become a candidate for election
- ☐ Other (please specify)

2. How satisfied are you with:

	Highly Dissatisfied	Dissatisfied	Neutral	Satisfied	Highly Satisfied
Council accomplishments in this last academic year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Council leadership (e.g., chairs) in this last academic year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Council receptiveness to your individual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration responsiveness to Council's voice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies and procedures of the Council itself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. The Faculty Council is an important governing body:

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. The interest level in Faculty Council activities by the typical MU faculty member is:

Not At All Interested	Not So Interested	Somewhat Interested	Very Interested	Extremely Interested
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The satisfaction level with Faculty Council by the typical MU faculty member is:

Highly Dissatisfied	Dissatisfied	Neutral	Satisfied	Highly Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. To what degree is your work on Faculty Council valued by your:

	Not At All	A Little	A Moderate Amount	A Lot	A Great Deal
Faculty Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department Chair/Head	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College/School Dean (or equivalent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Provost (or equivalent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How informed is the typical MU faculty member of Council activities:

Not At All Informed	Not So Informed	Somewhat Informed	Very Informed	Extremely Well Informed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. To inform nonmembers, how important a source of information about Council activities are:

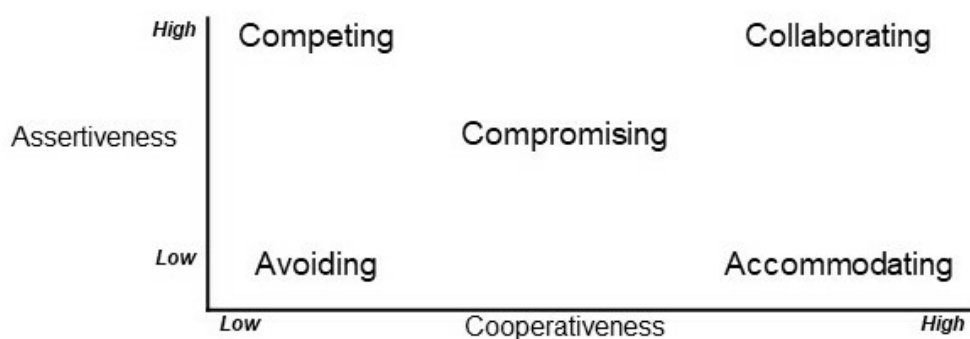
	Not At All Important	Not So Important	Somewhat Important	Very Important	Extremely Important
Council/Senate Newsletters/e-mails	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media (e.g., Facebook)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local Press (print, radio, TV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Word of Mouth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Check all the areas in which faculty have substantial levels of influence (through all means of faculty participation, e.g. committees, councils, academic departments)

- | | |
|--|--|
| <input type="checkbox"/> Undergraduate curriculum | <input type="checkbox"/> Selection of Chairs |
| <input type="checkbox"/> General standards of promotion and tenure | <input type="checkbox"/> Policies of Intellectual property |
| <input type="checkbox"/> Setting standards for teaching evaluation | <input type="checkbox"/> Graduate education policy |
| <input type="checkbox"/> Evaluation of the quality of academic programs | <input type="checkbox"/> Evaluation of the Chancellor and Provost |
| <input type="checkbox"/> Setting standards for post-tenure review | <input type="checkbox"/> Evaluation of Deans |
| <input type="checkbox"/> Undergraduate educational policy | <input type="checkbox"/> Evaluation of Chairs |
| <input type="checkbox"/> Establishing faculty-related personnel policies | <input type="checkbox"/> Setting of budget priorities |
| <input type="checkbox"/> Setting strategic priorities | <input type="checkbox"/> Annual evaluation of faculty colleagues |
| <input type="checkbox"/> Selection of the Chancellor and Provost | <input type="checkbox"/> Evaluation of faculty colleagues for promotion and tenure |
| <input type="checkbox"/> Selection of Deans | <input type="checkbox"/> Evaluation of faculty in post-tenure review |

10. Rate the impact of the following methods of faculty participation in governance at MU:

	Not At All Significant	Not So Significant	Somewhat Significant	Very Significant	Extremely Significant
Academic Departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standing Faculty Committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ad Hoc Committees (& Task Forces)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Council/Senate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



11. Five negotiating styles are described in the figure above. Please rank order -- from **1 the most often** to **5 the least often** -- the tactics the Faculty Council uses when dealing with the MU administration.

	<input type="text"/>	Avoiding
	<input type="text"/>	Competing
	<input type="text"/>	Compromising
	<input type="text"/>	Accommodating
	<input type="text"/>	Collaborating

12. In this last academic year, were you an elected or appointed officer of the Faculty Council (e.g., chair/president, vice-chair, member of leadership team/executive subgroup)?

☐ Yes

☐ No

13. When compared to other faculty service obligations you have had, the amount of time you devoted to Faculty Council business is:

Much Less	Less	About the Same	More	Much More
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. The greatest strength of the Faculty Council is:

15. The greatest weakness of the Faculty Council is:

16. When you compare your Faculty Council experiences with your expectations before joining the group, your positive experiences have been:

Much Below Expectations	Below Expectations	As Expected	Above Expectations	Much Above Expectations
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. In this last academic year, about what percentage of Faculty Council meetings did you attend?

- | | |
|--------------------------------|------------------------------------|
| <input type="radio"/> 0 to 20% | <input type="radio"/> 61-80% |
| <input type="radio"/> 21-40% | <input type="radio"/> 81-99% |
| <input type="radio"/> 41-60% | <input type="radio"/> All Meetings |

18. The "Intercampus Faculty Council" (IFC) is composed of three faculty senate/council members from each campus: MU, UMSL, UMKC and UMS&T. The IFC advises the UM System President, his staff, and the UM Board of Curators on matters of faculty interest (e.g., allocation of campus budgets, system administration, legislative relations, "collected rules and regulations"). How effective is the IFC in representing the faculty interests of **your** campus?

Not At All Effective	Not So Effective	Somewhat Effective	Very Effective	Extremely Effective	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Of these broad categories, which best describes the area of your primary academic appointment?
(choose one)

- ☐ Humanities
- ☐ Social Sciences
- ☐ Physical Sciences / Biological Sciences / Mathematics
- ☐ Professional Schools

20. When your term is up, will you seek re-election/reappointment to the Faculty Council?

Very Unlikely	Unlikely	Neither Likely Nor Unlikely	Likely	Very Likely	Not Eligible for Reappointment
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Use this space for additional confidential and anonymous comments about the MU Faculty Council and your experience as a member:

Thank you for your participation!
Art Jago

Appendix C

FACULTY MEMBER SURVEY*

* Using the University of Missouri (MU) nomenclature

Your Opinions of the MU Faculty Council

"The MU Faculty Council for University Policy ("Faculty Council") is the elected representative organization of the MU faculty. Members represent faculty from every college, division and school. It develops policies that affect academic life; protects primary, shared and advisory faculty authority; and serves as a reflection of faculty thought. It is the public face of MU faculty members to university officials, stakeholders, and media." (Council Website)

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1. To what extent are you aware of the work of the Faculty Council?

Not At All Aware	Not So Aware	Somewhat Aware	Very Aware	Extremely Aware
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Do you know the name of a Faculty Council representative from your college/school/division that you could speak to if you had a question or concern for the Faculty Council?

- ☐ Yes
- ☐ No (I would need to seek out this information)

3. The Faculty Council is an important governing body:

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How interested are you in Faculty Council activities?

Not At All Interested	Not So Interested	Somewhat Interested	Very Interested	Extremely Interested
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. To what degree is the work of the Faculty Council valued by your:

	Not At All	A Little	A Moderate Amount	A Lot	A Great Deal
Faculty Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department Chair/Head	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College/School Dean (or equivalent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Provost (or equivalent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How satisfied are you that the Faculty Council represents your interests with the MU administration?

Highly Dissatisfied	Dissatisfied	Neutral	Satisfied	Highly Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How satisfied are you with the accomplishments of the Faculty Council:

Highly Dissatisfied	Dissatisfied	Neutral	Satisfied	Highly Satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How informed is the typical MU faculty member of Council activities:

Not At All Informed	Not So Informed	Somewhat Informed	Very Informed	Extremely Well Informed
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How important is each of the following sources of information about Faculty Council activities:

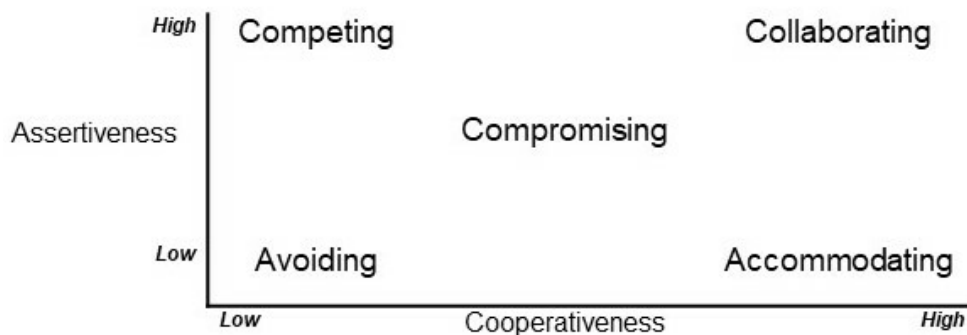
	Not At All Important	Not So Important	Somewhat Important	Very Important	Extremely Important
Council/Senate Newsletters/e-mails	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media (e.g., Facebook)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local Press (print, radio, TV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Word of Mouth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Check all the areas in which faculty have substantial levels of influence (through all means of faculty participation, e.g. committees, councils, academic departments)

- | | |
|--|--|
| <input type="checkbox"/> Undergraduate curriculum | <input type="checkbox"/> Selection of Chairs |
| <input type="checkbox"/> General standards of promotion and tenure | <input type="checkbox"/> Policies of Intellectual property |
| <input type="checkbox"/> Setting standards for teaching evaluation | <input type="checkbox"/> Graduate education policy |
| <input type="checkbox"/> Evaluation of the quality of academic programs | <input type="checkbox"/> Evaluation of the Chancellor and Provost |
| <input type="checkbox"/> Setting standards for post-tenure review | <input type="checkbox"/> Evaluation of Deans |
| <input type="checkbox"/> Undergraduate educational policy | <input type="checkbox"/> Evaluation of Chairs |
| <input type="checkbox"/> Establishing faculty-related personnel policies | <input type="checkbox"/> Setting of budget priorities |
| <input type="checkbox"/> Setting strategic priorities | <input type="checkbox"/> Annual evaluation of faculty colleagues |
| <input type="checkbox"/> Selection of the Chancellor and Provost | <input type="checkbox"/> Evaluation of faculty colleagues for promotion and tenure |
| <input type="checkbox"/> Selection of Deans | <input type="checkbox"/> Evaluation of faculty in post-tenure review |

11. Rate the impact of the following methods of faculty participation in governance at MU:

	Not At All Significant	Not So Significant	Somewhat Significant	Very Significant	Extremely Significant
Academic Departments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standing Faculty Committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ad Hoc Committees (& Task Forces)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



12. Five negotiating styles are described in the figure above. Please rank order -- from **1 the most often** to **5 the least often** -- the tactics the Faculty Council uses when dealing with the MU administration.

	<input type="text"/>	Avoiding
	<input type="text"/>	Competing
	<input type="text"/>	Compromising
	<input type="text"/>	Accommodating
	<input type="text"/>	Collaborating

13. The greatest strength of the Faculty Council is:

14. The greatest weakness of the Faculty Council is:

15. The "Intercampus Faculty Council" (IFC) is composed of three faculty senate/council members from each campus: MU, UMSL, UMKC and UMS&T. The IFC advises the UM System President, his staff, and the UM Board of Curators on matters of faculty interest (e.g., allocation of campus budgets, system administration, legislative relations, "collected rules and regulations"). How effective is the IFC in representing the faculty interests of **your** campus?

Not At All Effective	Not So Effective	Somewhat Effective	Very Effective	Extremely Effective	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Please identify your rank:

- | | |
|--|---|
| <input type="radio"/> Full Professor | <input type="radio"/> Assistant Professor |
| <input type="radio"/> Associate Professor | <input type="radio"/> Instructor |
| <input type="radio"/> Other (please specify) | |

17. Please identify your type of appointment:

☐ Tenured / Tenure Track

☐ Non-Tenure Track (NTT)

☐ Other (please specify)

18. Of these broad categories, which best describes the area of your primary academic appointment?
(choose one)

☐ Humanities

☐ Social Sciences

☐ Physical Sciences / Biological Sciences / Mathematics

☐ Professional Schools

19. How likely would you be to stand for election as a representative to Faculty Council?

Very
Unlikely

Unlikely

Neither Likely
Nor Unlikely

Likely

Very
Likely

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

20. Do you hold an administrative position of Department Chairperson or above?

☐ Yes

☐ No

21. Use this space for additional confidential and anonymous comments about the MU Faculty Council:

Thank you for your participation!

Art Jago