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2017

**FACULTY
ATTITUDE
SURVEY**

The University of North Alabama

2017 Faculty Attitude Survey Report

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THE 2017 FACULTY ATTITUDE SURVEY

Submitted:

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The following data were obtained from the 2016-17 Faculty Attitude Survey. As in previous years, we used the Qualtrics online survey tool for data collection. The survey was administered by the members of this committee, and no one outside of the committee had access to the raw data at any time. All survey data were recorded, compiled, and interpreted by the members of this committee.

All faculty were emailed on February 20, 2017, asking for their participation in the survey. The email contained a link to the online survey and requested their completion of the survey by March 20, 2017.

This year's survey report reflects responses obtained from 207 survey participants, and results are presented with data from the same or very similar questions from previous years wherever applicable. The data are also presented in tabular form by the individual's self-identified college/instructional unit affiliation, unless the information for the individual would allow for possible identification in cases where few respondents from a department participated. Data for these individuals is included into the "I choose not to identify my college/unit affiliation" column. There were a total of 246 faculty members/instructors and 91 adjunct instructors at UNA during the administration phase of the survey according to OIRPA data. The overall response rate of 60.8% was noticeably down from the 2015-16 survey response rate of 69% (Table 1). The response rate for identified full-time faculty was 70.4% (162/230) and 40.7% (37/91) for adjuncts without inclusion of the 3 participants that did not report their rank. It warrants mentioning that these numbers represent decreases for each rank, relative to the corresponding rates in 2015-2016.

Table 1. UNA Faculty Selected Population and Sample Characteristics

Rank of Teaching Faculty Spring 2016 Frequency (% of all Faculty)		Faculty Attitude Survey Participation Spring 2017 Frequency (% of all Faculty/% of Faculty of same rank)	
Professors	67	Professors	46 (22.2%/68.7%)
Assoc. Profs.	56	Assoc. Profs.	47 (22.7%/83.9%)
Asst. Profs.	77	Asst. Profs.	51 (24.6%/66.2%)
Instructors	30	Instructors	21 (10.2%/70.0%)
Visiting Profs.	16	Visiting Profs.	2 (1.0%/12.5%)
Adjuncts	91	Adjunct	37 (17.9%/40.7%)
Temporary	3		
Total	340	No Response	3 (1.5%/NA)
		Total	207 (60.8%/NA)

Data obtained from the Office of Institutional Research, Planning & Assessment. Faculty counts provided in these columns include UNA employees working within Kilby School and Educational Technology Services. These employees are defined as "faculty" for some institutional purposes, although not for others, but are encouraged annually to complete the Faculty Attitude Survey regardless of institutional and/or state reporting purposes. Some teaching faculty are part-time; these figures represent the numbers of individuals employed or surveyed at each rank, and do not represent full-time equivalents.

Preliminary Questions (pages 19-21, and 105)

The data in Tables FACa-FAC1b depict the college/unit affiliation by adjunct and full-time faculty. Over half of the responses were from adjunct (59.7% of all adjunct responses) or full-time faculty members (48.7% of all faculty responses) in the College of Arts & Sciences (COAS). The largest percentage of full-time faculty (29.9%) reported 0-4 years of experience. While obviously not asked of adjunct faculty, the largest percentage of full-time faculty (see Table FAC1b) were either at the rank of Assistant Professor (30.5%) or Associate Professor (28.1%). When broken down by college/academic unit, a comparatively higher percentage of faculty from the College of Education and Human Sciences (COEHS) (41.4%) and the (COAS) (33.3%) were at the rank of Assistant Professor (See Table FACb2). With regard to length of tenure at UNA, 29.9% of faculty have been employed at UNA for 0-4 years, 24.6% have been employed for a period of 8-11 years, and 22.8% have been employed for a period of 12-20 years (Table FAC1a). Among adjuncts, 42.2% have been employed at UNA between 0 and 4 years, 22.2% have been employed for a period of between 8-11 years, 17.8% have been employed for 12-20 years.

Faculty Attitude Survey Summary (2016-17)

For the fifth year, this report provides a verbal summary of results that we hope will be found useful (pages 4-19). The data for full-time faculty can be found in Appendix A, and data for adjunct faculty are in Appendix B. Consequently, verbal summaries ***were not included this year for adjunct faculty***, so interested parties are instructed to visit Appendix B for a tabular representation of attitudes among adjuncts. This report also disaggregates results by College of affiliation. Since not all respondents answered every question, and there are small sample sizes from some colleges, caution should be exercised in generalizing from these results. Please contact the committee members if you have questions regarding the data, the questionnaire, or any possible use to which these data may be applied.

Attitudes toward Administration (pages 21-41)

Detailed response tables for all of the variables assessing President Kitts can be found in the FAC item section (FAC 3a to FAC 8b) and are displayed by all full-time faculty members and all full-time faculty members by college/unit affiliation responses. Faculty respondents' satisfaction with **the President's "overall job performance"** (Table FAC8a) was high with 82.2% of faculty responding either *agree* or *strongly agree*, and .6% answering *no basis for judgment*. With regards to individual performance aspects the President received *agree or strongly agree* response rates of 74.2% or greater for "**his communication with the faculty**" (Table FAC2a: 81% *agreed* or *strongly agreed* while 1.8% responded *no basis for judgment*), "**his support of academic programs**" (Table FAC3a: 75.3% *agreed* or *strongly agreed*, and 3.7% responded *no basis for judgment*), "**his clear statements of university policies**" (Table FAC4a: 77.2% *agreed* or *strongly agreed*, while 3.7% responded *no basis for judgment*), and "**his support for shared governance**" (Table FAC6a: 74.2% *agreed* or *strongly agreed*, and 11% responded *no basis for judgment*). Agree or strongly agree responses were not as high for "**his allocation of available funds giving proper priority to academic programs**" (Table FAC5a: 55.8% *agreed* or *strongly agreed*), "**his representation of faculty members' views to the Board of Trustees**" (Table FAC7a: A or

SA = 55.2%), but this was due to high response rates of *neutral or no basis for judgment* (both exceeded 28.2% on each question) and not high response rates of *disagree or strongly disagree*.

Detailed response tables for all of the variables assessing Vice President (VP) of Academic Affairs and Provost John Thornell can be found in the FAC item section (FAC9a to FAC14b) and are displayed by all full-time faculty members and all full-time faculty members by college/unit affiliation responses. The total percentage of full-time faculty members who *agree or strongly agree* that they are satisfied with “**his overall job performance**” was 83.4% (Table FAC14a). In the category of “**his budget proposal’s support for academic programs**” (Table FAC9a) the percent of faculty who *agree or strongly agree* was 76.1%, but it should be noted that 14.7% responded *neutral or no basis for judgment*. Responses of *agree or strongly agree* met or exceeded 74.9% in regards to satisfaction with “**his communication with faculty**” (Table FAC10a: 79.8% *agreed or strongly agreed*; 3.7% replied *no basis for judgment*), “**his responsiveness in addressing academic issues**” (Table FAC11a: 74.9% *agreed or strongly disagreed*, and 6.7% responded with *no basis for judgment*), “**his accessibility to the faculty**” (Table FAC12a: 77.3% *agreed or strongly agreed*, and 6.7% answered *no basis for judgment*), and regarding “**his clear statement of University policies**” (Table FAC13a) 77.1% *agreed or strongly agreed*, while 6.8% reported *no basis for judgment*.

Satisfaction for “**overall job performance**” was assessed for seven additional administrators. All descriptive data can be found in Tables FAC15a-21b. Faculty reported *agree or strongly agree* 57.4%, with 17.3% responding *no basis for judgment* for **VP for Student Affairs David Shields**. The COAS (16.3%), and the ETS, Library, and Chose Not to Identify College/Unit (Others) (21.4%) responded with >10% *disagree or strongly disagree*. Faculty reported *agree or strongly agree* 52.5%, while 27.8% reported *no basis for judgment* for the Acting Chief Financial Officer Evan Thornton. The ETS, Library, and Others responded with >10% *disagree or strongly disagree* (28.6%). 43.8% of faculty reported *agree or strongly agree*, while 29.6% responded *no basis for judgment* for **Vice President for University Advancement Deborah Shaw**. The COAS (16.3%) and the ETS, Library, and Others (14.3%) responded with >10% *disagree or strongly disagree*. 59.3% of faculty reported *agree or strongly agree*, with 22.2% responding *no basis for judgment* for **Associate VP for Enrollment Management Ron Patterson**. The College of Business (COB) was the only college or unit to respond with >10% *disagree or strongly disagree* (13.6%). 32.1% of faculty reported *agree or strongly agree* with 31.5% responding *no basis for judgment* for **Vice Provost for International Affairs Chunsheng Zhang**. The COAS (27.5%), COEHS (COEHS) (17.9%), and ETS, Library, and Others (21.4%) responded with >10% *disagree or strongly disagree*. 55.9% of faculty reported *agree or strongly agree* while 18.0% responded *no basis for judgment* for **Director of Athletics Mark Linder**. The COAS (13.8%) and the ETS, Library, and Others (21.4%) responded with >10% *disagree or strongly disagree*. 63.0% of faculty reported *agree or strongly agree*, while 12.3% reported *no basis for judgment* for **Chief of Campus Police Kevin Gillilan**. The COAS was the only college or unit to respond with >10% *disagree or strongly disagree* (10.1%).

Attitudes towards Working Conditions (pages 41-73, and 106-118)

Tables FAC22a through FAC24b contain results regarding attitudes toward UNA’s cultural diversity goals. Results indicate support among faculty regarding this mission. In particular, 79.4% of faculty respondents either *agree or strongly agree* that they “**see sufficient evidence of progress in creating an inclusive environment for faculty from diverse backgrounds**” (see Table FAC 22a), an increase from 73% in 2016. Respondents from The

College of Nursing and Allied Health (CONAH) indicated the highest level of agreement (100.0% *agreed* or *strongly agreed* with the statement) for UNA's cultural diversity goals relative to faculty from other colleges, while faculty respondents from ETS, Library, or chose not to identify their college/unit had the lowest levels of agreement to this item (57.1% either *agree* or *strongly agree*).

A similar question was asked of survey respondents with regard to UNA's cultural diversity goals as it pertains to "**creating an inclusive environment for students from diverse backgrounds**" (Table FAC 23a). In particular, 82.5% of faculty respondents either *strongly agree* or *agree* with this statement, up over 8 percentage points from the corresponding numbers (74.1%) in 2016. Faculty from the CONAH demonstrate the most support for the university's cultural diversity goals, with 100.0% of survey respondents either *agreeing* or *strongly agreeing* with the institution making sufficient progress in creating an inclusive environment for students from diverse backgrounds. Conversely, faculty from Educational Technology Services, the Library, or those who chose not to identify their college were the least likely (57.1%) to *agree* or *strongly agree* with this statement.

2017 marked the second consecutive year in which survey respondents were asked to indicate their level of agreement with the following statement regarding UNA's cultural diversity goals: "**I am comfortable leading class discussions dealing with sensitive cultural diversity issues**" (see Table FAC24a). 76.1% of the responding faculty either *agree* (43.4%) or *strongly agree* (32.7%) with this statement, a slight increase over the corresponding numbers (72.9%) in 2016. As indicated in Table FAC24b, a considerable degree of heterogeneity is observed across colleges and academic units with regard to comfort leading class discussions dealing with sensitive cultural diversity issues. In particular, 100.0% of faculty in the CONAH, and 85.7% of faculty in the COEHS, either *agree* or *strongly agree* with this item, while the corresponding numbers among the COB faculty is only 42.9%.

While only a slight majority (55.3%) of responding faculty *agree* or *strongly agree* that "**I have received appropriate training in becoming a liaison for culturally diverse students**," these numbers do represent an increase of 7 percentage points from the same numbers in 2016 (see Table FAC25a). Results in Table FAC25b again reveal considerable variation across colleges and academic units in the percentage of faculty that either *agree* or *strongly agree* with the statement that they have received appropriate training in becoming a liaison for culturally diverse students. While the vast majority (88.9%) of faculty in the CONAH *agree* or *strongly agree* with this statement, faculty in the COB are much less likely to *agree* or *strongly agree* (22.7%) with this statement.

A series of new items addressing attitudes toward knowledge of/compliance with Title IX were added to the survey in 2017. The results to these items are presented in Tables FAC26a through FAC28b. Consequently, it warrants mentioning that since these items were new to the 2017 survey, no time-series data is available. Results in Table FAC26a indicate that 90.0% of faculty respondents either *agree* or *strongly agree* with the statement "**concerning UNA's commitment to Title IX: I have received sufficient training to properly comply with Title IX goals.**" 100.0% of faculty in the Colleges of Nursing and Allied Health and Education and Human Sciences, along with over 70% of faculty across every college/academic unit, *agree* or *strongly agree* with the statement (see table FAC26b). On a related note, results in Table FAC27a reveal that well over 90% of faculty either *agree* (41.8%), or *strongly agree* (52.5%) that "**concerning UNA's commitment to Title IX: I know how to properly report Title IX violations.**" As indicated in Table FAC27b, over 90% of faculty in four of the five colleges/academic units either *agree* or *strongly agree* that they know how to properly report Title IX violations, while 78.6% of ETS, Library, or those that declined to identify faculty report some form of agreement.

to this item. Lastly, 84.2 percent of responding faculty either *agree* or *strongly agree* that “**the environment at UNA is conducive to achieving Title IX goals**” (see Table FAC28a). As reported in Table FAC28b, with the exception of those faculty in ETS, the Library, or those who chose not to identify, (57.2% either *agree* or *strongly agree*), over 80% of faculty in the remaining four colleges/academic units indicate some degree of agreement as to the environment at UNA being conducive to achieving Title IX goals.

Overall, faculty express support for equity in the university’s hiring policies and procedures (Table FAC 29a). In particular, 68.8% of faculty respondents either *agree* or *strongly agree* that it is their “**perception that hiring policies and procedures are equitable**.” This represents a decline when compared to the corresponding numbers in 2015 (76.9% either *agreed* or *strongly agreed*) and 2016 (76.4% *agreed* or *strongly agreed*). Results reported in Table FAC29b indicate some across-college variation in the percentage of faculty either *agreeing* or *strongly agreeing* with the statement that the university’s hiring policies and procedures are equitable – ranging from 87.5% of the faculty in the CONAH, and 78.6% of faculty in the COEHS, to a low of 42.8% of faculty who are either affiliated with Education Technology Services, the Library, or those that chose not to identify their college/academic unit.

Results presented in Table FAC30a indicate 72.% of faculty either *agree* or *strongly agree* that “**it is my perception that hiring policies and procedures were in accordance with policy**.” This represents a slight decline from the corresponding numbers in 2015 (73.8%) and 2016 (75.7%). On this item, with the exception of faculty in Educational Technology Services, the Library, or those that did not identify their college/unit (only 50%), over 65% either *agree* or *strongly agree* that the university has hiring policies and procedures that are in accordance with policy (see Table FAC30b). Previous surveys have contained items assessing faculty attitudes toward the fairness of tenure and promotions policies, but due to ongoing changes to these policies that were not finalized as of the delivery of the current survey, these items are omitted from the 2016-2017 faculty attitude survey, with the anticipation that they will again be featured in future versions of the survey. The next series of questions (Tables FAC31a-FAC38b) asked faculty to indicate their level of satisfaction with the technology provided by the university. Consequently, the 2017 survey represents the second consecutive year in which these items were disaggregated for purposes of differentiating the degree of support pertaining to *teaching* needs from *research* needs. Moreover, new questions were added to the 2017 survey that specifically assessed the capacity to effectively deliver audio/video lecture materials to students, as well as ADA compliance in the classroom.

In particular, the majority of faculty (70.2%) either *agree* or *strongly agree* that they “**have sufficient technology to support their research**,” a slight decline from the corresponding numbers (76.3%) in 2016 (see table FAC31a). As indicated in Table FAC31b, the majority of faculty, regardless of college/academic unit, are in some level of agreement with this item. Results regarding faculty attitudes toward technology to meet teaching needs are presented in Table FAC32a. In particular, 73.6% of faculty *agree* or *strongly agree* that they “**have sufficient technology to teach effectively**.” Again, this represents a slight decline from the corresponding numbers (78.7%) in 2016. As was the case pertaining to research, there is less attitudinal variation across colleges and academic units with regard to available technology allowing faculty to teach effectively (see Table FAC32b), with the possible exception among faculty in the COB. In particular, 54.6% of faculty in the COB *agree* or *strongly agree* that they have sufficient technology to teach effectively, compared to 82.2% of faculty in the COEHS.

The attitudes become less favorable when considering the transparency governing the criteria by which technology resources are allocated. As viewed in Table FAC33a, only 35.1% of faculty *agree* or *strongly agree* with the statement “**the criteria by which technology resources are allocated are clear to me.**” This level of agreement is comparatively lower than the percentages in 2015 (41.6%) and 2016 (38.2%). It should be acknowledged that this item had a considerable percentage of faculty (20.4%) that responded in the *neutral* category. Table FAC33b indicates that faculty from the CONAH markedly report the strongest level of agreement (54.3% either *agree* or *strongly agree*) with the transparency of the procedures governing the allocation of technology resources, when compared to faculty from other colleges and academic units. In particular, only 33.8% of faculty from the COAS, and only 9.1% of faculty from the COB indicate some degree of agreement.

Slightly more support is found among faculty with regard to the “**willingness of ITS and its policies and procedures to adapt in response to the changing technology needs of the UNA faculty**” (Table FAC34a). In particular, 62.6% of faculty either *agree* or *strongly agree* with the statement, a number that offers a close approximation to figures from 2015 (64.2%) and 2016 (61.8%). Table FAC34b finds faculty from ETS, The Library, are those that chose not to identify report the strongest level of agreement (71.5%) with the ability of ITS policies and procedures to evolve with the changing needs of university faculty. Conversely, faculty from the Colleges of Business (50% either *agree* or *strongly agree*) indicate less agreement with this issue.

There is a substantial amount of agreement and support among faculty pertaining to Educational Technology Services (ETS) and the expertise and training that they provide. Table FAC35a asks respondents their level of agreement with the following statement: “**training and workshops to assist faculty in instructional design are helpful in promoting effective course management.**” Results reveal that 71.6% of faculty either *agree* or *strongly agree* with this statement, while only 10.1% either *disagree* or *strongly disagree*. It warrants mentioning that the level of satisfaction reported by faculty is similar to the numbers reported in 2015 (70.8% either *agreed* or *strongly agreed*) and 2016 (70.0% either *agreed* or *strongly agreed*). Results reported in Table FAC35b illustrate that the highest levels of faculty satisfaction with the training and workshops offered by ETS is found in the COEHS (89.3% either *agree* or *strongly agree*) and the COB (77.2% either *agree* or *strongly agree*), while the lowest level of support (61.8% *agree* or *strongly agree*) is found among faculty in the COAS.

New questions were asked of faculty in the 2016-2017 survey that tapped into ease of creating audio/visual presentations of course lectures, as well as the ease in making courses ADA compliant. In particular, only 44.3% of faculty either *agree* (26.6%) or *strongly agree* (17.7%) with the statement “**concerning technology: it is easy for me to create audio/visual presentations of my classroom lectures for instructional delivery**” (Table FAC36a). Conversely, 24.7% either *disagree* or *strongly disagree*, and 18.4% report *no basis for judgment*. As seen in Table FAC36b, faculty in the COB (36.3% either *disagree* or *strongly disagree*) are the most likely to report some level of disagreement with the statement, and 35.7% of faculty in ETS, The Library, or those who chose not to identify responded with *no basis for judgment*. Faculty were asked to provide their attitudes relating to the following statement: “**I know how to effectively caption my instructional materials.**” These results are reported in Tables FAC 37a, and FAC37b. In particular, only 38.5% of faculty respondents *agree* or *strongly agree* with the item, while 32.1% either *disagree* or *strongly disagree*. With regard to attitudinal variation across colleges and academic units (see Table FAC37b), a high of 57.1%, and a very close 56.3% of respondents in the Colleges of Education and Human Sciences, and Nursing and Allied Health (respectively)

report some level of agreement with this item, while only 29.9% of faculty respondents in the COAS indicate agreement in knowing how to effectively caption instructional materials. Lastly, survey respondents were asked to indicate whether **“My courses are compliant with standards related to the Americans with Disabilities Act (ADA).”** As indicated in Table FAC38a, 84.6% of faculty responded Yes. Table FAC38b indicates that over 80% of faculty respondents, across college and academic units, have courses that are compliant with standards related to the ADA. Given that the three preceding questions represented new items, no longitudinal data is available.

For the 2017 survey, faculty respondents were asked one open-ended question, regarding making courses ADA compliant. In particular, 20 faculty responded to the question **“What would your single most immediate need be in order to begin making your courses compliant with ADA standards? the Americans with Disabilities Act?”** While there were 20 respondents, some faculty offered multiple issues, while two offered responses (e.g., “no idea”) that precluded proper categorization. The 22 relevant individual comments were aggregated into three general categories: captioning, tech support/training, and time. The most frequently mentioned issue revolved around captioning capacity for online videos/class lectures (13 responses or 59.1%), followed by the relevant technological support/ and training, from relevant personnel, to ensure courses are ADA compliant. Lastly two responses mentioned time as the most important issue in transitioning courses to be in compliance with ADA standards.

Faculty were asked to provide their attitudes pertaining to **“academic dishonesty”** (see Tables FAC40a-FAC43b). Data presented in Table FAC40a reveal that approximately half of faculty respondents (49.7%) are of the belief that academic dishonesty is either *somewhat of a problem* (35.7.5%), or is a *significant problem* (14.0%) in online courses. Overall, the percentage of faculty reporting academic dishonesty to be at least *somewhat of a problem* dropped from (67.8%) in 2015, to 59.9% in 2016, and then again to 49.7% in 2017. It must be noted that, unlike the previous two years, a very sizeable percentage of respondents (35%) responded *no basis for judgment*. As revealed in Table FAC40b, faculty from the COB are the most likely to report that academic dishonesty is at least *somewhat of a problem* (76.2%), followed by the CONAH with 68.8% of – while faculty in the COAS are the least likely (only 38.0% indicate that it is at least *somewhat of a problem*). As seen in Table FAC41a, when compared to academic dishonesty in online courses, a slightly *larger* percentage of faculty (54.7%) indicate that academic dishonesty is either *somewhat of a problem* (47.15%), or a *significant problem* (7.6%) in their *face-to-face courses*. It’s worth noting that 2017 marks the first time in which a higher percentage of faculty indicate academic dishonesty is problematic in their face-to-face courses, vis-à-vis their online courses. This percentage ranges from a high of 61.9% among faculty in the COB, to a low of 40.0% in the CONAH (see Table FAC41b).

For the third consecutive year, respondents were asked two follow-up questions with regard to the **“best methods by which to respond to the problems of academic dishonesty.”** In particular, the quasi-semantic differential scale asked respondents to indicate whether the best solution to the problem warranted a technological or pedagogical response. For example, on this scale a 0 indicates that more technology is NOT needed to address the problem, and a 10 indicates that more technology is needed. The same logic applies for the item on pedagogical responses to academic dishonesty. While descriptive statistics (e.g., mean, mode) may have been beneficial here, the frequency distributions presented in Table FAC42a reveal that approximately 78% of respondents rated technological solutions with a score of 5-10. Comparatively, Table FAC43a indicates that

the corresponding numbers for pedagogical solutions are 83.4% ranking pedagogical solutions to academic dishonesty with a score of between 5-10. These results suggest a slight preference for “***pedagogical solutions***” to the problem of academic dishonesty. Regarding heterogeneity across academic units/colleges, faculty from the COB (modal response of 8 for technological solutions, 5 for pedagogical solutions), and The CONAH (modal response of 10 for technological solutions, 7 & 8 for pedagogical solutions) demonstrated a preference for technological solutions, whereas faculty from the COAS (modal response of 5 for technological solutions, 8 for pedagogical solutions, and faculty from ETS, The Library, and those who chose not to identify (modal response of 6 for technological solutions, 10 for pedagogical solutions) revealed a clear preference for *pedagogical solutions* to the problem of academic dishonesty. Because this data is particularly cumbersome to present in tabular form, the modal responses were used as the primary method of gauging support for the various solutions to the problem of academic dishonesty.

2017 marked the second consecutive year in which respondents were asked two questions pertaining to perceptions concerning administrative growth at the university (see Tables FAC44a through FAC45b). In particular, a majority of faculty (62.8%) either *agree* (31.4%) or *strongly agree* (31.4%) with the statement “***it is my perception that administrative expansion is a problem at UNA***”—a slight decrease from the same numbers (65.3%) in 2016. In contrast, only 11.3% of faculty respondents either *disagree* (7.5%) or *strongly disagree* (3.8%) with the statement. Considerable variation across academic colleges and units is witnessed with this item, as seen in Table FAC44b. While 84.6% of ETS, Library, and faculty that chose not to identify – and another 74.7% of faculty in the COAS -- were at least in agreement with administrative growth being problematic, only 31.3% of faculty in the CONAH *agree* or *strongly agree*. As a follow-up question on administrative growth, faculty were asked whether “***expansion at the administrative ranks*** is coming at the “***expense of faculty growth/expansion***” (Table FAC45a). Results reveal that 62.2% of faculty respondents either *agree* (22.3%) or *strongly agree* (39.4%), while only 12.6% either *disagree* (8.0%) or *strongly disagree* (4.6%) that administrative growth is coming at the expense of faculty expansion. The agreement numbers are almost identical to the corresponding numbers (61.7% agreement) from 2016. Again, there is considerable between-unit heterogeneity with this item, with over 70% (73.4%) of faculty in the COAS responding with either *agree* (30.4%) or *strongly agree* (43.0%), compared to only 37.5% of faculty in the CONAH (see FAC45b).

With regard to working conditions, a slight majority of faculty respondents (52.8%) either *disagree* or *strongly disagree* with the statement “***it is my perception that the classroom temperatures are conducive to learning***” (Table FAC46a). Conversely, only 30.2% of faculty either *agree* or *strongly agree* that classroom temperatures are conducive to learning. Regarding trends, when compared to the corresponding numbers from 2016 (approximately 45% of faculty respondents *agreed* or *strongly agreed*), the 2017 numbers reveal a noticeable decrease in the percentage of faculty in agreement with classroom temperatures being conducive to learning. Once again, we see considerable variation across colleges, ranging from only 24.0% of faculty in the COAS *agreeing* or *strongly agreeing* with the statement, to a high of 45.4% among the COB (Table FAC46b). Similarly, evidence presented in Table FAC47a reveals that approximately 40% (39.9%) of faculty respondents indicate that they “***are confident that their work environment does not adversely affect my health***” (40.5% either *strongly disagree* or *disagree*). Again, the trend reveals a marked decrease in confidence that working environments do not adversely impact health when compared to the corresponding numbers in the 2016 survey (49.7% of respondents *agreed* or *strongly agreed* with the statement in 2016). Faculty in the colleges of Arts

and Sciences (30.6%) are the least likely to *agree or strongly agree* with this statement, while the faculty in the COB (68.2%) are the most likely to be in agreement (Table FAC47b).

The 2017 survey marks the first time open-ended questions were used for any health-related issues or concerns that are work-related. In particular, 40 faculty members responded to the open-ended question **“Please describe below any additional health issues or concerns you think compromise your health while at work.”** While there were only 40 responses, some respondents indicated multiple issues of concern, and some respondents issued comments that were nonsensical or otherwise defied categorization (e.g., “stress,” “The behaviors and attitudes of several of my colleagues is toxic”). The 53 individual comments from 35 respondents were subsequently aggregated into general categories for interpretation purposes. The most frequently mentioned issues are concerns related to mold/air quality (17 responses or 32%) the fluctuation of temperatures in offices and classrooms (15 responses or 28.3%), and issues pertaining to age/structural soundness of buildings on campus (14 responses, or 26.4%).

Remaining comments focused on the cleanliness/neatness of classrooms/restrooms (4 comments), and safety/security issues related to classrooms and buildings (3 comments). It warrants mentioning that most of the comments pertaining to building-specific concerns about health issues (e.g., air quality, mold, age of buildings, etc.) specifically mentioned Wesleyan, Willingham, and Bibb Graves halls, while most of the temperature-related concerns were geared toward the math, art, and music buildings.

For the second consecutive year, 2017 faculty respondents were asked to report their perceptions regarding campus safety and security. Table FAC49a finds that the vast majority of faculty (81.6%) either *agree* (51.9%) or *strongly agree* (29.7%) that **“it is their perception that they work “in a safe and secure environment.”** These numbers almost perfectly mirror the corresponding numbers from 2016. Table FAC49b indicates that over 90% of the faculty in the COEHS, as well as the COB, *agree or strongly agree* with this statement, the highest percentages of faculty in any college. Table FAC50a reveals slightly *more* support when faculty are asked about the safety of campus *for students*. In particular, 86.1% of faculty either *agree* (59.5%) or *strongly agree* (26.6%) that **“it is my perception that the campus is safe and secure for students.”** These numbers represent a clear, positive trend in support over the past three years. Specifically, only 61% of faculty *agreed or strongly agreed* that campus was safe and secure for students in 2015. Faculty from the COB (95.4% *agree or strongly agree*) and the COEHS (92.9% *agree or strongly agree*) are the most likely to be in agreement that the campus is safe and secure for students, and faculty from ETS, The Library, and those who chose not to identify were the least likely to *agree or strongly agree* (61.5% in total) that the campus is safe and secure for students (Table FAC50b).

On a closely related matter, faculty attitudes appear to be somewhat less supportive with the adequacy of lighting on campus. As viewed in Table FAC51a, 61.2% of faculty *agree or strongly agree* that **“there is adequate lighting on campus,”** while 24.2% *disagree or strongly disagree*. Despite the numbers being somewhat lower than other questions tapping into issues of safety and security, the 61.2% of faculty in agreement with the adequacy of lighting on campus represents a sizeable jump from the 44.1% of faculty who agreed to the same question in 2015 – and a slight jump from the 59.6% who *agreed or strongly agreed* in 2016. Faculty from ETS, The Library, and those who chose not to identify are the least likely to be in approval of the adequacy of lighting on campus (only 30.8% either *agree or strongly agree*, and 46.2% either *disagree or strongly disagree*), while COB faculty are most likely to indicate approval (81.0% either *agree or strongly agree*)

on the matter (see Table FAC51b).

Even less support is found among faculty with regard to the placement of emergency call boxes across campus (see Table FAC52a). In particular, half (50.0%) of faculty *agree or strongly agree* that “**emergency call boxes are adequately distributed across campus**,” although this represents an increase of over 15 percentage points from the corresponding percentage (34.5%) in 2015. It also should be noted that a relatively sizeable percentage of faculty (13.3%) indicate that they have *no basis for judgment* with regard to this item. Consequently, ETS, Library, and faculty who chose not to identify their college/unit, had no respondents who were in agreement with the adequacy of the distribution of call boxes across campus (Table FAC52b).

Based on the results reported in Table FAC53a, faculty do not appear to “**feel safe when parking in the campus parking deck**,” although some qualification is in order. While, by a wide margin, the *largest percentage of respondents* (34.2%) indicate having *no basis for judgment*, only 28.5% of faculty respondents indicate that they feel safe when parking in the parking deck, a number similar to the 25.0% reported in the 2015 survey, and the 25.6% reported in the 2016 survey. Ancillary analysis find that even when removing the *no basis for judgment* category from consideration, only 45 of the 103 (43.7%) valid responses *agree or strongly agree* with the safety of the parking deck. Faculty in the COEHS are the most likely to report some degree of agreement (35.7% either *agree or strongly agree*) with feeling safe when parking in the parking deck, while faculty in ETS, The Library, or those who chose not to identify are the least likely (7.7%) to express agreement (See Table FAC53b).

Two new questions were added to the 2017 survey that specifically assessed perceptions of security of property and equipment on campus. Results are reported in Tables FAC 54a-FAC55b. As viewed in Table FAC54a, a majority of respondents (59.6%) *agree or strongly agree* when asked if “**I am confident that personal belongings in my office are secure from theft**.” Conversely, only 21.1% of respondents indicated *disagree* or *strongly disagree* to this item. There is considerable variation across colleges/academic units on the issue of security of personal belongings. Specifically, 71.4% of faculty respondents from the COEHS *agree or strongly agree* to this item, as compared to only 27.2% in the COB. On a related issue, only 42.0% of faculty *agree or strongly agree* to the statement “**appropriate security is in place to protect equipment and/or supplies stored in classrooms**” (Table FAC55a), whereas 31.2% either *disagree* or *strongly disagree*, and 20.4% responded with *neutral*. While respondents in most colleges indicate slightly over 50% approval with this item, only 35.9% of faculty from the COAS, and 15.4% of faculty from ETS, The Library, and those who chose not to identify *agree or strongly agree* that appropriate security is in place to protect equipment/supplies stored in classrooms (Table FAC55b). Considering that this was the first year these questions were included in the survey, no trend data is available.

Attitudes towards Salaries, Supports, and Benefits (pages 74-93, and 118-120)

With regard to attitudes related to services provided by University Health Services, faculty satisfaction remains high. In 2017, 75.9% of faculty either *agree or strongly agree* that they are “**satisfied with the quality of services provided by Health Services**,” compared to 74.3% in 2015, and 78.0% in 2016 (see Table FAC56a). Faculty in the COEHS (85.7% selected *agree or strongly agree*) indicated higher amounts of satisfaction than faculty in other colleges/units (Table FAC56b).

In 2017, 59.2% of faculty either *disagree* (31.2%) or *strongly disagree* (28.0%) with the statement “**I would support revising the summer teaching pay scale, even if it resulted in my being paid less to teach a summer course**” (Table FAC57a). This number represents a nearly 10 percentage point increase from the same numbers in 2016 (50.0%), and an over 4 percentage point increase from the 2015 numbers (54.5%). When disaggregating the results by college, the strongest level of disapproval comes from the COB, with 68.2 percent of faculty either *disagreeing* (31.8%) or *strongly disagreeing* (36.4%) with a revised summer pay scale that could result in being paid less for teaching a summer course, if this resulted in more courses being offered (Table FAC57b). Results indicate a substantial change in faculty responses to the question of whether “**A faculty member should be able to negotiate a summer teaching salary with his/her Department Chair if the course lacks sufficient enrollment**” (Table FAC58a). In particular, 65.8% *agree* or *strongly agree* with this statement, down considerably from 73.1% in 2016, but closer to the corresponding numbers from 2015 (64.7%). While the between-college differences are negligible in some cases, support for salary negotiations for summer courses appears to be strongest among faculty in the COEHS, with 75.0% of the faculty responding *agree* or *strongly agree* to this item (Table FAC58b).

Results presented in Table FAC59a find that 73.4% of faculty *agree* or *strongly agree* with the statement “**summer course decisions should be made based on overall departmental enrollment**,” up from 68.4% in 2015, and 70.2% in 2016. This sentiment appears to be particularly strong (see Table FAC59b) among faculty in the COEHS (89.3% either *agree* or *strongly agree*), while only 43.8% of faculty in the CONAH indicate some degree of agreement with this statement. On a related note, faculty continue to demonstrate high levels of support for viewing summer courses as means to supplement their nine-month salary (Table FAC60a). In particular, 78.5% of faculty indicate that they *agree* or *strongly agree* with the statement “**I view summer teaching as a way to achieve a salary level that I cannot otherwise achieve as a faculty member on a nine-month contract**,” a number that closely approximates the corresponding numbers from 2016 (78.4%). As viewed in Table FAC60b, this attitude appears to be the most strongly concentrated among faculty from the COEHS, with over 90 percent of respondents (92.9) indicating *agree* (14.3%) or *strongly agree* (78.6%). Conversely, ETS, Library, and faculty who did not identify were comparatively less likely to *agree* or *strongly agree* (58.4%).

Faculty were asked their whether “**summer salaries for department chairs should be paid from the university’s general operating budget instead of from summer enrollment**” (see Table FAC61a). In 2017, 70.5% of faculty either *agree* or *strongly agree* with this statement, as compared to 75.7% in 2015, and 78.4% in 2016. When disaggregating the results by college/academic unit (see Table FAC61b), the most support is found among faculty in the COEHS (82.1% either *agree* or *strongly agree*), followed by the COAS (78.2% either *agree* or *strongly agree*). With regard to 12-month appointments for department chairs, approximately half (50.3%) of faculty respondents either *agree* or *strongly agree* with the statement “**my academic department would be better served with a Department Chair on a 12-month contract**” (see Table FAC62a). While these numbers represent a noticeable decrease from 2015 (60.3%), the numbers closely approximate the corresponding numbers from last year’s survey (51.4%). Results presented in Table FAC62b demonstrate that there is relatively little variation in this item across colleges/academic units, with the exception being that faculty in the CONAH are comparatively less likely (only 37.6% *agree* or *strongly agree*) to indicate that their department would be better served with a Department Chair on a 12-month contract.

Results presented in Table FAC63a suggest that faculty are somewhat unsure as to the “**criteria used by administrators when determining which summer courses to cancel.**” In 2017, 46.5% of faculty respondents either *agree* or *strongly agree*, and 25.4% either *disagree* or *strongly disagree*. While these numbers approximate the corresponding numbers in the 2015 survey (44.1% agreement), they are down considerably from 2016 (53.7% agreement). The lack of understanding appears to be most clearly present among ETS, Library, or faculty who chose not to identify, as 33.4% *disagree* or *strongly disagree* (see Table FAC63b). As a function of recent changes to the advising process, faculty were asked for the second consecutive year to indicate their attitudes regarding these advising changes. Results reported in Table FAC64a find that 30.3% of faculty respondents are *neutral*, 30.9% either *agree* (20.6%) or *strongly agree* (10.3%), and 16.8% have *no basis for judgment* with the statement “**The change in advising period for the summer term from spring to fall has assisted me in the advising process.**” It warrants mentioning that, relative to the same numbers in 2016, a higher percentage of faculty respondents are either in disagreement with this item, or are neutral. It necessitates mentioning that the only college/academic unit that reports even close to 50% approval with this change in the advising period is the CONAH (48.1%); faculty from all other colleges/academic units report agreement at rates lower than 1 in 3 (Table FAC64b).

The next series of questions ask respondents to indicate their level of satisfaction with financial support to conduct/present research. Results generally suggest a concern on the part of faculty concerning research/travel funding. In particular, fewer than 30% of respondents *agree* (26.6%) or *strongly agree* (3.2%), 24% are *neutral*, and 37.6% either *disagree* or *strongly disagree* that they have “**access to sufficient funds to conduct their research**” (see table FAC65a). The percent agreement with this item is similar to the corresponding numbers from 2016 (31.8%). As reported in Table FAC65b, faculty in the Colleges of Arts and Sciences (41.6% either *disagree* or *strongly disagree*, and Education and Human Sciences (37.0% either *disagree* or *strongly disagree*) are the most likely to indicate disagreement with having access to sufficient funds to conduct research. There is considerable less support for the notion that respondents have “**access to sufficient travel funds to present their research**,” as reported in Table FAC66a. In particular, the majority (50.6%) of faculty respondents *disagree* (27.9%) or *strongly disagree* (22.7%) with having access to sufficient travel finds, as opposed to only 26.0% that *agree* (22.1%) or *strongly agree* (3.9%). While the levels of disagreement are slightly less than they were in 2016 (55.5%), the levels of agreement were also less in 2017 (26.0%) than they were in 2016 (31.8%). When looking at attitudinal variation across colleges and academic units, faculty in the Colleges of Nursing and Allied Health (68.8% *disagree* or *strongly disagree*) and the COEHS (66.6% *disagree* or *strongly disagree*) are the most likely to report dissatisfaction with available travel funds to present research (Table FAC66b).

39.2% of faculty respondents indicate they are “**underpaid relative to faculty members at their rank and at institutions similar to UNA**,” a decrease of nearly 7 percent from the 2016 survey (Table FAC67a). As viewed in Table FAC67b, ETS, Library faculty, and those who chose not to identify are the most likely to report being *underpaid* (58.3%).

In 2017 only 7.7% of faculty report that “**compared to administrators (Dean level and above) at institutions similar to UNA, our administrators are underpaid**” (Table FAC68a). This percentage increased from 5.1% in the 2016 survey. The percent of faculty that report that administrators are fairly compensated experienced a modest increase, from 29.1% in 2016 to 35.9% in 2017. Incidentally, the modal answer category

for this item is once again (as was the case in 2015 and 2016) *no basis for judgment*, with 44.9% of all respondents falling into this category. Table FAC68b reveals that across all colleges, faculty rarely express the sentiment that university administrators are *Underpaid*, relative to their peers at institutions similar to UNA – and once again the most common response is *no basis for judgment*.

In general, faculty express favorable attitudes toward university recruitment and retention strategies, as well as educational programming and evaluation. 71.4% of faculty *agree or strongly agree* that “**faculty members are given sufficient authority for the improvement of the educational programs at UNA**,” whereas only 14% *disagree or strongly disagree* (Table FAC69a). These numbers closely represent the corresponding numbers from 2015 and 2016. Results presented in Table FAC69b reveal that faculty in the COEHS (85.8% *agree or strongly agree*) and the COB (81.8% *agree or strongly agree*) hold the strongest agreement on this matter.

Faculty are in somewhat agreement (67.5% either *agree or strongly agree*) that “**the university's recruitment efforts should be geared toward attracting higher quality students rather than maximizing enrollment**” (Table FAC70a), an approximately 3 percentage increase from 2016, but still nearly four percentage points lower than the corresponding numbers from 2015. Faculty from the Colleges of Arts and Sciences are the most likely to hold this sentiment (74.4%) when compared to faculty from other colleges (see Table FAC70b). Relatedly, Table FAC71a finds that 58.4% of faculty respondents *agree or strongly agree* that “**the university has made progress in providing services that will successfully retain students**,” an over fifteen point *decrease* from 2016, and an over 10 percentage point decrease from 2015. Faculty in The COB report, by a wide margin, the highest levels of support for this statement (81.8% either *agreed or strongly agreed*) whereas faculty in the COEHS, along with ETS, Library faculty, and faculty who chose not to identify their unit (50.0% apiece), were the least likely to be in agreement (see Table FAC71b).

Results presented in Table FAC72a reveal that 38.3% of faculty either *agree or strongly agree* that “**it is my perception that grade inflation is an issue at UNA**,” a number that is nearly identical to the 2016 (38.7%) numbers. As reported in Table FAC72b, faculty in ETS, the Library, and those who chose 7not to identify (50%), along with faculty in the COAS (47.4%), are the most likely to indicate that grade inflation is an issue at UNA. Conversely, faculty in the COB (only 18.1% *agree or strongly agree*) and the CONAH (12.5% *agree or strongly agree*) are less likely to find grade inflation to be problematic at UNA. For 2017, 61.3% of faculty either *disagree* (29.7%) or *strongly disagree* (31.6%) with the statement “**the current instructor/course evaluation process at UNA is a good indicator of my teaching skills**,” while only 18.4% of faculty *agree or strongly agree* (see Table FAC73a). It warrants mentioning that the percentage in disagreement, while similar to the numbers in 2015 (60.3%), is higher than the percentage in 2016 (55.1%). Table FAC73b reveals some variation in these attitudes across the different colleges. Specifically, ETS, Library, and faculty who chose not to identify, along with faculty in the COAS, are the most likely to disagree (75.0% and 72.1%, respectively) with teaching evaluations being a good indicator of teaching skills.

2017 marked the second consecutive year in which faculty/adjuncts were asked to indicate their attitudes toward the University's Quality Enhancement Plan (QEP), which represents a university initiative to enhance undergraduate research productivity and literacy. Table FAC74a finds that 38.2% of faculty either *agree* (29.3%) or *strongly agree* (8.9%), 24.8% are *neutral*, and 29.9% either *disagree* (15.3%) or *strongly disagree* (14.6%) to the following statement: “**The Quality Enhancement Plan (QEP) has benefitted my students by increasing their abilities in undergraduate research and associated skills**.” Consequently, the

percentages across the different categories are quite similar to the corresponding numbers from 2016. Table FAC74b indicates significant variation across colleges, with only 34.6% of faculty in the CAS indicating *agree* or *strongly agree*, while the COEHS reveals considerably more agreement (53.5% of respondents indicated *agree* or *strongly agree*).

Attitudes toward the Faculty Senate and Shared Governance (pages 93-104)

The percentage of full-time faculty responding *agree* or *strongly agree* that the **Faculty Senate “Plays an appropriate role in the University’s decision-making process”** (Table FAC75a) slightly decreased from 75.5% in 2016 to 70.3% in 2017. Faculty who *agree* or *strongly agree* that the **Faculty Senate “Provides a line of communication between the faculty and the Board of Trustees that effectively represents faculty members’ concerns”** (Table FAC76a) slightly decreased from 64.5% in 2016 to 62.8% of full-time faculty in 2017 indicating *agree* or *strongly agree*. The COEHS (78.6%) and ACN (75.1%) are more likely to *agree* or *strongly agree* than faculty of other colleges. In regard to **“Overall, the Faculty Senate effectively represents faculty interest,”** 65.4% of faculty *agree* or *strongly agree* in 2017 compared to 69.1% in 2016 (Table FAC77a). Faculty members in the COEHS (82.1%) are more likely to *agree* or *strongly agree* than faculty of other colleges. Concerning **the system of shared governance at UNA,** 56.4% of full-time faculty *agree* or *strongly agree* that **“The process involved in filling shared governance committees is fair and equitable”** compared to 54.6% in 2016. Faculty members in the ACN (93.8%) are more likely to *agree* or *strongly agree* than faculty of other colleges.

The percent of faculty who *agree* or *strongly agree* with the question, **“I know who my shared governance committee representatives are”** (Table FAC79a) has increased from previous year (67.3% of full-time faculty in 2017 compared to 62.0% in 2016). Faculty members in CAN are more likely to indicate *agree* or *strongly agree* (93.8%) followed by ETS, Library, and Others (81.9%) and COEHS (75.0%).

This year 60.3% of full-time faculty *agree* or *strongly agree* that **“The shared governance system ensures that problems or issues are efficiently delegated to the appropriate committee”** (Table FAC80a) compared to 58.0% in 2016. Slightly more than a half of full time faculty *agree* or *strongly agree* that **“The method by which changes are made through shared governance is clear and appropriate”** (51.9% in Table FAC81a), **“The shared governance committees keep me informed about how campus problems or issues have been addressed”** (52.0% in Table FAC 82a), and **“The shared governance system effectively represents faculty interests”** (50.6% in Table FAC83a). Concerning the involvement of Faculty Senate and Shared Governance in policy development at UNA, whether **“policy development is effectively addressed through the current two-tiered system of governance”** (Table FAC84a), 49.4% indicated *agree* or *strongly agree* with nearly 15% reporting *no basis for judgment*. While the above question focuses on effectiveness, an additional question asked faculty whether **“policy development is efficiently addressed through the current two-tiered system of governance”** (Table FAC85a). Among full-time faculty, only 35.1% indicated *agree* or *strongly agree* with nearly 15% reporting *no basis for judgment*.

Open-ended question (Q52): Please inform us of any additional thoughts or issues pertaining to UNA's administration you would like to express.

Twenty-two faculty members responded to the open-ended question **“Please inform us of any additional thoughts or issues pertaining to UNA's administration you would like to express.”** 24 valid responses were

collected. 24 responses included appreciation for service and dedication of administration including appreciation for commitment and dedication by supportive administration regarding recruitment of new faculty **(4 comments), Bureaucratic problems or elitism (1)**, Concern regarding diversity and inclusivity on campus (1), Controversy associated with transition to Division I including perceived/expected financial problems or excessive emphasis on transition to Division I rather than considering education as priority (3), Dismissive and exploitative leadership (1), Inefficient and misallocation of human resources (1), Lack of communication or consultation between president and individual faculty (staff) (2), Lack of communication regarding the decision of four day summer school schedule (1), Lack of concern about graduate programs (1), Lack of concern in the recruiting process of the football coach (1), Lack of opportunity to assess other administration positions (1), Lack of transparency on policies/procedures (4), Lack of vision in leadership (1), Problematic growth boom in administrative staff and inefficient administrative achievements (1), Problems of top-heavy/top-down leadership (1).

Final Open-Ended Question

Thirty-one faculty responded to the open-ended question **“Please inform us of additional issues and concerns that have an immediate impact on you and your ability to perform your job.”** The response rate for 2016-2017 is lower than recent years (58 responses in 2015-2016 and 53 responses in 2014-2015).

The 31 individual comments were subsequently aggregated into general categories for interpretation purposes. Three most frequently mentioned issues are related to administration (12 responses), faculty research/travel funds/faculty online teaching rewards (5 responses), facility (classroom, parking, building improvement, 5 responses)

The most frequently mentioned concern is related to administration (12 responses), at the departmental, college, and university levels. Four responses were concerned about growing administrative staff (power) compared to faculty. Three responses pertained to Faculty Senate (lack of faculty member in the Senate or lack of cooperative work with shared governance representatives). Two responses concerned about move to Division 1.

The second frequently mentioned issue (6 responses) focused on additional support on faculty' travel, research, and online teaching/teaching salary. These concerns were related to a lack of funding for travel and/or research (3 comments), the need for additional support on online teaching load (2 comments) and relatively low faculty salary compared to the national average or comparative schools (1 comment).

The third frequently mentioned comment (5 responses) was on the quality of facilities. Two comments on classroom space/layout. The rest included need of parking regulation, better communication in the COB and need for improvements in Art Building.

Two of the responses centered on issues related to department chair position. The comments stated that the departmental chair needs to be on a 12 month contract.

Of the remaining comments, 1 respondent indicated that the new tenure system is confusing and that faculty do not have sufficient time to choose between the new option and the existing plan. One comment specifically referenced need of improvement in maternity leave policy.

APPENDIX A: Data for Full-Time Faculty (2016-2017)

PRELIMINARY QUESTIONS

FACa. College/unit affiliation (frequency (valid %)).

		Full-time Faculty
Valid	Arts & Sciences	(--.)
	Business	(--.)
	Education and Human Sciences	(--.)
	Nursing	(--.)
	Educational Technologies Services	(--.)
	I choose not to identify my college/unit affiliation	(--.)
	Total	(100.0)
Missing	BLANK	
Total		

FACb1. Please identify your current academic rank as a UNA faculty member

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Emeriti	1 (.7)	3 (1.6)	3 (1.8)
	Full Prof.	41 (29.3)	52 (28.6)	43 (25.7)
	Associate Prof.	23 (16.2)	35 (19.2)	47 (28.1)
	Assistant Prof.	55 (39.3)	70 (38.5)	51 (30.5)
	Instructor	20 (14.3)	22 (12.1)	21 (12.6)
	Visiting Prof.	n/a	n/a	2 (1.2)
	Adjunct	excluded	excluded	excluded
	Total	140 (100.0)	182 (100.00)	167 (100.0)
Missing	BLANK	0	0	0
Total		140	182	167

FACb2. Please identify your current academic rank as a UNA faculty member...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing (Column %)	Chose not to Identify College/Unit* (Column %)
Instructor	8 (9.9)	4 (17.4)	3 (10.3)	3 (16.7)	3 (20.0)
Assistant Professor	27 (33.3)	3 (13.0)	12 (41.4)	5 (27.8)	3 (20.0)
Associate Professor	23 (28.4)	9 (39.1)	5 (17.2)	6 (33.3)	4 (26.7)
Full Professor	20 (24.7)	7 (30.4)	8 (27.6)	4 (22.2)	4 (26.7)
Emeriti	1 (1.2)	0 (0.0)	1 (3.4)	0 (0.0)	1 (6.7)
Visiting Professor	2 (2.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total	81 (100.0)	23 (100.0)	29 (100.0)	18 (100.0)	15 (100.0)

* To protect respondent confidentiality, library and ETS faculty are included in this column for this and all subsequent contingency tables.

FAC1a. Please let us know how many years you have worked at UNA

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	21 or more years	14 (10.1)	20 (11.0)	19 (11.4)
	12 to 20 years	35 (25.2)	42 (23.1)	38 (22.8)
	8 to 11 years	30 (21.6)	50 (27.5)	41 (24.6)
	5 to 7 years	23 (16.5)	16 (8.8)	19 (11.4)
	0 to 4 years	37 (26.6)	54 (29.7)	50 (29.9)
	Total	139 (100.0)	182 (100.0)	167 (100.0)
Missing	BLANK	1	0	0
Total		140	182	167

FAC1b. Please let us know how many years you have worked at UNA...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	Chose not to Identify College/Unit* (Column %)
0-4 years	18 (22.2)	8 (34.8)	15 (51.7)	6 (33.3)	2 (13.3)
5-7 years	11 (13.6)	2 (8.7)	1 (3.4)	3 (16.7)	2 (13.3)
8-11 years	24 (29.6)	6 (26.1)	6 (20.7)	4 (22.2)	1 (6.7)
12-20 years	17 (21.0)	5 (21.7)	5 (17.2)	4 (22.2)	7 (46.7)
21 or more years	11 (13.6)	2 (8.7)	2 (6.9)	1 (5.6)	3 (20.0)
Total	81 (100.0)	23 (100.0)	29 (100.0)	18 (100.0)	15 (100.0)

ATTITUDES TOWARD ADMINISTRATION (All tables below are based on 167 valid responses. Adjuncts are excluded from these tables)

Concerning the President (Dr. Ken Kitts), I am satisfied with:

FAC2a. His communication with the faculty

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	2 (1.1)	6 (3.7)
	Disagree	9 (5.0)	11 (6.7)
	Neutral	15 (8.3)	11 (6.7)
	Agree	62 (34.3)	51 (31.3)
	Strongly Agree	89 (49.2)	81 (49.7)
	No Basis for Judgment	4 (2.2)	3 (1.8)
	Total	181 (100.0)	163 (100.0)
Missing	BLANK/	1	4
Total		182	167

FAC2b. His communication with the faculty...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	4 (5.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (13.3)
Disagree	5 (6.3)	2 (9.1)	1 (3.6)	1 (5.9)	2 (13.3)
Neutral	4 (5.0)	2 (9.1)	3 (10.7)	0 (0.0)	2 (13.3)
Agree	27 (33.8)	6 (27.3)	7 (25.0)	4 (23.5)	7 (46.7)
S. Agree	38 (47.5)	12 (54.5)	17 (60.7)	11 (64.7)	2 (13.3)
No Basis for Judgment	2 (2.5)	0 (0.0)	0 (0.0)	1 (5.9)	0 (0.0)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	15 (100.0)

FAC3a. His support of academic programs

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)	8 (4.9)
	Disagree	5 (2.8)	13 (8.0)
	Neutral	25 (13.8)	13 (8.0)
	Agree	62 (34.3)	56 (34.6)
	Strongly Agree	73 (40.3)	66 (40.7)
	No Basis for Judgment	16 (8.8)	6 (3.7)
	Total	181 (100.0)	162 (100.0)
Missing	BLANK	1	5
Total		182	167

FAC3b. His support of academic programs...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.3)	0 (0.0)	0 (0.0)	1 (5.9)	2 (13.3)
Disagree	8 (10.1)	1 (4.5)	2 (7.1)	0 (0.0)	2 (13.3)
Neutral	7 (8.9)	2 (9.1)	2 (7.1)	0 (0.0)	2 (13.3)
Agree	25 (31.6)	7 (31.8)	12 (42.9)	5 (29.4)	7 (46.7)
S. Agree	29 (36.7)	12 (54.5)	12 (42.9)	10 (58.8)	2 (13.3)
No Basis for Judgment	5 (6.3)	0 (0.0)	0 (0.0)	1 (5.9)	0 (0.0)
Total	79 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	15 (100.0)

FAC4a. His clear statements of University policies

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)	7 (4.3)
	Disagree	4 (2.2)	11 (6.8)
	Neutral	19 (10.6)	13 (8.0)
	Agree	66 (36.9)	61 (37.7)
	Strongly Agree	74 (41.3)	64 (39.5)
	No Basis for Judgment	16 (8.9)	6 (3.7)
	Total	179 (100.0)	162 (100.0)
Missing	BLANK	3	5
Total		182	167

FAC4b. His clear statements of University policies...by respondent's college/unit affiliation, 2016

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.3)	0 (0.0)	0 (0.0)	0 (0.0)	2 (13.3)
Disagree	4 (5.1)	3 (13.6)	1 (3.6)	1 (5.9)	2 (13.3)
Neutral	5 (6.3)	2 (9.1)	3 (10.7)	0 (0.0)	3 (20.0)
Agree	35 (44.3)	6 (27.3)	7 (25.0)	6 (35.3)	7 (46.7)
S. Agree	27 (34.2)	10 (45.5)	16 (57.1)	9 (52.9)	1 (6.7)
No Basis for Judgment	3 (3.8)	1 (4.5)	1 (3.6)	1 (5.9)	0 (0.0)
Total	79 (100.0)	22(100.0)	28 (100.0)	17 (100.0)	15 (100.0)

FAC5a. His allocation of available funds giving proper priority to academic programs

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	4 (2.2)	8 (4.9)
	Disagree	10 (5.5)	18 (11.0)
	Neutral	35 (19.3)	21 (12.9)
	Agree	47 (26.0)	45 (27.6)
	Strongly Agree	40 (22.1)	46 (28.2)
	No Basis for Judgment	45 (24.9)	25 (15.3)
	Total	181 (100.0)	163 (100.0))
Missing	BLANK	1	4
Total		182	167

FAC5b. His allocation of available funds giving proper priority to academic programs...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	6 (7.5)	0 (0.0)	0 (0.0)	0 (0.0)	2 (13.3)
Disagree	8 (10.0)	3 (13.6)	2 (7.1)	2 (11.8)	3 (20.0)
Neutral	11 (13.8)	3 (13.6)	3 (10.7)	1 (5.9)	3 (20.0)
Agree	21 (26.3)	4 (18.2)	11 (39.3)	4 (23.5)	5 (33.3)
S. Agree	19 (23.8)	7 (31.8)	10 (35.7)	9 (52.9)	0 (0.0)
No Basis for Judgment	15 (18.8)	5 (22.7)	2 (7.1)	1 (5.9)	2 (13.3)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	15 (100.0)

FAC6a. His support for shared governance

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)	5 (3.1)
	Disagree	3 (1.7)	5 (3.1)
	Neutral	12 (6.6)	14 (8.6)
	Agree	66 (36.5)	55 (33.7)
	Strongly Agree	71 (39.2)	66 (40.5)
	No Basis for Judgment	29 (16.0)	18 (11.0)
	Total	181 (100.0)	163 (100.0)
Missing	BLANK	1	4
Total		182	167

FAC6b. His support for shared governance...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	3 (3.8)	0 (0.0)	0 (0.0)	0 (0.0)	2 (13.3)
Disagree	2 (2.5)	1 (4.5)	0 (0.0)	0 (0.0)	2 (13.3)
Neutral	7 (8.8)	4 (18.2)	1 (3.6)	0 (0.0)	2 (13.3)
Agree	28 (35.0)	3 (13.6)	9 (32.1)	7 (41.2)	7 (46.7)
S. Agree	32 (40.0)	8 (36.4)	16 (57.1)	9 (52.9)	1 (6.7)
No Basis for Judgment	8 (10.0)	6 (27.3)	2 (7.1)	1 (5.9)	1 (6.7)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	15 (100.0)

FAC7a. His representation of faculty members' views to the Board of Trustees

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)	8 (4.9)
	Disagree	6 (3.3)	11 (6.7)
	Neutral	19 (10.5)	23 (14.1)
	Agree	42 (23.2)	40 (24.5)
	Strongly Agree	50 (27.6)	50 (30.7)
	No Basis for Judgment	64 (35.4)	31 (19.0)
	Total	181 (100.0)	163 (100.0)
Missing	BLANK	1	4
Total		182	167

FAC7b. His representation of faculty members' views to the Board of Trustees...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	4 (5.0)	0 (0.0)	0 (0.0)	0 (0.0)	4 (26.7)
Disagree	4 (5.0)	2 (9.1)	3 (10.7)	1 (5.9)	1 (6.7)
Neutral	11 (13.8)	4 (18.2)	3 (10.7)	3 (17.6)	2 (13.3)
Agree	22 (27.5)	3 (13.6)	4 (14.3)	4 (23.5)	6 (40.0)
S. Agree	20 (25.0)	8 (36.4)	15 (53.6)	7 (41.2)	0 (0.0)
No Basis for Judgment	19 (23.8)	5 (22.7)	3 (10.7)	2 (11.8)	2 (13.3.0)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	15 (100.0)

FAC8a. His overall job performance

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)	9 (5.5)
	Disagree	4 (2.2)	6 (3.7)
	Neutral	21 (11.7)	13 (8.0)
	Agree	64 (35.6)	65 (39.9)
	Strongly Agree	85 (47.2)	69 (42.3)
	No Basis for Judgment	6 (3.3)	1 (.6)
	Total	180 (100.0)	163 (100.0)
Missing	BLANK	2	4
Total		182	167

FAC8b. His overall job performance...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.3)	0 (0.0)	0 (0.0)	0 (0.0)	4 (26.7)
Disagree	3 (3.8)	2 (9.1)	0 (0.0)	1 (5.9)	0 (0.0)
Neutral	6 (7.5)	1 (4.5)	3 (10.7)	0 (0.0)	3 (20.0)
Agree	35 (43.8)	9 (40.9)	7 (25.0)	6 (35.3)	7 (46.7)
S. Agree	31 (38.8)	10 (45.5)	18 (64.3)	9 (52.9)	1 (6.7)
No Basis for Judgment	0 (0.0)	0 (0.0)	0 (0.0)	1 (5.9)	0 (0.0)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	15 (100.0)

Concerning the Vice President for Academic Affairs and Provost (Dr. John Thornell), I am satisfied with:

FAC9a. His budget proposal's support for academic programs

		2014 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	3 (2.0)	6 (3.3)	4 (2.5)
	Disagree	2 (1.3)	11 (6.1)	11 (6.7)
	Neutral	9 (6.0)	17 (9.4)	11 (6.7)
	Agree	44 (29.1)	51 (28.3)	42 (25.8)
	Strongly Agree	72 (47.7)	76 (42.2)	82 (50.3)
	No Basis for Judgment	21 (13.9)	19 (10.6)	13 (8.0)
	Total	151 (100.0)	180 (100.0)	163 (100.0)
Missing	BLANK	1	2	4
Total		152	182	167

FAC9b. His budget proposal's support for academic programs...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	4 (5.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	8 (10.0)	2 (9.1)	0 (0.0)	0 (0.0)	1 (6.7)
Neutral	7 (8.8)	1 (4.5)	2 (7.1)	0 (0.0)	1 (6.7)
Agree	19 (23.8)	6 (27.3)	9 (32.1)	4 (23.5)	4 (26.7)
S. Agree	38 (47.5)	8 (36.4)	16 (57.1)	11 (64.7)	8 (53.3)
No Basis for Judgment	4 (5.0)	5 (22.7)	1 (3.6)	2 (11.8)	1 (6.7)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	15 (100.0)

FAC10a. His communication with the faculty

		2014 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	4 (2.6)	5 (2.8)	4 (2.5)
	Disagree	1 (.7)	7 (3.9)	12 (7.4)
	Neutral	16 (10.6)	11 (6.1)	11 (6.7)
	Agree	45 (29.8)	54 (30.0)	51 (31.3)
	Strongly Agree	79 (52.3)	100 (55.6)	79 (48.5)
	No Basis for Judgment	6 (4.0)	3 (1.7)	6 (3.7)
	Total	151 (100.0)	180 (100.0)	163 (100.0)
Missing	BLANK	1	2	4
Total		152	182	167

FAC10b. His communication with the faculty...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	4 (5.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	9 (11.3)	1 (4.5)	1 (3.6)	0 (0.0)	1 (6.7)
Neutral	5 (6.3)	2 (9.1)	2 (7.1)	0 (0.0)	2 (13.3)
Agree	28 (35.0)	7 (31.8)	8 (28.6)	4 (23.5)	4 (26.7)
S. Agree	33 (41.3)	9 (40.6)	17 (60.7)	11 (64.7)	8 (53.3)
No Basis for Judgment	1 (1.3)	3 (13.6)	0 (0.0)	2 (11.8)	0 (0.0)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	15 (100.0)

FAC11a. His responsiveness in addressing academic issues

		2014 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	4 (2.6)	6 (3.3)	4 (2.5)
	Disagree	1 (.7)	8 (4.4)	8 (4.9)
	Neutral	10 (6.6)	18 (10.0)	18 (11.0)
	Agree	46 (30.5)	45 (25.0)	43 (26.4)
	Strongly Agree	78 (51.7)	93 (51.7)	79 (48.5)
	No Basis for Judgment	12 (7.9)	10 (5.6)	11 (6.7)
	Total	151 (100.0)	180 (100.0)	163 (100.0)
Missing	BLANK	1	2	4
Total		152	182	167

FAC11b. His responsiveness in addressing academic issues...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	3 (3.8)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	6 (7.5)	0 (0.0)	1 (3.6)	0 (0.0)	1 (6.7)
Neutral	12 (15.0)	1 (4.5)	2 (7.1)	1 (5.9)	2 (13.3)
Agree	25 (26.6)	5 (20.0)	7 (25.0)	3 (16.7)	5 (33.3)
S. Agree	35 (43.8)	9 (40.9)	16 (57.1)	12 (70.6)	7 (46.7)
No Basis for Judgment	5 (6.3)	3 (13.6)	1 (3.6)	2 (11.8)	0 (0.0)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	15 (100.0)

FAC12a. His accessibility to the faculty

		2014 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	4 (2.6)	5 (2.8)	5 (3.1)
	Disagree	2 (1.3)	10 (5.6)	8 (4.9)
	Neutral	12 (7.9)	17 (9.4)	13 (8.0)
	Agree	44 (29.1)	38 (21.1)	45 (27.6)
	Strongly Agree	79 (52.3)	100 (55.6)	81 (49.7)
	No Basis for Judgment	10 (6.6)	10 (5.6)	11 (6.7)
	Total	151 (100.0)	180 (100.0)	163 (100.0)
Missing	BLANK	1	2	4
Total		152	182	167

FAC12b. His accessibility to the faculty...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	4 (5.0)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	7 (8.8)	0 (0.0)	1 (3.6)	0 (0.0)	0 (0.0)
Neutral	9 (11.3)	1 (4.5)	2 (7.1)	0 (0.0)	1 (6.7)
Agree	19 (23.8)	9 (40.9)	8 (28.6)	3 (17.6)	5 (33.3)
S. Agree	37 (46.3)	9 (40.9)	17 (60.7)	12 (70.6)	6 (40.0)
No Basis for Judgment	4 (5.0)	2 (9.1)	0 (0.0)	2 (11.8)	3 (20.0)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	15 (100.0)

FAC13a. His clear statements of University policies

		2014 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	4 (2.7)	5 (2.8)	5 (3.1)
	Disagree	2 (1.3)	9 (5.0)	8 (4.9)
	Neutral	17 (11.3)	19 (10.6)	13 (8.0)
	Agree	40 (26.7)	50 (27.9)	47 (29.0)
	Strongly Agree	73 (48.7)	84 (46.9)	78 (48.1)
	No Basis for Judgment	14 (9.3)	12 (6.7)	11 (6.8)
	Total	150 (100.0)	179 (100.0)	162 (100.0)
Missing	BLANK	2	3	5
Total		152	182	167

FAC13b. His clear statements of University policies...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	5 (6.3)	0 (0.0)	1 (3.6)	0 (0.0)	2 (14.3)
Neutral	8 (10.0)	3 (13.6)	1 (3.6)	0 (0.0)	1 (7.1)
Agree	23 (28.7)	7 (31.8)	8 (28.6)	4 (23.5)	4 (28.6)
S. Agree	34 (42.5)	8 (36.4)	18 (64.3)	11 (64.7)	7 (50.0)
No Basis for Judgment	5 (6.3)	4 (18.2)	0 (0.0)	2 (11.8)	0 (0.0)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	14 (100.0)

FAC14a. His overall job performance

		2014 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	4 (2.6)	6 (3.3)	4 (2.5)
	Disagree	0 (0.0)	9 (5.0)	8 (4.9)
	Neutral	10 (6.6)	13 (7.2)	10 (6.2)
	Agree	52 (34.4)	54 (30.0)	50 (30.9)
	Strongly Agree	79 (52.3)	94 (52.2)	85 (52.5)
	No Basis for Judgment	6 (4.0)	4 (2.2)	5 (3.1)
	Total	151 (100.0)	180 (100.0)	162 (100.0)
Missing	BLANK	1	2	5
Total		152	182	167

FAC14b. His overall job performance...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	4 (5.1)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	5 (6.3)	1 (4.5)	1 (3.6)	0 (0.0)	1 (6.7)
Neutral	5 (6.3)	1 (4.5)	2 (7.1)	0 (0.0)	2 (13.3)
Agree	27 (34.2)	8 (36.4)	6 (21.4)	4 (23.5)	4 (26.7)
S. Agree	37 (46.8)	10 (45.5)	19 (67.9)	11 (64.7)	8 (53.3)
No Basis for Judgment	1 (1.3)	2 (9.1)	0 (0.0)	2 (11.8)	0 (0.0)
Total	79 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	15 (100.0)

Concerning other administrators, I am satisfied with the overall job performance of:

FAC15a. The Vice President for Student Affairs – Mr. David Shields

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	6 (4.3)	7 (4.0)	6 (3.7)
	Disagree	10 (7.2)	9 (5.1)	13 (8.0)
	Neutral	34 (24.5)	36 (20.5)	22 (13.6)
	Agree	34 (24.5)	60 (34.1)	46 (28.4)
	Strongly Agree	36 (25.9)	38 (21.6)	47 (29.0)
	No Basis for Judgment	19 (13.7)	26 (14.8)	28 (17.3)
	Total	139 (100.0)	176 (100.0)	162 (100.0)
Missing	BLANK	1	6	5
Total		140	182	167

FAC15b. The Vice President for Student Affairs...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	6 (7.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	7 (8.8)	2 (9.1)	1 (3.6)	0 (0.0)	3 (21.4)
Neutral	12 (15.0)	3 (13.6)	3 (10.7)	0 (0.0)	3 (21.4)
Agree	23 (28.7)	5 (22.7)	7 (25.0)	7 (41.2)	4 (28.6)
S. Agree	17 (21.3)	8 (36.4)	13 (46.4)	8 (47.1)	1 (7.1)
No Basis for Judgment	15 (18.8)	4 (18.2)	4 (14.3)	2 (11.8)	3 (21.4)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	14 (100.0)

FAC16a. The Acting Chief Financial Officer – Mr. Evan Thornton

		2017 Frequency (Valid %)
Valid	Strongly Disagree	4 (2.5)
	Disagree	7 (4.3)
	Neutral	21 (13.0)
	Agree	47 (29.0)
	Strongly Agree	38 (23.5)
	No Basis for Judgment	45 (27.8)
	Total	162 (100.0)
Missing	BLANK	5
Total		167

FAC16b. The Vice President for Business and Financial Affairs...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	2 (2.5)	0 (0.0)	0 (0.0)	0 (0.0)	2 (14.3)
Disagree	3 (3.8)	1 (4.5)	0 (0.0)	1 (5.9)	2 (14.3)
Neutral	9 (11.3)	3 (13.6)	6 (21.4)	1 (5.9)	1 (7.1)
Agree	24 (30.0)	6 (27.3)	6 (21.4)	7 (41.2)	4 (28.6)
S. Agree	17 (21.3)	5 (22.7)	12 (42.9)	3 (17.6)	1 (7.1)
No Basis for Judgment	25 (31.3)	7 (31.8)	4 (14.3)	5 (29.4)	4 (28.6)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	14 (100.0)

FAC17a. The Vice President for University Advancement – Dr. Deborah Shaw

		2017 Frequency (Valid %)
Valid	Strongly Disagree	11 (6.8)
	Disagree	6 (3.7)
	Neutral	26 (16.0)
	Agree	41 (25.3)
	Strongly Agree	30 (18.5)
	No Basis for Judgment	48 (29.6)
	Total	162 (100.0)
Missing	BLANK	5
Total		167

FAC17b. The Vice President for University Advancement...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	8 (10.0)	0 (0.0)	1 (3.6)	0 (0.0)	2 (14.3)
Disagree	5 (6.3)	0 (0.0)	1 (3.6)	0 (0.0)	0 (0.0)
Neutral	11 (13.8)	7 (31.8)	3 (10.7)	2 (11.8)	2 (14.3)
Agree	20 (25.0)	4 (18.2)	8 (28.6)	6 (35.3)	3 (21.4)
S. Agree	10 (12.5)	4 (18.2)	11 (39.3)	4 (23.5)	1 (7.1)
No Basis for Judgment	26 (32.5)	7 (31.8)	4 (14.3)	5 (29.4)	6 (42.9)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	14 (100.0)

FAC18a. The Associate Vice President for Enrollment Management – Mr. Ron Patterson

		2017 Frequency (Valid %)
Valid	Strongly Disagree	3 (1.9)
	Disagree	6 (3.7)
	Neutral	21 (13.0)
	Agree	55 (34.0)
	Strongly Agree	41 (25.3)
	No Basis for Judgment	36 (22.2)
	Total	162 (100.0)
Missing	BLANK	5
Total		167

FAC18b. The Associate Vice President for Enrollment Management – Mr. Ron Patterson...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	2 (2.5)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	3 (3.8)	2 (9.1)	0 (0.0)	0 (0.0)	1 (7.1)
Neutral	9 (11.3)	2 (9.1)	4 (14.3)	0 (0.0)	5 (35.7)
Agree	25 (31.3)	8 (36.4)	11 (39.3)	8 (47.1)	3 (21.4)
S. Agree	19 (23.8)	5 (22.7)	9 (32.1)	6 (35.3)	2 (14.3)
No Basis for Judgment	22 (27.5)	4 (18.2)	4 (14.3)	3 (17.6)	3 (21.4)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	14 (100.0)

FAC19a. The Vice Provost for International Affairs – Dr. Chunsheng Zhang

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	16 (11.5)	14 (8.0)	12 (7.4)
	Disagree	14 (10.1)	20 (11.4)	20 (12.3)
	Neutral	24 (17.3)	34 (19.3)	27 (16.7)
	Agree	31 (22.3)	38 (21.6)	29 (17.9)
	Strongly Agree	18 (12.9)	21 (11.9)	23 (14.2)
	No Basis for Judgment	36 (25.9)	49 (27.8)	51 (31.5)
	Total	139 (100.0)	176 (100.0)	162 (100.0)
Missing	BLANK	1	6	5
Total		140	182	167

FAC19b. The Vice Provost for International Affairs...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	10 (12.5)	0 (0.0)	0 (0.0)	0 (0.0)	2 (14.3)
Disagree	12 (15.0)	2 (9.1)	5 (17.9)	0 (0.0)	1 (7.1)
Neutral	16 (20.0)	4 (18.2)	3 (10.7)	1 (5.9)	2 (14.3)
Agree	11 (13.8)	4 (18.2)	7 (25.0)	6 (35.3)	1 (7.1)
S. Agree	5 (6.3)	6 (27.3)	8 (28.6)	4 (23.5)	0 (0.0)
No Basis for Judgment	26 (32.5)	6 (27.3)	5 (17.9)	6 (35.3)	8 (57.1)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	14 (100.0)

FAC20a. The Director of Athletics – Mr. Mark Linder

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	9 (6.5)	6 (3.4)	7 (4.3)
	Disagree	8 (5.8)	7 (4.0)	10 (6.2)
	Neutral	25 (18.0)	22 (12.5)	25 (15.5)
	Agree	39 (28.1)	61 (34.7)	55 (34.2)
	Strongly Agree	23 (16.5)	39 (22.2)	35 (21.7)
	No Basis for Judgment	35 (25.2)	41 (23.3)	29 (18.0)
	Total	139 (100.0)	176 (100.0)	161 (100.0)
Missing	BLANK	1	6	6
Total		140	182	167

FAC20b. The Director of Athletics...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.3)	0 (0.0)	0 (0.0)	0 (0.0)	2 (14.3)
Disagree	6 (7.5)	1 (4.5)	2 (7.4)	0 (0.0)	1 (7.1)
Neutral	11 (13.8)	4 (18.2)	4 (14.8)	1 (5.9)	4 (28.6)
Agree	25 (31.3)	8 (36.4)	13 (48.1)	6 (35.3)	3 (21.4)
S. Agree	17 (21.3)	6 (27.3)	5 (18.5)	7 (41.2)	0 (0.0)
No Basis for Judgment	16 (20.0)	3 (13.6)	3 (11.1)	3 (17.6)	4 (28.6)
Total	80 (100.0)	22 (100.0)	27 (100.0)	17 (100.0)	14 (100.0)

FAC21a. The Chief of Campus Police – Mr. Kevin Gillilan

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)	4 (2.5)
	Disagree	0 (0.0)	7 (4.3)
	Neutral	17 (9.7)	29 (17.9)
	Agree	80 (45.5)	56 (34.6)
	Strongly Agree	55 (31.3)	46 (28.4)
	No Basis for Judgment	24 (13.6)	20 (12.3)
	Total	176 (100.0)	162 (100.0)
Missing	BLANK	6	5
Total		182	167

FAC21b. The Chief of Campus Police...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	3 (3.8)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	5 (6.3)	0 (0.0)	1 (3.6)	0 (0.0)	1 (7.1)
Neutral	16 (20.0)	3 (13.6)	2 (7.1)	1 (5.9)	6 (42.9)
Agree	28 (35.0)	10 (45.5)	8 (28.6)	7 (41.2)	3 (21.4)
S. Agree	18 (22.5)	7 (31.8)	14 (50.0)	7 (41.2)	0 (0.0)
No Basis for Judgment	10 (12.5)	1 (4.5)	3 (10.7)	2 (11.8)	4 (28.6)
Total	80 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	14 (100.0)

ATTITUDES TOWARD WORKING CONDITIONS

FAC22a. Concerning UNA's cultural diversity goals: I see sufficient evidence of progress in creating an inclusive environment for faculty from diverse backgrounds

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	5 (3.6)	4 (2.2)	5 (3.1)
	Disagree	8 (5.8)	13 (7.3)	11 (6.9)
	Neutral	13 (9.4)	20 (11.2)	13 (8.1)
	Agree	67 (48.6)	83 (46.6)	73 (45.6)
	Strongly Agree	43 (31.2)	47 (26.4)	54 (33.8)
	No Basis for Judgment	2 (1.4)	11 (6.2)	4 (2.5)
	Total	138 (100.0)	178 (100.0)	160 (100.0)
Missing	BLANK	2	4	7
Total		140	182	167

FAC22b. Concerning UNA's cultural diversity goals: I see sufficient evidence of progress in creating an inclusive environment for faculty from diverse backgrounds...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	2 (2.6)	1 (4.5)	0 (0.0)	0 (0.0)	2 (14.3)
Disagree	7 (9.0)	3 (13.6)	1 (3.6)	0 (0.0)	0 (0.0)
Neutral	6 (7.7)	2 (9.1)	1 (3.6)	0 (0.0)	4 (28.6)
Agree	35 (44.9)	9 (40.9)	14 (50.0)	7 (41.2)	7 (50.0)
S. Agree	26 (33.3)	6 (27.3)	11 (39.3)	10 (58.8)	1 (7.1)
No Basis for Judgment	2 (2.6)	1 (4.5)	1 (3.6)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	14 (100.0)

FAC23a. Concerning UNA's cultural diversity goals: I see sufficient evidence of progress in creating an inclusive environment for students from diverse backgrounds

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	4 (2.9)	3 (1.7)	3 (1.9)
	Disagree	8 (5.8)	6 (3.4)	7 (4.4)
	Neutral	12 (8.8)	20 (11.3)	14 (8.8)
	Agree	60 (43.8)	88 (49.7)	76 (47.5)
	Strongly Agree	50 (36.5)	52 (29.4)	56 (35.0)
	No Basis for Judgment	3 (2.2)	8 (4.5)	4 (2.5)
	Total	137 (100.0)	177 (100.0)	160 (100.0)
Missing	BLANK	3	5	7
Total		140	182	167

FAC23b. Concerning UNA's cultural diversity goals: I see sufficient evidence of progress in creating an inclusive environment for students from diverse backgrounds...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	1 (1.3)	1 (4.5)	0 (0.0)	0 (0.0)	1 (7.1)
Disagree	4 (5.1)	0 (0.0)	1 (3.6)	0 (0.0)	1 (7.1)
Neutral	6 (7.7)	4 (18.2)	0 (0.0)	0 (0.0)	4 (28.6)
Agree	41 (52.6)	9 (40.9)	14 (50.0)	5 (29.4)	7 (50.0)
S. Agree	23 (29.5)	8 (36.4)	12 (42.9)	12 (70.6)	1 (7.1)
No Basis for Judgment	3 (3.8)	0 (0.0)	1 (3.6)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	14 (100.0)

FAC24a. Concerning UNA's cultural diversity goals: I am comfortable leading class discussions dealing with sensitive cultural diversity issues

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	3 (1.7)	5 (3.1)
	Disagree	15 (8.5)	11 (6.9)
	Neutral	23 (13.0)	19 (11.9)
	Agree	66 (37.3)	69 (43.4)
	Strongly Agree	63 (35.6)	52 (32.7)
	No Basis for Judgment	7 (4.0)	3 (1.9)
	Total	177 (100.0)	159 (100.0)
Missing	BLANK	5	8
Total		182	167

FAC24b. Concerning UNA's cultural diversity goals: Concerning UNA's cultural diversity goals: I am comfortable leading class discussions dealing with sensitive cultural diversity issues...by respondent's college/unit affiliation, 2017.

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	2 (2.6)	1 (4.5)	0 (0.0)	0 (0.0)	2 (14.3)
Disagree	9 (11.7)	2 (9.1)	0 (0.0)	0 (0.0)	0 (0.0)
Neutral	6 (7.8)	3 (13.6)	4 (14.3)	0 (0.0)	6 (42.9)
Agree	33 (42.9)	11 (50.0)	13 (46.4)	8 (47.1)	4 (28.6)
S. Agree	24 (31.2)	5 (22.7)	11 (39.3)	9 (52.9)	2 (14.3)
No Basis for Judgment	3 (3.9)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total	77 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	14 (100.0)

FAC25a. Concerning UNA's cultural diversity goals: I have received appropriate training in becoming a liaison for culturally diverse students

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	8 (4.5)	7 (4.4)
	Disagree	32 (18.0)	24 (15.1)
	Neutral	41 (23.0)	32 (20.1)
	Agree	47 (26.4)	59 (37.1)
	Strongly Agree	39 (21.9)	29 (18.2)
	No Basis for Judgment	11 (6.2)	8 (5.0)
	Total	178 (100.0)	159 (100.0)
Missing	BLANK	4	8
Total		182	167

FAC25b. Concerning UNA's cultural diversity goals: Concerning UNA's cultural diversity goals: I have received appropriate training in becoming a liaison for culturally diverse students...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	2 (2.6)	2 (9.1)	1 (3.6)	0 (0.0)	2 (14.3)
Disagree	15 (19.5)	6 (27.3)	2 (7.1)	0 (0.0)	1 (7.1)
Neutral	9 (11.7)	8 (36.4)	6 (21.4)	2 (11.8)	6 (42.9)
Agree	31 (40.3)	3 (13.6)	14 (50.0)	7 (41.2)	4 (28.6)
S. Agree	13 (16.9)	2 (9.1)	5 (17.9)	8 (47.1)	1 (7.1)
No Basis for Judgment	7 (9.1)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)
Total	77 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	14 (100.0)

FAC26a. Concerning UNA's commitment to Title IX: I have received sufficient training to properly comply with Title IX goals

		2017 Frequency
Valid	Strongly Disagree	1 (.6)
	Disagree	3 (1.9)
	Neutral	10 (6.3)
	Agree	61 (38.4)
	Strongly Agree	82 (51.6)
	No Basis for Judgment	2 (1.3)
	Total	159 (100.0)
Missing	BLANK	8
Total		167

FAC26b. Concerning UNA's commitment to Title IX: I have received sufficient training to properly comply with Title IX goals...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	1 (1.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	3 (3.9)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Neutral	5 (6.5)	1 (4.5)	0 (0.0)	0 (0.0)	4 (28.6)
Agree	27 (35.1)	11 (50.0)	10 (35.7)	6 (35.3)	6 (42.9)
S. Agree	40 (51.9)	9 (40.9)	18 (64.3)	11 (64.7)	4 (28.6)
No Basis for Judgment	1 (1.3)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)
Total	77 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	14 (100.0)

FAC27a. Concerning UNA's commitment to Title IX: I know how to properly report Title IX violations

		2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)
	Disagree	3 (1.9)
	Neutral	6 (3.8)
	Agree	66 (41.8)
	Strongly Agree	83 (52.5)
	No Basis for Judgment	0 (0.0)
	Total	158 (100.0)
Missing	BLANK	9
Total		167

FAC27b. Concerning UNA's commitment to Title IX: I know how to properly report Title IX violations...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	3 (3.9)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Neutral	2 (2.6)	1 (4.5)	0 (0.0)	0 (0.0)	3 (21.4)
Agree	31 (40.8)	11 (50.0)	12 (42.9)	4 (23.5)	7 (50.0)
S. Agree	40 (52.6)	10 (45.5)	16 (57.1)	13 (76.5)	4 (28.6)
No Basis for Judgment	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total	76 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	14 (100.0)

FAC28a. Concerning UNA's commitment to Title IX: The environment at UNA is conducive to achieving Title IX goals

		2017 Frequency
Valid	Strongly Disagree	0 (0.0)
	Disagree	6 (3.8)
	Neutral	12 (7.6)
	Agree	61 (38.6)
	Strongly Agree	72 (45.6)
	No Basis for Judgment	7 (4.4)
	Total	158 (100.0)
Missing	BLANK	9
Total		167

FAC28b. Concerning UNA's commitment to Title IX: The environment at UNA is conducive to achieving Title IX goals...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	0 (0.0)	1 (4.5)	1 (3.6)	0 (0.0)	3 (21.4)
Neutral	8 (10.5)	2 (9.1)	0 (0.0)	0 (0.0)	2 (14.3)
Agree	26 (34.2)	11 (50.0)	13 (46.4)	5 (29.4)	6 (42.9)
S. Agree	36 (47.4)	8 (36.4)	14 (50.0)	12 (70.6)	2 (14.3)
No Basis for Judgment	6 (7.9)	0 (0.0)	0 (0.0)	0 (0.0)	1 (7.1)
Total	76 (100.0)	22 (100.0)	28 (100.0)	17 (100.0)	14 (100.0)

FAC29a. Concerning hiring – It is my perception that hiring policies and procedures are equitable.

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	7 (5.1)	10 (5.6)	10 (6.4)
	Disagree	11 (8.0)	14 (7.9)	22 (14.0)
	Neutral	8 (5.8)	13 (7.3)	13 (8.3)
	Agree	63 (45.7)	79 (44.4)	67 (42.7)
	Strongly Agree	43 (31.2)	57 (32.0)	41 (26.1)
	No Basis for Judgment	6 (4.3)	5 (2.8)	4 (2.5)
	Total	138 (100.0)	178 (100.0)	157 (100.0)
Missing	BLANK	2	4	10
Total		140	182	167

FAC29b. Concerning hiring and promotion: It is my perception that hiring policies and procedures are equitable...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	7 (9.1)	2 (9.1)	0 (0.0)	0 (0.0)	1 (7.1)
Disagree	14 (18.2)	2 (9.1)	2 (7.1)	1 (6.3)	3 (21.4)
Neutral	4 (5.2)	2 (9.1)	4 (14.3)	1 (6.3)	2 (14.3)
Agree	34 (44.2)	8 (36.4)	14 (50.0)	6 (37.5)	5 (35.7)
S. Agree	16 (20.8)	8 (36.4)	8 (28.6)	8 (50.0)	1 (7.1)
No Basis for Judgment	2 (2.6)	0 (0.0)	0 (0.0)	0 (0.0)	2 (14.3)
Total	77 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	14 (100.0)

FAC30a. Concerning hiring and promotion: It is my perception that hiring policies and procedures are in accordance with policy

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	6 (4.4)	9 (5.1)	7 (4.5)
	Disagree	10 (7.3)	9 (5.1)	13 (8.3)
	Neutral	13 (9.5)	18 (10.2)	18 (11.5)
	Agree	62 (45.3)	74 (41.8)	71 (45.2)
	Strongly Agree	39 (28.5)	60 (33.9)	43 (27.0)
	No Basis for Judgment	7 (5.1)	7 (4.0)	5 (3.2)
	Total	137 (100.0)	177 (100.0)	157 (100.0)
Missing	BLANK	3	5	10
Total		140	182	167

FAC30b. Concerning hiring and promotion: It is my perception that hiring policies and procedures are in accordance with policy...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	7 (9.1)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	8 (10.4)	2 (9.1)	2 (7.1)	0 (0.0)	1 (7.1)
Neutral	8 (10.4)	1 (4.5)	4 (14.3)	1 (6.3)	4 (28.6)
Agree	35 (45.5)	11 (50.0)	14 (50.0)	5 (31.3)	6 (42.9)
S. Agree	16 (20.8)	8 (36.4)	8 (28.6)	10 (62.5)	1 (7.1)
No Basis for Judgment	3 (3.9)	0 (0.0)	0 (0.0)	0 (0.0)	2 (14.3)
Total	77 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	14 (100.0)

CONCERNING TECHNOLOGY AND ITS APPLICATION TO INSTRUCTION

FAC31a. Concerning Technology: I have sufficient technology to support my research

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	S. Disagree	9 (5.1)	9 (5.7)
	Disagree	21 (11.9)	19 (12.0)
	Neutral	9 (5.1)	15 (9.5)
	Agree	88 (49.7)	68 (43.0)
	S. Agree	47 (26.6)	43 (27.2)
	No Basis for Judgment	3 (1.7)	4 (2.5)
	Total	177 (100.0)	158 (100.0)
Missing	BLANK	5	9
Total		182	167

FAC31a. Concerning Technology: I have sufficient technology to support my research...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	4 (5.1)	4 (18.2)	0 (0.0)	1 (6.3)	0 (0.0)
Disagree	13 (16.7)	2 (9.1)	2 (7.1)	1 (6.3)	1 (7.1)
Neutral	7 (9.0)	2 (9.1)	2 (7.1)	2 (12.5)	2 (14.3)
Agree	36 (46.2)	9 (40.9)	15 (53.6)	3 (18.8)	5 (35.7)
S. Agree	18 (23.1)	3 (13.6)	9 (32.1)	8 (50.0)	5 (35.7)
No Basis for Judgment	0 (0.0)	2 (9.1)	0 (0.0)	1 (6.3)	1 (7.1)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	14 (100.0)

FAC32a. Concerning Technology: I have sufficient technology to teach effectively

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	S. Disagree	8 (4.5)	7 (4.4)
	Disagree	14 (7.9)	17 (10.7)
	Neutral	16 (9.0)	17 (10.7)
	Agree	85 (47.8)	70 (44.0)
	S. Agree	55 (30.9)	47 (29.6)
	No Basis for Judgment	0 (0.0)	1 (.6)
	Total	178 (100.0)	159 (100.0)
Missing	BLANK	4	8
Total		182	167

FAC32b. Concerning Technology: I have sufficient technology to teach effectively...by respondent's college/unit affiliation, 2017–

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.3)	1 (4.5)	0 (0.0)	1 (6.3)	0 (0.0)
Disagree	8 (10.1)	4 (18.2)	3 (10.7)	1 (6.3)	1 (7.1)
Neutral	6 (7.6)	5 (22.7)	2 (7.1)	2 (12.5)	2 (14.3)
Agree	37 (46.8)	8 (36.4)	18 (64.3)	3 (18.8)	4 (28.6)
S. Agree	23 (29.1)	4 (18.2)	5 (17.9)	9 (56.3)	6 (42.9)
No Basis for Judgment	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (7.1)
Total	79 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	14 (100.0)

FAC33a. Concerning Technology: The criteria by which technology resources are allocated are clear to me

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	S. Disagree	8 (5.8)	17 (9.6)	15 (9.6)
	Disagree	35 (25.5)	43 (24.2)	43 (27.4)
	Neutral	32 (23.4)	42 (23.6)	32 (20.4)
	Agree	40 (29.2)	41 (23.0)	34 (21.7)
	S. Agree	17 (12.4)	27 (15.2)	21 (13.4)
	No Basis for Judgment	5 (3.6)	8 (4.5)	12 (7.6)
	Total	137 (100.0)	178 (100.0)	157 (100.0)
Missing	BLANK	3	4	10
Total		140	182	167

FAC33b. Concerning Technology: The criteria by which technology resources are allocated are clear to me...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	8 (10.4)	3 (13.6)	2 (7.1)	1 (6.3)	1 (7.1)
Disagree	24 (31.2)	7 (31.8)	7 (25.0)	2 (12.5)	3 (21.4)
Neutral	12 (15.6)	9 (40.9)	4 (14.3)	3 (18.8)	4 (28.6)
Agree	15 (19.5)	0 (0.0)	12 (42.9)	5 (31.3)	2 (14.3)
S. Agree	11 (14.3)	2 (9.1)	2 (7.1)	4 (25.0)	2 (14.3)
No Basis for Judgment	7 (9.1)	1 (4.5)	1 (3.6)	1 (6.3)	2 (14.3)
Total	77 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	14 (100.0)

FAC34a. Concerning Technology: Information Technology Services' policies and procedures have adapted in response to the changing needs of UNA faculty.

		2015 Frequenc	2016 Frequency	2017 Frequency
Valid	S. Disagree	8 (5.8)	6 (3.4)	6 (3.8)
	Disagree	16 (11.7)	18 (10.1)	17 (10.8)
	Neutral	20 (14.6)	28 (15.7)	22 (13.9)
	Agree	61 (44.5)	77 (43.3)	68 (43.0)
	S. Agree	27 (19.7)	33 (18.5)	31 (19.6)
	No Basis for Judgment	5 (3.6)	16 (9.0)	14 (8.9)
	Total	137 (100.0)	178 (100.0)	158 (100.0)
Missing	BLANK	3	4	9
Total		140	182	167

FAC34b. Concerning Technology: Information Technology Services' policies and procedures have adapted in response to the changing needs of UNA faculty...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	2 (2.6)	3 (13.6)	0 (0.0)	1 (6.3)	0 (0.0)
Disagree	8 (10.3)	5 (22.7)	3 (10.7)	0 (0.0)	1 (7.1)
Neutral	11 (14.1)	1 (4.5)	5 (17.9)	4 (25.0)	1 (7.1)
Agree	34 (43.6)	7 (31.8)	13 (46.4)	8 (50.0)	6 (42.9)
S. Agree	14 (17.9)	4 (18.2)	6 (21.4)	3 (18.8)	4 (28.6)
No Basis for Judgment	9 (11.5)	2 (9.1)	1 (367)	0 (0.0)	2 (14.3)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	14 (100.0)

FAC35a. Concerning Technology: Educational Technology Services' training and workshops to assist faculty in instructional design are helpful in promoting effective course management

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	5 (3.6)	5 (2.8)	4 (2.5)
	Disagree	10 (7.3)	12 (6.8)	12 (7.6)
	Neutral	16 (11.7)	26 (14.7)	18 (11.4)
	Agree	48 (35.0)	76 (42.9)	75 (47.5)
	Strongly Agree	49 (35.8)	48 (27.1)	38 (24.1)
	No Basis for Judgment	9 (6.6)	10 (5.6)	11 (7.0)
	Total	137 (100.0)	177 (100.0)	158 (100.0)
Missing	BLANK	3	5	9
Total		140	182	167

FAC35b. Concerning Technology: Educational Technology Services' training and workshops to assist faculty in instructional design are helpful in promoting effective course management....by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	3 (3.8)	0 (0.0)	0 (0.0)	1 (6.3)	0 (0.0)
Disagree	6 (7.7)	2 (9.1)	3 (10.7)	0 (0.0)	1 (7.1)
Neutral	11 (14.1)	2 (9.1)	0 (0.0)	3 (18.8)	2 (14.3)
Agree	28 (35.9)	14 (63.6)	20 (71.4)	8 (50.0)	5 (35.7)
S. Agree	21 (26.9)	3 (13.6)	5 (17.9)	4 (25.0)	5 (35.7)
No Basis for Judgment	9 (11.5)	1 (4.5)	0 (0.0)	0 (0.0)	1 (7.1)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	14 (100.0)

FAC36a. Concerning Technology: It is easy for me to create audio/video presentations of my classroom lectures for instructional delivery

		2017 Frequency (Valid %)
Valid	Strongly Disagree	12 (7.6)
	Disagree	27 (17.1)
	Neutral	20 (12.7)
	Agree	42 (26.6)
	Strongly Agree	28 (17.7)
	No Basis for Judgment	29 (18.4)
	Total	158 (100.0)
Missing	BLANK	9
Total		167

FAC36b. Concerning Technology: It is easy for me to create audio/video presentations of my classroom lectures for instructional delivery....by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.4)	3 (13.6)	1 (3.6)	2 (12.5)	1 (7.1)
Disagree	15 (19.2)	5 (22.7)	4 (14.3)	2 (12.5)	1 (7.1)
Neutral	9 (11.5)	4 (18.2)	2 (7.1)	3 (18.8)	2 (14.3)
Agree	18 (23.1)	4 (18.2)	14 (50.0)	4 (25.0)	2 (14.3)
S. Agree	15 (19.2)	4 (18.2)	3 (10.7)	3 (18.8)	3 (21.4)
No Basis for Judgment	16 (20.5)	2 (9.1)	4 (14.3)	2 (12.5)	5 (35.7)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	14 (100.0)

FAC37a. Concerning Technology: I know how to effectively caption my instructional materials

		2017 Frequency (Valid %)
Valid	Strongly Disagree	19 (12.2)
	Disagree	31 (19.9)
	Neutral	22 (14.1)
	Agree	39 (25.0)
	Strongly Agree	21 (13.5)
	No Basis for Judgment	24 (15.4)
	Total	156 (100.0)
Missing	BLANK	11
Total		167

FAC37b. Concerning Technology: I know how to effectively caption my instructional materials....by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	8 (10.4)	2 (9.5)	4 (14.3)	2 (12.5)	3 (21.4)
Disagree	21 (27.3)	4 (19.0)	4 (14.3)	1 (6.3)	1 (7.1)
Neutral	11 (14.3)	5 (23.8)	2 (7.1)	3 (18.8)	1 (7.1)
Agree	14 (18.2)	5 (23.8)	13 (46.4)	6 (37.5)	1 (7.1)
S. Agree	9 (11.7)	3 (14.3)	3 (10.7)	3 (18.8)	3 (21.4)
No Basis for Judgment	14 (18.2)	2 (9.5)	2 (7.1)	1 (6.3)	5 (35.7)
Total	77 (100.0)	21 (100.0)	28 (100.0)	16 (100.0)	14 (100.0)

FAC38a. My courses are compliant with standards related to the Americans with Disabilities Act (ADA)

		2017 Frequency (Valid %)
Valid	Yes	132 (84.6)
	No	24 (15.4)
	Total	156 (100.0)
Missing	BLANK	11
Total		167

FAC38b. My courses are compliant with standards related to the Americans with Disabilities Act (ADA)....by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
Yes	64 (83.1)	18 (81.8)	25 (89.3)	14 (87.5)	10 (83.3)
No	13 (16.9)	4 (18.2)	3 (10.7)	2 (12.5)	2 (16.7)
Total	77 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC39a. What would your single most immediate need be in order to begin making your courses compliant with the Americans with Disabilities Act (ADA)? (No Table Included for Open-Ended Items)

FAC40a. Concerning academic dishonesty: How significant of a problem is academic dishonesty in my online courses?

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Not a problem	36 (32.1)	59 (40.1)	24 (15.3)
	Somewhat of a problem	53 (47.3)	61 (41.5)	56 (35.7)
	It is a significant problem	23 (20.5)	27 (18.4)	22 (14.0)
	No Basis for Judgment	0 (0.0)	0 (0.0)	55 (35.0)
	Total	112 (100.0)	147 (100.0)	157 (100.0)
Missing	BLANK	28	35	10
Total		140	182	167

FAC40b. Concerning academic dishonesty: How significant of a problem is academic dishonesty in my online courses...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
Not a problem	14 (17.7)	3 (14.3)	5 (17.9)	1 (6.3)	1 (8.3)
Somewhat of a problem	20 (25.3)	11 (52.4)	10 (35.7)	10 (62.5)	4 (33.3)
It is a significant problem	10 (12.7)	5 (23.8)	5 (17.9)	1 (6.3)	1 (8.3)
No Basis for Judgment	35 (44.3)	2 (9.5)	8 (28.6)	4 (25.0)	6 (50.0)
Total	79 (100.0)	21 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC41a. Concerning academic dishonesty: How significant of a problem is academic dishonesty in my traditional courses

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Not a problem	45 (35.2)	79 (46.7)	60 (38.2)
	Somewhat of a problem	68 (53.1)	76 (45.0)	74 (47.1)
	It is a significant problem	15 (11.7)	14 (8.3)	12 (7.6)
	No Basis for Judgment	0 (0.0)	0 (0.0)	11 (7.0)
	Total	128 (100.0)	169 (100.0)	157 (100.0)
Missing	BLANK	12	13	10
Total		140	182	167

FAC41b. Concerning academic dishonesty: How significant of a problem is academic dishonesty in my traditional courses...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
Not a problem	31 (39.2)	8 (38.1)	15 (53.6)	3 (18.8)	3 (25.0)
Somewhat of a problem	43 (54.4)	12 (57.1)	8 (28.6)	6 (37.5)	4 (33.3)
It is a significant problem	3 (3.8)	1 (4.8)	4 (14.3)	2 (12.5)	2 (16.7)
No Basis for Judgment	2 (2.5)	0 (0.0)	1 (3.6)	5 (31.3)	3 (25.0)
Total	79 (100.0)	21 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC42a. Please rate from 0 (not effective at all) to 10 (most effective) how effective the following...technological solutions would be in addressing the problem of academic dishonesty

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	0 (not effective at all)	9 (9.5)	0 (0.0)	3 (2.2)
	1	8 (8.4)	6 (4.2)	2 (1.5)
	2	7 (7.4)	6 (4.2)	8 (5.8)
	3	11 (11.6)	9 (6.3)	9 (6.6)
	4	10 (10.5)	6 (4.2)	8 (5.8)
	5	14 (14.7)	31 (21.5)	25 (18.2)
	6	6 (6.3)	12 (8.3)	14 (10.2)
	7	12 (12.6)	21 (14.6)	22 (16.1)
	8	9 (9.5)	29 (20.1)	25 (18.2)
	9	4 (4.2)	7 (4.9)	11 (8.0)

	10 (most effective)	5 (5.3)	17 (11.8)	10 (7.3)
	Total	95 (100.0)	144 (100.0)	137 (100.0)
Missing	BLANK	45	38	30
	Total	140	182	167

NOTE: FAC42b data by college are not presented in tabular form. A 50 cell table is not practical.

The modal response for the COAS was 5

The modal response for the COB was 8

The modal response for the COEHS was 6

The modal response for the College of Nursing was 10

The modal response for ETS, Library and chose not to identify was 6

FAC43a. Please rate from 0 (not effective at all) to 10 (most effective) how effective the following ...pedagogical solutions would be in addressing the problem of academic dishonesty

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	0 (not effective at all)	2 (2.1)	0 (0.0)	1 (.7)
	1	5 (5.2)	4 (2.2)	2 (1.4)
	2	6 (6.3)	4 (2.2)	3 (2.1)
	3	5 (5.2)	5 (2.7)	7 (4.9)
	4	10 (10.4)	6 (3.3)	11 (7.6)
	5	11 (11.5)	27 (14.8)	21 (14.6)
	6	13 (13.5)	10 (5.5)	20 (13.9)
	7	6 (6.3)	19 (10.4)	23 (16.0)
	8	18 (18.8)	36 (19.8)	23 (16.0)

	9	10 (10.4)	18 (9.9)	14 (9.7)
	10 (most effective)	10 (10.4)	22 (12.1)	19 (13.2)
	Total	96 (100.0)	151 (100.0)	144 (100.0)
Missing	BLANK	44	31	23
Total		140	182	167

NOTE: FAC43b data by college are not presented in tabular form. A 50 cell table is not practical.

The modal response for the COAS was 8

The modal response for the COB was 5

The modal response for the COEHS was 5

The modal response for the College of Nursing was 7 and 8

The modal response for ETS, Library and chose not to identify was 10

FAC44a. Concerning administrative growth: It is my perception that administrative expansion is a problem at UNA

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	5 (2.8)	6 (3.8)
	Disagree	14 (8.0)	12 (7.5)
	Neutral	29 (16.5)	30 (18.9)
	Agree	53 (30.1)	50 (31.4)
	Strongly Agree	62 (35.2)	50 (31.4)
	No Basis for Judgment	13 (7.4)	11 (6.9)
	Total	176 (100.0)	159 (100.0)
Missing	BLANK	6	8
Total		182	167

FAC44b. Concerning administrative growth: It is my perception that administrative expansion is a problem at UNA...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	4 (5.1)	0 (0.0)	2 (7.1)	0 (0.0)	0 (0.0)
Disagree	2 (2.5)	2 (9.1)	4 (14.3)	2 (12.5)	2 (15.4)
Neutral	9 (11.4)	4 (18.2)	9 (32.1)	8 (50.0)	0 (0.0)
Agree	29 (36.7)	8 (36.4)	5 (17.9)	3 (18.8)	4 (30.8)
S. Agree	30 (38.0)	5 (22.7)	6 (21.4)	2 (12.5)	7 (53.8)
No Basis for Judgment	5 (6.3)	3 (13.6)	2 (7.1)	1 (6.3)	0 (0.0)
Total	79 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	13 (100.0)

FAC45a. Concerning administrative growth: It is my perception that expansion at the administrative ranks is coming at the expense of faculty growth/expansion

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	8 (4.6)	6 (3.8)
	Disagree	14 (8.0)	11 (6.9)
	Neutral	30 (17.1)	29 (18.2)
	Agree	39 (22.3)	43 (27.0)
	Strongly Agree	69 (39.4)	56 (35.2)
	No Basis for Judgment	15 (8.6)	14 (8.8)
	Total	175 (100.0)	159 (100.0)
Missing	BLANK	7	8
Total		182	167

FAC45b. Concerning administrative growth: It is my perception that expansion at the administrative ranks is coming at the expense of faculty growth/expansion...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.3)	0 (0.0)	1 (3.6)	0 (0.0)	0 (0.0)
Disagree	1 (1.3)	2 (9.1)	3 (10.7)	3 (18.8)	2 (15.4)
Neutral	9 (11.4)	4 (18.2)	9 (32.1)	6 (37.5)	1 (7.7)
Agree	24 (30.4)	5 (22.7)	5 (17.9)	4 (25.0)	4 (30.8)
S. Agree	34 (43.0)	7 (31.8)	7 (25.0)	2 (12.5)	6 (46.2)
No Basis for Judgment	6 (7.6)	4 (18.2)	3 (10.7)	1 (6.3)	0 (0.0)
Total	79 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	13 (100.0)

FAC46a. It is my perception that the classroom temperatures are conducive to learning

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	29 (21.3)	34 (19.2)	45 (28.3)
	Disagree	44 (32.4)	38 (21.5)	39 (24.5)
	Neutral	22 (16.2)	23 (13.0)	23 (14.5)
	Agree	27 (19.9)	65 (36.7)	37 (23.3)
	Strongly Agree	10 (7.4)	15 (8.5)	11 (6.9)
	No Basis for Judgment	4 (2.9)	2 (1.1)	4 (2.5)
	Total	136 (100.0)	177 (100.0)	159 (100.0)
Missing	BLANK	4	5	8
Total		140	182	167

FAC46b. It is my perception that the classroom temperatures are conducive to learning...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	33 (41.8)	2 (9.1)	8 (28.6)	0 (0.0)	2 (15.4)
Disagree	16 (20.3)	5 (22.7)	7 (25.0)	5 (31.3)	5 (38.5)
Neutral	11 (13.9)	5 (22.7)	3 (10.7)	3 (18.8)	1 (7.7)
Agree	14 (17.7)	9 (40.9)	7 (25.0)	4 (25.0)	3 (23.1)
S. Agree	5 (6.3)	1 (4.5)	3 (10.7)	1 (6.3)	1 (7.7)
No Basis for Judgment	0 (0.0)	0 (0.0)	0 (0.0)	3 (18.8)	1 (7.7)
Total	79 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	13 (100.0)

FAC47a. I am confident that my work environment does not adversely affect my health.

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	32 (23.5)	28 (15.8)	31 (19.6)
	Disagree	28 (20.6)	34 (19.2)	33 (20.9)
	Neutral	26 (19.1)	24 (13.6)	29 (18.4)
	Agree	31 (22.8)	65 (36.7)	48 (30.4)
	Strongly Agree	17 (12.5)	23 (13.0)	15 (9.5)
	No Basis for Judgment	2 (1.5)		
	Total	136 (100.0)	177 (100.0)	158 (100.0)
Missing	BLANK	4	5	9
Total		140	182	167

FAC47b. I am confident that my work environment does not adversely affect my health...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	22 (27.8)	2 (9.1)	2 (7.1)	0 (0.0)	5 (38.5)
Disagree	17 (21.5)	3 (13.6)	7 (25.0)	4 (26.7)	2 (15.4)
Neutral	15 (19.0)	2 (9.1)	8 (28.6)	3 (20.0)	1 (7.7)
Agree	20 (25.3)	13 (59.1)	8 (28.6)	3 (20.0)	3 (23.1)
S. Agree	4 (5.1)	2 (9.1)	3 (10.7)	4 (26.7)	2 (15.4)
No Basis for Judgment	1 (1.3)	0 (0.0)	0 (0.0)	1 (6.7)	0 (0.0)
Total	79 (100.0)	22 (100.0)	28 (100.0)	15 (100.0)	13 (100.0)

FAC48a. Please describe below any additional issues or concerns you think compromise your health while at work. (No tables provided for open-ended responses.)

FAC49a. Concerning campus safety: It is my perception that I work in a safe and secure environment

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	1 (.6)	2 (1.3)
	Disagree	8 (4.5)	12 (7.6)
	Neutral	23 (13.0)	14 (8.9)
	Agree	105 (59.3)	82 (51.9)
	Strongly Agree	40 (22.6)	47 (29.7)
	No Basis for Judgment	0 (0.0)	1 (.6)
	Total	177 (100.0)	158 (100.0)
Missing	BLANK	5	9
Total		182	167

FAC49b. Concerning campus safety: It is my perception that I work in a safe and secure environment...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify
S. Disagree	2 (2.6)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	9 (11.5)	1 (4.5)	1 (3.6)	1 (6.3)	0 (0.0)
Neutral	6 (7.7)	1 (4.5)	1 (3.6)	1 (6.3)	5 (38.5)
Agree	36 (46.2)	13 (59.1)	18 (64.3)	8 (50.0)	6 (46.2)
S. Agree	25 (32.1)	7 (31.8)	8 (28.6)	5 (31.3)	2 (15.4)
No Basis for Judgment	0 (0.0)	0 (0.0)	0 (0.0)	1 (6.3)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	13 (100.0)

FAC50a. It is my perception that the campus is safe and secure for students

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	10 (7.4)	2 (1.1)	1 (.6)
	Disagree	13 (9.6)	6 (3.4)	8 (5.1)
	Neutral	28 (20.6)	29 (16.5)	11 (7.0)
	Agree	71 (52.2)	110 (62.5)	94 (59.5)
	Strongly Agree	12 (8.8)	28 (15.9)	42 (26.6)
	No Basis for Judgment	2 (1.5)	1 (.6)	2 (1.3)
	Total	136 (100.0)	176 (100.0)	158 (100.0)
Missing	BLANK	4	6	9
Total		140	182	167

FAC50b. It is my perception that the campus is safe and secure for students...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	1 (1.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	5 (6.4)	1 (4.5)	1 (3.6)	0 (0.0)	1 (7.7)
Neutral	5 (6.4)	0 (0.0)	1 (3.6)	1 (6.3)	4 (30.8)
Agree	44 (56.4)	14 (63.6)	18 (64.3)	10 (62.5)	7 (53.8)
S. Agree	22 (28.2)	7 (31.8)	8 (28.6)	4 (25.0)	1 (7.7)
No Basis for Judgment	1 (1.3)	0 (0.0)	0 (0.0)	1 (6.3)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	13 (100.0)

FAC51a. There is adequate lighting on campus

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	9 (6.6)	8 (4.5)	6 (3.8)
	Disagree	29 (21.3)	34 (19.3)	32 (20.4)
	Neutral	30 (22.1)	28 (15.9)	20 (12.7)
	Agree	51 (37.5)	81 (46.0)	67 (42.7)
	Strongly Agree	9 (6.6)	24 (13.6)	29 (18.5)
	No Basis for Judgment	8 (5.9)	1 (.6)	3 (1.9)
	Total	136 (100.0)	176 (100.0)	157 (100.0)
Missing	BLANK	4	6	10
Total		140	182	167

FAC51b. There is adequate lighting on campus...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	1 (1.3)	1 (4.8)	2 (7.1)	1 (6.3)	1 (7.7)
Disagree	16 (20.5)	1 (4.8)	6 (21.4)	4 (25.0)	5 (38.5)
Neutral	11 (14.1)	2 (9.5)	1 (3.6)	3 (18.8)	3 (23.1)
Agree	34 (43.6)	11 (52.4)	13 (46.4)	4 (25.0)	4 (30.8)
S. Agree	14 (17.9)	6 (28.6)	6 (21.4)	3 (18.8)	0 (0.0)
No Basis for Judgment	2 (2.6)	0 (0.0)	0 (0.0)	1 (6.3)	0 (0.0)
Total	78 (100.0)	21 (100.0)	28 (100.0)	16 (100.0)	13 (100.0)

FAC52a. The emergency call boxes are adequately distributed across campus

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	9 (6.6)	4 (2.3)	4 (2.5)
	Disagree	27 (19.9)	26 (14.9)	26 (16.5)
	Neutral	32 (23.5)	41 (23.4)	28 (17.7)
	Agree	41 (30.1)	66 (37.7)	59 (37.3)
	Strongly Agree	6 (4.4)	18 (10.3)	20 (12.7)
	No Basis for Judgment	21 (15.4)	20 (11.4)	21 (13.3)
	Total	136 (100.0)	175 (100.0)	158 (100.0)
Missing	BLANK	4	7	9
Total		140	182	167

FAC52b. The emergency call boxes are adequately distributed across campus...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	2 (2.6)	0 (0.0)	0 (0.0)	1 (6.3)	1 (7.7)
Disagree	10 (12.8)	1 (4.5)	6 (21.4)	3 (18.8)	6 (46.2)
Neutral	13 (16.7)	5 (22.7)	3 (10.7)	2 (12.5)	5 (38.5)
Agree	31 (39.7)	7 (31.8)	15 (53.6)	5 (31.3)	0 (0.0)
S. Agree	13 (16.7)	2 (9.1)	2 (7.1)	3 (18.8)	0 (0.0)
No Basis for Judgment	9 (11.5)	7 (31.8)	2 (7.1)	2 (12.5)	1 (7.7)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	13 (100.0)

FAC53a. I feel safe when I park in the parking deck

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	16 (11.8)	15 (8.5)	9 (5.7)
	Disagree	23 (16.9)	27 (15.3)	27 (17.1)
	Neutral	18 (13.2)	17 (9.7)	23 (14.6)
	Agree	30 (22.1)	32 (18.2)	31 (19.6)
	Strongly Agree	4 (2.9)	13 (7.4)	14 (8.9)
	No Basis for Judgment	45 (33.1)	72 (40.9)	54 (34.2)
	Total	136 (100.0)	176 (100.0)	158 (100.0)
Missing	BLANK	4	6	9
Total		140	182	167

FAC53b. I feel safe when I park in the parking deck...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	3 (3.8)	0 (0.0)	3 (10.7)	1 (6.3)	2 (15.4)
Disagree	12 (15.4)	4 (18.2)	6 (21.4)	1 (6.3)	4 (30.8)
Neutral	9 (11.5)	3 (13.6)	2 (7.1)	6 (37.5)	3 (23.1)
Agree	14 (17.9)	3 (13.6)	9 (32.1)	3 (18.8)	1 (7.7)
S. Agree	9 (11.5)	2 (9.1)	1 (3.6)	2 (12.5)	0 (0.0)
No Basis for Judgment	31 (39.7)	10 (45.5)	7 (25.0)	3 (18.8)	3 (23.1)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	13 (100.0)

FAC54a. I am confident that personal belongings in my office are secure from theft

		2017 Frequency (Valid %)
Valid	Strongly Disagree	8 (5.1)
	Disagree	25 (16.0)
	Neutral	28 (17.9)
	Agree	74 (47.4)
	Strongly Agree	19 (12.2)
	No Basis for Judgment	2 (1.3)
	Total	156 (100.0)
Missing	BLANK	11
Total		167

FAC54b. I am confident that personal belongings in my office are secure from theft...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	6 (7.8)	1 (4.5)	0 (0.0)	1 (6.7)	0 (0.0)
Disagree	11 (14.3)	7 (31.8)	3 (10.7)	2 (13.3)	2 (15.4)
Neutral	9 (11.7)	8 (36.4)	5 (17.9)	3 (20.0)	3 (23.1)
Agree	38 (49.4)	5 (22.7)	18 (64.3)	5 (33.3)	7 (53.8)
S. Agree	12 (15.6)	1 (4.5)	2 (7.1)	3 (20.0)	1 (7.7)
No Basis for Judgment	1 (1.3)	0 (0.0)	0 (0.0)	1 (6.7)	0 (0.0)
Total	77 (100.0)	22 (100.0)	28 (100.0)	15 (100.0)	13 (100.0)

FAC55a. Appropriate security is in place to protect equipment and/or supplies stored in classrooms

		2017 Frequency (Valid %)
Valid	Strongly Disagree	16 (10.2)
	Disagree	33 (21.0)
	Neutral	32 (20.4)
	Agree	46 (29.3)
	Strongly Agree	20 (12.7)
	No Basis for Judgment	10 (6.4)
	Total	157 (100.0)
Missing	BLANK	10
Total		167

FAC55b. Appropriate security is in place to protect equipment and/or supplies stored in classrooms...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	12 (15.4)	2 (9.1)	1 (3.6)	1 (6.7)	0 (0.0)
Disagree	18 (23.1)	3 (13.6)	6 (21.4)	2 (13.3)	4 (30.8)
Neutral	15 (19.2)	5 (22.7)	1 (3.6)	4 (26.7)	7 (53.8)
Agree	18 (23.1)	8 (36.4)	12 (42.9)	5 (33.3)	2 (15.4)
S. Agree	10 (12.8)	4 (18.2)	3 (10.7)	3 (20.0)	0 (0.0)
No Basis for Judgment	5 (6.4)	0 (0.0)	5 (17.9)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	15 (100.0)	13 (100.0)

ATTITUDES TOWARDS SALARIES, SUPPORTS, AND BENEFITS

FAC56a. Overall, I am satisfied with the quality of services provided by Health Services

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	1 (.7)	0 (0.0)	1 (.6)
	Disagree	6 (4.4)	3 (1.7)	5 (3.2)
	Neutral	13 (9.6)	13 (7.3)	9 (5.7)
	Agree	62 (45.6)	91 (51.4)	74 (46.8)
	Strongly Agree	39 (28.7)	47 (26.6)	46 (29.1)
	No Basis for Judgment	15 (11.0)	23 (13.0)	23 (14.6)
	Total	136 (100.0)	177 (100.0)	158 (100.0)
Missing	BLANK	4	5	9
Total		140	182	167

FAC56b. Overall, I am satisfied with the quality of services provided by Health Services...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	1 (1.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	2 (2.5)	1 (4.5)	1 (3.6)	0 (0.0)	1 (8.3)
Neutral	6 (7.6)	1 (4.5)	0 (0.0)	2 (12.5)	0 (0.0)
Agree	34 (43.0)	10 (45.5)	16 (57.1)	7 (43.8)	6 (50.0)
S. Agree	25 (31.6)	4 (18.2)	8 (28.6)	6 (37.5)	3 (25.0)
No Basis for Judgment	11 (13.9)	6 (27.3)	3 (10.7)	1 (6.3)	2 (16.7)
Total	79 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC57a. I would support revising the summer teaching pay scale, even if it resulted in my being paid less to teach a summer course than I am under the current system, if these revisions would enable UNA to offer more summer courses in total

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	40 (29.9)	46 (26.1)	44 (28.0)
	Disagree	33 (24.6)	42 (23.9)	49 (31.2)
	Neutral	20 (14.9)	27 (15.3)	23 (14.6)
	Agree	16 (11.9)	40 (22.7)	19 (12.1)
	Strongly Agree	16 (11.9)	11 (6.3)	15 (9.6)
	No Basis for Judgment	9 (6.7)	10 (5.7)	7 (4.5)
	Total	134 (100.0)	176 (100.0)	157 (100.0)
Missing	BLANK	6	6	10
Total		140	182	167

FAC57b. I would support revising the summer teaching pay scale, even if it resulted in my being paid less to teach a summer course than I am under the current system, if these revisions would enable UNA to offer more summer courses in total...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	25 (32.1)	8 (36.4)	8 (28.6)	2 (12.5)	1 (8.3)
Disagree	21 (26.9)	7 (31.8)	10 (35.7)	6 (37.5)	5 (41.7)
Neutral	11 (14.1)	2 (9.1)	6 (21.4)	2 (12.5)	1 (8.3)
Agree	11 (14.1)	3 (13.6)	1 (3.6)	3 (18.8)	1 (8.3)
S. Agree	9 (11.5)	1 (4.5)	2 (7.1)	1 (6.3)	2 (16.7)
No Basis for Judgment	1 (1.3)	1 (4.5)	1 (3.6)	2 (12.5)	2 (16.7)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC58a. A faculty member should be able to negotiate summer teaching at a reduced rate if his/her course lacks sufficient enrollment.

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	17 (12.5)	13 (7.4)	14 (8.9)
	Disagree	11 (8.1)	12 (6.9)	16 (10.1)
	Neutral	14 (10.3)	15 (8.6)	18 (11.4)
	Agree	41 (30.1)	79 (45.1)	67 (42.4)
	Strongly Agree	47 (34.6)	49 (28.0)	37 (23.4)
	No Basis for Judgment	6 (4.4)	7 (4.0)	6 (3.8)
	Total	136 (100.0)	175 (100.0)	158 (100.0)
Missing	BLANK	4	7	9
Total		140	182	167

FAC58b. A faculty member should be able to negotiate summer teaching at a reduced rate if his/her course lacks sufficient enrollment... by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	10 (12.7)	0 (0.0)	3 (10.7)	0 (0.0)	1 (8.3)
Disagree	5 (6.3)	3 (13.6)	3 (10.7)	3 (18.8)	1 (8.3)
Neutral	12 (15.2)	2 (9.1)	1 (3.6)	1 (6.3)	2 (16.7)
Agree	31 (39.2)	14 (63.6)	14 (50.0)	6 (37.5)	2 (16.7)
S. Agree	20 (25.3)	2 (9.1)	7 (25.0)	4 (25.0)	4 (33.3)
No Basis for Judgment	1 (1.3)	1 (4.5)	0 (0.0)	2 (12.5)	2 (16.7)
Total	79 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC59a. Summer course decisions should be made based on overall departmental enrollment

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	4 (2.9)	4 (2.3)	2 (1.3)
	Disagree	11 (8.1)	13 (7.4)	7 (4.4)
	Neutral	14 (10.3)	20 (11.4)	22 (13.9)
	Agree	43 (31.6)	58 (33.1)	56 (35.4)
	Strongly Agree	50 (36.8)	65 (37.1)	60 (38.0)
	No Basis for Judgment	14 (10.3)	15 (8.6)	11 (7.0)
	Total	136 (100.0)	175 (100.0)	158 (100.0)
Missing	BLANK	4	7	9
Total		140	182	167

FAC59b. Summer course decisions should be made based on overall departmental enrollment...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	1 (1.3)	0 (0.0)	0 (0.0)	0 (0.0)	1 (8.3)
Disagree	4 (5.1)	2 (9.1)	1 (3.6)	0 (0.0)	0 (0.0)
Neutral	12 (15.2)	1 (4.5)	1 (3.6)	5 (31.3)	3 (25.0)
Agree	25 (31.6)	13 (59.1)	11 (39.3)	4 (25.0)	2 (16.7)
S. Agree	34 (43.0)	4 (18.2)	14 (50.0)	3 (18.8)	5 (41.7)
No Basis for Judgment	3 (3.8)	2 (9.1)	1 (3.6)	4 (25.0)	1 (8.3)
Total	79 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC60a. I view summer teaching as a way to achieve a salary level that I cannot otherwise achieve as a faculty member on a nine-month contract.

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	4 (3.0)	2 (1.1)	2 (1.3)
	Disagree	6 (4.5)	8 (4.5)	10 (6.3)
	Neutral	8 (6.0)	15 (8.5)	12 (7.6)
	Agree	31 (23.1)	37 (21.0)	33 (20.9)
	Strongly Agree	78 (58.2)	101 (57.4)	91 (57.6)
	No Basis for Judgment	7 (5.2)	13 (7.4)	10 (6.3)
	Total	134 (100.0)	176 (100.0)	158 (100.0)
Missing	BLANK	6	6	9
Total		140	182	167

FAC60b. I view summer teaching as a way to achieve a salary level that I cannot otherwise achieve as a faculty member on a nine-month contract...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	2 (2.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	4 (5.1)	2 (9.1)	1 (3.6)	2 (12.5)	1 (8.3)
Neutral	7 (8.9)	2 (9.1)	0 (0.0)	1 (6.3)	2 (16.7)
Agree	16 (20.3)	4 (18.2)	4 (14.3)	6 (37.5)	2 (16.7)
S. Agree	47 (59.5)	12 (54.5)	22 (78.6)	5 (31.3)	5 (41.7)
No Basis for Judgment	3 (3.8)	2 (9.1)	1 (3.6)	2 (12.5)	2 (16.7)
Total	79 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC61a. Summer salaries for academic department chairs are, currently, funded from summer enrollment. These salaries should be paid from the university's general operating budget instead

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	5 (3.7)	2 (1.1)	1 (.6)
	Disagree	0 (0.0)	5 (4.5)	4 (2.6)
	Neutral	16 (11.8)	22 (8.5)	25 (16.0)
	Agree	28 (20.6)	41 (21.0)	30 (19.2)
	Strongly Agree	75 (55.1)	86 (57.4)	80 (51.3)
	No Basis for Judgment	12 (8.8)	20 (7.4)	16 (10.3)
	Total	136 (100.0)	176 (100.0)	156 (100.0)
Missing	BLANK	4	6	11
Total		140	182	167

FAC61b. Summer salaries for academic department chairs are, currently, funded from summer enrollment. These salaries should be paid from the university's general operating budget instead...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (9.1)
Disagree	1 (1.3)	0 (0.0)	0 (0.0)	2 (12.5)	1 (9.1)
Neutral	8 (10.3)	8 (36.4)	3 (10.7)	4 (25.0)	2 (18.2)
Agree	13 (16.7)	5 (22.7)	7 (25.0)	0 (0.0)	4 (36.4)
S. Agree	48 (61.5)	7 (31.8)	16 (57.1)	7 (43.8)	2 (18.2)
No Basis for Judgment	8 (10.3)	2 (9.1)	2 (7.1)	3 (18.8)	1 (9.1)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	11 (100.0)

FAC62a. My academic department would be better served with a Department Chair on a 12-month contract

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	7 (5.1)	7 (4.0)	6 (3.9)
	Disagree	13 (9.6)	12 (6.9)	11 (7.1)
	Neutral	19 (14.0)	40 (22.9)	36 (23.2)
	Agree	28 (20.6)	37 (21.1)	21 (13.5)
	Strongly Agree	54 (39.7)	53 (30.3)	57 (36.8)
	No Basis for Judgment	15 (11.0)	26 (14.9)	24 (15.5)
	Total	136 (100.0)	175 (100.0)	155 (100.0)
Missing	BLANK	4	7	12
Total		140	182	167

FAC62b. My academic department would be better served with a Department Chair on a 12-month contract...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	4 (5.2)	0 (0.0)	1 (3.6)	0 (0.0)	1 (8.3)
Disagree	2 (2.6)	5 (23.8)	1 (3.6)	1 (6.3)	1 (8.3)
Neutral	20 (26.0)	4 (19.0)	6 (21.4)	4 (25.0)	2 (16.7)
Agree	9 (11.7)	2 (9.5)	4 (14.3)	5 (31.3)	1 (8.3)
S. Agree	30 (39.0)	8 (38.1)	12 (42.9)	1 (6.3)	6 (50.0)
No Basis for Judgment	12 (15.6)	2 (9.5)	4 (14.3)	5 (31.3)	1 (8.3)
Total	77 (100.0)	21 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC63a. I understand how the administration chooses which summer courses to cancel

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	16 (11.8)	15 (8.6)	9 (5.7)
	Disagree	19 (14.0)	29 (16.6)	31 (19.7)
	Neutral	32 (23.5)	25 (14.3)	29 (18.5)
	Agree	40 (29.4)	73 (41.7)	51 (32.5)
	Strongly Agree	20 (14.7)	21 (12.0)	22 (14.0)
	No Basis for Judgment	9 (6.6)	12 (6.9)	15 (9.6)
	Total	136 (100.0)	175 (100.0)	157 (100.0)
Missing	BLANK	4	7	10
Total		140	182	167

FAC63b. I understand how the administration chooses which summer courses to cancel...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	4 (5.1)	0 (0.0)	2 (7.1)	1 (6.3)	2 (16.7)
Disagree	14 (17.9)	8 (36.4)	5 (17.9)	1 (6.3)	2 (16.7)
Neutral	15 (19.2)	3 (13.6)	6 (21.4)	3 (18.8)	2 (16.7)
Agree	28 (35.9)	7 (31.8)	8 (28.6)	6 (37.5)	2 (16.7)
S. Agree	14 (17.9)	2 (9.1)	3 (10.7)	2 (12.5)	1 (8.3)
No Basis for Judgment	3 (3.8)	2 (9.1)	4 (14.3)	3 (18.8)	3 (25.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC64a. The change in the advising period for the summer term from spring to fall has assisted me in the advising process.

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	S. Disagree	6 (3.4)	9 (5.8)
	Disagree	18 (10.3)	25 (16.1)
	Neutral	49 (28.0)	47 (30.3)
	Agree	41 (23.4)	32 (20.6)
	S. Agree	26 (14.9)	16 (10.3)
	No Basis for Judgment	35 (20.0)	26 (16.8)
	Total	175 (100.0)	155 (100.0)
Missing	BLANK	7	12
Total		182	167

FAC64b. The change in the advising period for the summer term from spring to fall has assisted me in the advising process...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.5)	1 (4.5)	2 (7.4)	0 (0.0)	1 (8.3)
Disagree	16 (20.8)	4 (18.2)	1 (3.7)	3 (18.8)	0 (0.0)
Neutral	20 (26.0)	8 (36.4)	9 (33.3)	6 (37.5)	4 (33.3)
Agree	16 (20.8)	2 (9.1)	10 (37.0)	3 (18.8)	1 (8.3)
S. Agree	9 (11.7)	1 (4.5)	3 (11.1)	1 (6.3)	2 (16.7)
No Basis for Judgment	11 (14.3)	6 (27.3)	2 (7.4)	3 (18.8)	4 (33.3)
Total	77 (100.0)	22 (100.0)	27 (100.0)	16 (100.0)	12 (100.0)

FAC65a. I have access to sufficient funds to conduct my research

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	S. Disagree	23 (13.3)	13 (8.4)
	Disagree	48 (27.7)	45 (29.2)
	Neutral	36 (20.8)	37 (24.0)
	Agree	47 (27.2)	41 (26.6)
	S. Agree	8 (4.6)	5 (3.2)
	No Basis for Judgment	11 (6.4)	13 (8.4)
	Total	173 (100.0)	154 (100.0)
Missing	BLANK	9	13
Total		182	167

FAC65b. I have access to sufficient funds to conduct my research...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	9 (11.7)	2 (9.5)	1 (3.7)	1 (6.3)	0 (0.0)
Disagree	23 (29.9)	4 (19.0)	9 (33.3)	4 (25.0)	4 (33.3)
Neutral	17 (22.1)	6 (28.6)	6 (22.2)	5 (31.3)	3 (25.0)
Agree	18 (23.4)	5 (23.8)	10 (37.0)	5 (31.3)	3 (25.0)
S. Agree	4 (5.2)	1 (4.8)	0 (0.0)	0 (0.0)	0 (0.0)
No Basis for Judgment	6 (7.8)	3 (14.3)	1 (3.7)	1 (6.3)	2 (16.7)
Total	77 (100.0)	21 (100.0)	27 (100.0)	16 (100.0)	12 (100.0)

FAC66a. I have access to sufficient travel funds to present my research

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	S. Disagree	52 (30.4)	35 (22.7)
	Disagree	43 (25.1)	43 (27.9)
	Neutral	21 (12.3)	25 (16.2)
	Agree	41 (24.0)	34 (22.1)
	S. Agree	8 (4.7)	6 (3.9)
	No Basis for Judgment	6 (3.5)	11 (7.1)
	Total	171 (100.0)	154 (100.0)
Missing	BLANK	11	13
Total		182	167

FAC66b. I have access to sufficient travel funds to present my research...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	17 (22.1)	2 (9.5)	11 (40.7)	3 (18.8)	2 (16.7)
Disagree	23 (29.9)	4 (19.0)	7 (25.9)	8 (50.0)	1 (8.3)
Neutral	15 (19.5)	2 (9.5)	4 (14.8)	1 (6.3)	3 (25.0)
Agree	14 (18.2)	8 (38.1)	3 (11.1)	3 (18.8)	5 (41.7)
S. Agree	3 (3.9)	1 (4.8)	1 (3.7)	1 (6.3)	0 (0.0)
-No Basis for Judgment	5 (6.5)	4 (19.0)	1 (3.7)	1 (6.3)	0 (0.0)
Total	77 (100.0)	21 (100.0)	27 (100.0)	16 (100.0)	12 (100.0)

FAC67a. Compared to faculty members at my rank and at institutions similar to UNA, I am...

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Overpaid	0 (0.0)	1 (.6)	1 (.6)
	Fairly Compensated	71 (52.2)	72 (40.9)	72 (45.6)
	Underpaid	65 (47.8)	81 (46.0)	62 (39.2)
	No Basis for Judgment	0 (0.0)	22 (12.5)	23 (14.6)
	Total	136 (100.0)	176 (100.0)	158 (100.0)
Missing	BLANK	4	6	9
Total		140	182	167

FAC67b. Compared to faculty members at my rank and at institutions similar to UNA, I am...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
Overpaid	1 (1.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Fairly Compensated	39 (49.4)	9 (40.9)	11 (39.3)	7 (43.8)	5 (41.7)
Underpaid	27 (34.2)	9 (40.9)	13 (46.4)	6 (37.5)	7 (58.3)
No Basis for Judgment	12 (15.2)	4 (18.2)	4 (14.3)	3 (18.8)	0 (0.0)
Total	79 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC68a. Compared to administrators (Dean level and above) at institutions similar to UNA, our administrators are...

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Overpaid	20 (14.7)	28 (16.0)	18 (11.5)
	Fairly Compensated	43 (31.6)	51 (29.1)	56 (35.9)
	Underpaid	10 (7.4)	9 (5.1)	12 (7.7)
	No Basis for Judgment	63 (46.3)	87 (49.7)	70 (44.9)
	Total	136 (100.0)	175 (100.0)	156 (100.0)
Missing	BLANK	4	7	11
Total		140	182	167

FAC68b. Compared to administrators (Dean level and above) at institutions similar to UNA, our administrators are ... by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
Overpaid	10 (13.0)	2 (9.1)	1 (3.6)	0 (0.0)	5 (41.7)
Fairly Compensated	27 (35.1)	9 (40.9)	10 (35.7)	7 (43.8)	3 (25.0)
Underpaid	3 (3.9)	2 (9.1)	3 (10.7)	3 (18.8)	1 (8.3)
No basis for judgment	37 (48.1)	9 (40.9)	14 (50.0)	6 (37.5)	3 (25.0)
Total	77 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC69a. Faculty members are given sufficient authority for the improvement of the educational programs at UNA

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	2 (1.5)	2 (1.1)	6 (3.8)
	Disagree	20 (14.8)	24 (13.6)	16 (10.2)
	Neutral	16 (11.9)	22 (12.5)	19 (12.1)
	Agree	65 (48.1)	95 (54.0)	80 (51.0)
	Strongly Agree	30 (22.2)	32 (18.2)	32 (20.4)
	No Basis for Judgment	2 (1.5)	1 (.6)	4 (2.5)
	Total	135 (100.0)	176 (100.0)	157 (100.0)
Missing	BLANK	5	6	10
Total		140	182	167

FAC69b. Faculty members are given sufficient authority for the improvement of the educational programs at UNA...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.4)	0 (0.0)	0 (0.0)	1 (6.3)	0 (0.0)
Disagree	9 (11.5)	2 (9.1)	1 (3.6)	1 (6.3)	3 (25.0)
Neutral	10 (12.8)	2 (9.1)	2 (7.1)	1 (6.3)	4 (33.3)
Agree	41 (52.6)	12 (54.5)	12 (42.9)	9 (56.3)	5 (41.7)
S. Agree	10 (12.8)	6 (27.3)	12 (42.9)	4 (25.0)	0 (0.0)
No Basis for Judgment	3 (3.8)	0 (0.0)	1 (3.6)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC70a. The University's recruitment efforts should be geared toward attracting higher quality students rather than maximizing enrollment.

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	4 (3.0)	3 (1.7)	1 (.6)
	Disagree	10 (7.4)	9 (5.1)	14 (8.9)
	Neutral	24 (17.8)	49 (27.8)	33 (21.0)
	Agree	54 (40.0)	63 (35.8)	50 (31.8)
	Strongly Agree	41 (30.4)	49 (27.8)	56 (35.7)
	No Basis for Judgment	2 (1.5)	3 (1.7)	3 (1.9)
	Total	135 (100.0)	176 (100.0)	157 (100.0)
Missing	BLANK	5	6	10
Total		140	182	167

FAC70b. The University's recruitment efforts should be geared toward attracting higher quality students rather than maximizing enrollment...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	1 (1.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Disagree	5 (6.4)	3 (13.6)	1 (367)	3 (18.8)	2 (16.7)
Neutral	12 (15.4)	4 (18.2)	10 (35.7)	4 (25.0)	3 (25.0)
Agree	25 (32.1)	6 (27.3)	11 (39.3)	7 (43.8)	0 (0.0)
S. Agree	33 (42.3)	9 (40.9)	5 (17.9)	2 (12.5)	7 (58.3)
No Basis for Judgment	2 (2.6)	0 (0.0)	1 (3.6)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC71a. The University has made progress in providing services that will successfully retain students

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	8 (5.9)	3 (1.7)	3 (1.9)
	Disagree	13 (9.6)	17 (9.7)	24 (15.4)
	Neutral	22 (16.2)	22 (12.5)	28 (17.9)
	Agree	73 (53.7)	102 (58.0)	77 (49.4)
	Strongly Agree	14 (10.3)	28 (15.9)	14 (9.0)
	No Basis for Judgment	6 (4.4)	4 (2.3)	10 (6.4)
	Total	136 (100.0)	176 (100.0)	156 (100.0)
Missing	BLANK	4	6	11
Total		140	182	167

FAC71b. The University has made progress in providing services that will successfully retain students...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	2 (2.6)	0 (0.0)	1 (3.6)	0 (0.0)	0 (0.0)
Disagree	11 (14.3)	2 (9.1)	5 (17.9)	3 (18.8)	3 (25.0)
Neutral	16 (20.8)	1 (4.5)	6 (21.4)	3 (18.8)	2 (16.7)
Agree	36 (46.8)	14 (63.6)	11 (39.3)	9 (56.3)	6 (50.0)
S. Agree	6 (7.8)	4 (18.2)	3 (10.7)	1 (6.3)	0 (0.0)
No Basis for Judgment	6 (7.8)	1 (4.5)	2 (7.1)	0 (0.0)	1 (8.3)
Total	77 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC72a. It is my perception that grade inflation is an issue at UNA.

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	S. Disagree	6 (4.4)	7 (4.0)	6 (3.8)
	Disagree	32 (23.5)	44 (25.0)	39 (24.8)
	Neutral	32 (23.5)	40 (22.7)	41 (26.1)
	Agree	31 (22.8)	45 (25.6)	42 (26.8)
	S. Agree	22 (16.2)	23 (13.1)	18 (11.5)
	No Basis for Judgment	13 (9.6)	17 (9.7)	11 (7.0)
	Total	136 (100.0)	176 (100.0)	157 (100.0)
Missing	BLANK	4	6	10
Total		140	182	167

FAC72b. It is my perception that grade inflation is an issue at UNA...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	3 (3.8)	0 (0.0)	2 (7.1)	1 (6.3)	0 (0.0)
Disagree	14 (17.9)	6 (27.3)	7 (25.0)	10 (62.5)	2 (16.7)
Neutral	19 (24.4)	8 (36.4)	6 (21.4)	3 (18.8)	4 (33.3)
Agree	23 (29.5)	4 (18.2)	9 (32.1)	2 (12.5)	4 (33.3)
S. Agree	14 (17.9)	1 (4.5)	1 (3.6)	0 (0.0)	2 (16.7)
No Basis for Judgment	5 (6.4)	3 (13.6)	3 (10.7)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC73a. The current instructor/course evaluation process at UNA is a good indicator of my teaching skills.

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	S. Disagree	47 (34.6)	54 (30.7)	50 (31.6)
	Disagree	35 (25.7)	43 (24.4)	47 (29.7)
	Neutral	30 (22.1)	43 (24.4)	29 (18.4)
	Agree	15 (11.0)	31 (17.6)	26 (16.5)
	S. Agree	4 (2.9)	2 (1.1)	3 (1.9)
	No Basis for Judgment	5 (3.7)	3 (1.7)	3 (1.9)
	Total	136 (100.0)	176 (100.0)	158 (100.0)
Missing	BLANK	4	6	9
Total		140	182	167

FAC73b. The current instructor/course evaluation process at UNA is a good indicator of my teaching skills...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	34 (43.0)	4 (18.2)	3 (10.7)	2 (12.5)	7 (58.3)
Disagree	23 (29.1)	6 (27.3)	9 (32.1)	6 (37.5)	2 (16.7)
Neutral	11 (13.9)	7 (31.8)	7 (25.0)	3 (18.8)	1 (8.3)
Agree	8 (10.1)	4 (18.2)	8 (28.6)	5 (31.3)	1 (8.3)
S. Agree	3 (3.8)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
No Basis for Judgment	0 (0.0)	1 (4.5)	1 (3.6)	0 (0.0)	1 (8.3)
Total	79 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

FAC74a. The Quality Enhancement Plan (QEP) has benefitted my students by increasing their abilities in undergraduate research and associated skills.

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	S. Disagree	20 (11.4)	23 (14.6)
	Disagree	29 (16.5)	24 (15.3)
	Neutral	43 (24.4)	39 (24.8)
	Agree	51 (29.0)	46 (29.3)
	S. Agree	17 (9.7)	14 (8.9)
	No Basis for Judgment	16 (9.1)	11 (7.0)
	Total	176 (100.0)	157 (100.0)
Missing	BLANK	6	10
Total		182	167

FAC74b. The Quality Enhancement Plan (QEP) has benefitted my students by increasing their abilities in undergraduate research and associated skills...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	18 (23.1)	1 (4.5)	1 (3.6)	1 (6.3)	2 (16.7)
Disagree	14 (17.9)	3 (13.6)	3 (10.7)	1 (6.3)	2 (16.7)
Neutral	16 (20.5)	7 (31.8)	6 (21.4)	4 (25.0)	6 (50.0)
Agree	18 (23.1)	7 (31.8)	13 (46.4)	6 (37.5)	2 (16.7)
S. Agree	9 (11.5)	2 (9.1)	2 (7.1)	1 (6.3)	0 (0.0)
No Basis for Judgment	3 (3.8)	2 (9.1)	3 (10.7)	3 (18.8)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	12 (100.0)

ATTITUDES TOWARD THE FACULTY SENATE AND SHARED GOVERNANCE

FAC75a. The Faculty Senate at UNA plays an appropriate role in the University's decision-making process

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	7 (5.1)	5 (2.9)	6 (3.9)
	Disagree	9 (6.6)	7 (4.0)	7 (4.5)
	Neutral	21 (15.4)	20 (11.4)	25 (16.1)
	Agree	65 (47.8)	89 (50.9)	83 (53.5)
	Strongly Agree	26 (19.1)	43 (24.6)	26 (16.8)
	No Basis for Judgment	8 (5.9)	11 (6.3)	8 (5.2)
	Total	136 (100.0)	175 (100.0)	155 (100.0)
Missing	BLANK	4	7	12
Total		140	182	167

FAC75b. The Faculty Senate at UNA plays an appropriate role in the University's decision-making process...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	4 (5.1)	1 (4.5)	0 (0.0)	0 (0.0)	1 (9.1)
Disagree	4 (5.1)	1 (4.5)	0 (0.0)	0 (0.0)	2 (18.2)
Neutral	11 (14.1)	4 (18.2)	5 (18.5)	1 (6.3)	4 (36.4)
Agree	39 (50.0)	12 (54.5)	14 (51.9)	13 (81.3)	4 (36.4)
S. Agree	14 (17.9)	2 (9.1)	8 (29.6)	2 (12.5)	0 (0.0)
No Basis for Judgment	6 (7.7)	2 (9.1)	0 (0.0)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	27 (100.0)	16 (100.0)	11 (100.0)

FAC76a. The Faculty Senate provides a line of communication between the faculty and the Board of Trustees that effectively represents faculty members' concerns

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	8 (5.9)	6 (3.4)	10 (6.4)
	Disagree	13 (9.6)	14 (8.0)	15 (9.6)
	Neutral	23 (16.9)	28 (16.0)	26 (16.7)
	Agree	58 (42.6)	76 (43.4)	76 (48.7)
	Strongly Agree	24 (17.6)	37 (21.1)	22 (14.1)
	No Basis for Judgment	10 (7.4)	14 (8.0)	7 (4.5)
	Total	136 (100.0)	175 (100.0)	156 (100.0)
Missing	BLANK	4	7	11
Total		140	182	167

FAC76b. The Faculty Senate provides a line of communication between the faculty and the Board of Trustees that effectively represents faculty members' concerns...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	7 (9.0)	1 (4.5)	1 (3.6)	0 (0.0)	1 (9.1)
Disagree	9 (11.5)	2 (9.1)	0 (0.0)	1 (6.3)	3 (27.3)
Neutral	10 (12.8)	5 (22.7)	5 (17.9)	3 (18.8)	3 (27.3)
Agree	35 (44.9)	10 (45.5)	15 (53.6)	11 (68.8)	4 (36.4)
S. Agree	12 (15.4)	2 (9.1)	7 (25.0)	1 (6.3)	0 (0.0)
No Basis for Judgment	5 (6.4)	2 (9.1)	0 (0.0)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	11 (100.0)

FAC77a. Overall, the Faculty Senate effectively represents faculty interests

		2015	2016	2017
		Frequency (Valid %)	Frequency (Valid %)	Frequency (Valid %)
Valid	Strongly Disagree	8 (5.9)	6 (3.4)	7 (4.5)
	Disagree	9 (6.6)	11 (6.3)	8 (5.1)
	Neutral	28 (20.6)	31 (17.7)	32 (20.5)
	Agree	61 (44.9)	80 (45.7)	78 (50.0)
	Strongly Agree	24 (17.6)	41 (23.4)	24 (15.4)
	No Basis for Judgment	6 (4.4)	6 (3.4)	7 (4.5)
	Total	136 (100.0)	175 (100.0)	156 (100.0)
Missing	BLANK	4	7	11
Total		140	182	167

FAC77b. Overall, the Faculty Senate effectively represents faculty interests...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.4)	1 (4.5)	0 (0.0)	0 (0.0)	1 (9.1)
Disagree	5 (6.4)	0 (0.0)	0 (0.0)	1 (6.3)	2 (18.2)
Neutral	14 (17.9)	6 (27.3)	5 (17.9)	4 (25.0)	3 (27.3)
Agree	36 (46.2)	12 (54.5)	14 (50.0)	10 (62.5)	5 (45.5)
S. Agree	12 (15.4)	2 (9.1)	9 (32.1)	1 (6.3)	0 (0.0)
No Basis for Judgment	6 (7.7)	1 (4.5)	0 (0.0)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	11 (100.0)

FAC78a. Concerning the system of shared governance at UNA: The process involved in filling shared governance committees is fair and equitable

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	8 (5.9)	7 (4.0)	7 (4.5)
	Disagree	7 (5.2)	15 (8.6)	18 (11.5)
	Neutral	26 (19.3)	31 (17.8)	27 (17.3)
	Agree	56 (41.5)	76 (43.7)	71 (45.5)
	Strongly Agree	20 (14.8)	19 (10.9)	17 (10.9)
	No Basis for Judgment	18 (3.3)	26 (14.9)	16 (10.3)
	Total	135 (100.0)	174 (100.0)	156 (100.0)
Missing	BLANK	5	8	11
Total		140	182	167

FAC78b. The process involved in filling shared governance committees is fair and equitable...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.4)	0 (0.0)	0 (0.0)	0 (0.0)	2 (18.2)
Disagree	13 (16.7)	1 (4.5)	2 (7.1)	0 (0.0)	2 (18.2)
Neutral	14 (17.9)	6 (27.3)	4 (14.3)	1 (6.3)	2 (18.2)
Agree	29 (37.2)	9 (40.9)	16 (57.1)	14 (87.5)	2 (18.2)
S. Agree	7 (9.0)	1 (4.5)	5 (17.9)	1 (6.3)	3 (27.3)
No Basis for Judgment	10 (12.8)	5 (22.7)	1 (3.6)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	11 (100.0)

FAC79a. I know who my shared governance committee representatives are

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	8 (6.0)	10 (5.7)	4 (2.6)
	Disagree	26 (19.4)	28 (16.1)	22 (14.1)
	Neutral	18 (13.4)	22 (12.6)	18 (11.5)
	Agree	54 (40.3)	74 (42.5)	74 (47.4)
	Strongly Agree	22 (16.4)	34 (19.5)	31 (19.9)
	No Basis for Judgment	6 (4.5)	6 (3.4)	7 (4.5)
	Total	134 (100.0)	174 (100.0)	156 (100.0)
Missing	BLANK	6	8	11
Total		140	182	167

FAC79b. I know who my shared governance committee representatives are...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	3 (3.8)	0 (0.0)	0 (0.0)	1 (6.3)	0 (0.0)
Disagree	12 (15.4)	7 (31.8)	3 (10.7)	0 (0.0)	0 (0.0)
Neutral	10 (12.8)	2 (9.1)	4 (14.3)	0 (0.0)	2 (18.2)
Agree	34 (43.6)	9 (40.9)	12 (42.9)	13 (81.3)	5 (45.5)
S. Agree	14 (17.9)	2 (9.1)	9 (32.1)	2 (12.5)	4 (36.4)
No Basis for Judgment	5 (6.4)	2 (9.1)	0 (0.0)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	11 (100.0)

FAC80a. The shared governance system ensures that problems or issues are efficiently delegated to the appropriate committee

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	8 (5.9)	1 (.6)	5 (3.2)
	Disagree	13 (9.6)	10 (5.7)	9 (5.8)
	Neutral	31 (23.0)	42 (24.1)	27 (17.3)
	Agree	48 (35.6)	79 (45.4)	75 (48.1)
	Strongly Agree	20 (14.8)	22 (12.6)	19 (12.2)
	No Basis for Judgment	15 (11.1)	20 (11.5)	21 (13.5)
	Total	135 (100.0)	174 (100.0)	156 (100.0)
Missing	BLANK	5	8	11
Total		140	182	167

FAC80b. The shared governance system ensures that problems or issues are efficiently delegated to the appropriate committee...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	3 (3.8)	1 (4.5)	0 (0.0)	0 (0.0)	1 (9.1)
Disagree	7 (9.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (18.2)
Neutral	13 (16.7)	4 (18.2)	4 (14.3)	1 (6.3)	5 (45.5)
Agree	34 (43.6)	11 (50.0)	15 (53.6)	13 (81.3)	1 (9.1)
S. Agree	8 (10.3)	1 (4.5)	6 (21.4)	2 (12.5)	2 (18.2)
No Basis for Judgment	13 (16.7)	5 (22.7)	3 (10.7)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	11 (100.0)

FAC81a. The method by which changes are made through shared governance is clear and appropriate

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	S. Disagree	8 (5.9)	11 (6.4)	8 (5.1)
	Disagree	15 (11.1)	15 (8.7)	21 (13.5)
	Neutral	37 (27.4)	41 (23.7)	26 (16.7)
	Agree	45 (33.3)	70 (40.5)	63 (40.4)
	Strongly Agree	20 (14.8)	21 (12.1)	18 (11.5)
	No Basis for Judgment	10 (7.4)	15 (8.7)	20 (12.8)
	Total	135 (100.0)	173 (100.0)	156 (100.0)
Missing	BLANK	5	9	11
Total		140	182	167

FAC81b. The method by which changes are made through shared governance is clear and appropriate...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.4)	1 (4.5)	0 (0.0)	0 (0.0)	2 (18.2)
Disagree	10 (12.8)	4 (18.2)	4 (14.3)	1 (6.3)	2 (18.2)
Neutral	11 (14.1)	5 (22.7)	4 (14.3)	2 (12.5)	4 (36.4)
Agree	32 (41.0)	6 (27.3)	11 (39.3)	11 (68.8)	2 (18.2)
S. Agree	8 (10.3)	2 (9.1)	5 (17.9)	2 (12.5)	1 (9.1)
No Basis for Judgment	12 (15.4)	4 (18.2)	4 (14.3)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	11 (100.0)

FAC82a. The shared governance committees keep me informed about how campus problems or issues have been addressed

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	13 (9.7)	11 (6.3)	15 (9.6)
	Disagree	27 (20.1)	31 (17.8)	29 (18.6)
	Neutral	35 (26.1)	40 (23.0)	20 (12.8)
	Agree	39 (29.1)	58 (33.3)	65 (41.7)
	Strongly Agree	14 (10.4)	23 (13.2)	16 (10.1)
	No Basis for Judgment	6 (4.5)	11 (6.3)	11 (7.1)
	Total	134 (100.0)	174 (100.0)	156 (100.0)
Missing	BLANK	6	8	11
Total		140	182	167

FAC82b. The shared governance committees keep me informed about how campus problems or issues have been addressed...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	9 (11.5)	3 (13.6)	0 (0.0)	0 (0.0)	3 (27.3)
Disagree	17 (21.8)	4 (18.2)	3 (10.7)	1 (6.3)	4 (36.4)
Neutral	6 (7.7)	6 (27.3)	5 (17.9)	1 (6.3)	2 (18.2)
Agree	30 (38.5)	7 (31.8)	13 (46.4)	13 (81.3)	1 (9.1)
S. Agree	8 (10.3)	0 (0.0)	6 (21.4)	1 (6.3)	1 (9.1)
No Basis for Judgment	8 (10.3)	2 (9.1)	1 (3.6)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	11 (100.0)

FAC83a. The shared governance system effectively represents faculty interests

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	12 (8.9)	6 (3.4)	9 (5.9)
	Disagree	14 (10.4)	13 (7.5)	15 (9.9)
	Neutral	31 (23.0)	44 (25.3)	39 (25.7)
	Agree	50 (37.0)	73 (42.0)	63 (41.4)
	Strongly Agree	19 (14.1)	24 (13.8)	14 (9.2)
	No Basis for Judgment	9 (6.7)	14 (8.0)	12 (7.9)
	Total	135 (100.0)	174 (100.0)	152 (100.0)
Missing	BLANK	5	8	15
Total		140	182	167

FAC83b. The shared governance system effectively represents faculty interests...by respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.5)	3 (13.6)	0 (0.0)	0 (0.0)	1 (9.1)
Disagree	10 (13.0)	2 (9.1)	1 (3.8)	1 (6.7)	1 (9.1)
Neutral	14 (18.2)	9 (40.9)	7 (26.9)	2 (13.3)	7 (63.6)
Agree	32 (41.6)	5 (22.7)	13 (50.0)	11 (73.3)	1 (9.1)
S. Agree	7 (9.1)	1 (4.5)	4 (15.4)	1 (6.7)	1 (9.1)
No Basis for Judgment	9 (11.7)	2 (9.1)	1 (3.8)	0 (0.0)	0 (0.0)
Total	77 (100.0)	22 (100.0)	26 (100.0)	15 (100.0)	11 (100.0)

FAC84a. Concerning the involvement of Faculty Senate and Shared Governance in policy development at UNA—Policy development is effectively addressed through the current two-tiered system of governance

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	5 (2.9)	7 (4.5)
	Disagree	15 (8.6)	22 (14.1)
	Neutral	48 (27.6)	27 (17.3)
	Agree	70 (40.2)	66 (42.3)
	Strongly Agree	12 (6.9)	11 (7.1)
	No Basis for Judgment	24 (13.8)	23 (14.7)
	Total	174 (100.0)	156 (100.0)
Missing	BLANK	8	11
Total		182	167

FAC84b. Concerning the involvement of Faculty Senate and Shared Governance in policy development at UNA—
Policy development is effectively addressed through the current two-tiered system of governance...by
respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.4)	1 (4.5)	0 (0.0)	0 (0.0)	1 (9.1)
Disagree	12 (15.4)	4 (18.2)	2 (7.1)	2 (12.5)	2 (18.2)
Neutral	11 (14.1)	2 (9.1)	6 (21.4)	4 (25.0)	4 (36.4)
Agree	32 (41.0)	8 (36.4)	11 (39.3)	10 (62.5)	4 (36.4)
S. Agree	5 (6.4)	1 (4.5)	5 (17.9)	0 (0.0)	0 (0.0)
No Basis for Judgment	13 (16.7)	6 (27.3)	4 (14.3)	0 (0.0)	0 (0.0)
Total	78 (100.0)	22 (100.0)	28 (100.0)	16 (100.0)	11 (100.0)

FAC85a. Concerning the involvement of Faculty Senate and Shared Governance in policy development at UNA—
Policy development is efficiently addressed through the current two-tiered system of governance

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	7 (4.0)	10 (6.5)
	Disagree	29 (16.7)	33 (21.4)
	Neutral	51 (29.3)	34 (22.1)
	Agree	53 (30.5)	46 (29.9)
	Strongly Agree	8 (4.6)	8 (5.2)
	No Basis for Judgment	26 (14.9)	23 (14.9)
	Total	174 (100.0)	154 (100.0)
Missing	BLANK	8	13
Total		182	167

AC85b. Concerning the involvement of Faculty Senate and Shared Governance in policy development at UNA—
 Policy development is efficiently addressed through the current two-tiered system of governance...by
 respondent's college/unit affiliation, 2017

	Arts & Sciences (Column %)	Business (Column %)	Education & Human Sciences (Column %)	Nursing & Allied Health (Column %)	ETS, Library, and Chose not to Identify College/Unit (Column %)
S. Disagree	5 (6.5)	2 (9.1)	2 (7.1)	0 (0.0)	1 (9.1)
Disagree	17 (22.1)	3 (13.6)	5 (17.9)	5 (33.3)	3 (27.3)
Neutral	14 (18.2)	6 (27.3)	6 (21.4)	3 (20.0)	5 (45.5)
Agree	25 (32.5)	4 (18.2)	7 (25.0)	7 (46.7)	2 (18.2)
S. Agree	3 (3.9)	1 (4.5)	4 (14.3)	0 (0.0)	0 (0.0)
No Basis for Judgment	13 (16.9)	6 (27.3)	4 (14.3)	0 (0.0)	0 (0.0)
Total	77 (100.0)	22 (100.0)	28 (100.0)	15 (100.0)	11 (100.0)

FAC86. Please inform us of additional issues and concerns pertaining to your department or cost center that have an immediate impact on you and your ability to perform your job. (Tables not included for open-ended items.)

APPENDIX B: Data for Adjunct Faculty (2016-2017)

PRELIMINARY QUESTIONS

ADJQ. Would you please identify your college/unit affiliation?

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Arts & Sciences	13 (56.4)	24 (52.2)	22 (59.5)
	Business	3 (13.0)	10 (21.7)	4 (10.8)
	Education and Human Sciences	5 (21.7)	7 (15.2)	9 (24.3)
	Nursing	0 (0.0)	0 (0.0)	0 (0.0)
	Educational Technologies Services	0 (0.0)	0 (0.0)	0 (0.0)
	I choose not to identify my college/unit affiliation	2 (8.7)	5 (10.9)	2 (5.4)
	Total	23 (100.0)	46 (100.0)	37 (100.0)
Missing	BLANK	1	0	0
Total		24	46	37

ATTITUDES TOWARD WORKING CONDITIONS

ADJ1. Concerning UNA's cultural diversity goals: I see sufficient evidence of progress in creating an inclusive environment for students from diverse backgrounds

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)	2 (4.9)	2 (5.4)
	Disagree	3 (16.7)	2 (4.9)	2 (5.4)
	Neutral	1 (5.6)	6 (14.6)	4 (10.8)
	Agree	3 (16.7)	12 (29.3)	19 (51.4)
	Strongly Agree	6 (33.3)	14 (34.1)	9 (24.3)
	No Basis for Judgment	5 (27.8)	5 (12.2)	1 (2.7)
	Total	18 (100.0)	41 (100.0)	37 (100.0)
Missing	BLANK	6	5	0
Total		24	46	37

ADJ2. Concerning UNA's cultural diversity goals: I am comfortable leading class discussions dealing with sensitive cultural diversity issues

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	3 (7.3)	0 (0.0)
	Disagree	1 (2.4)	3 (8.1)
	Neutral	4 (9.8)	4 (10.8)
	Agree	13 (31.7)	17 (45.9)
	Strongly Agree	17 (41.5)	13 (35.1)
	No Basis for Judgment	3 (7.3)	0 (0.0)
	Total	41 (100.0)	37 (100.0)
Missing	BLANK	5	0
Total		46	37

ADJ3. Concerning UNA's commitment to Title IX: I have received sufficient training to properly comply with Title IX goals

		2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)
	Disagree	0 (0.0)
	Neutral	2 (5.6)
	Agree	16 (44.4)
	Strongly Agree	16 (44.4)
	No Basis for Judgment	2 (5.6)
	Total	36 (100.0)
Missing	BLANK	1
Total		38

ADJ4. Concerning UNA's commitment to Title IX: I know how to properly report Title IX violations

		2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)
	Disagree	0 (0.0)
	Neutral	0 (0.0)
	Agree	20 (57.1)
	Strongly Agree	13 (37.1)
	No Basis for Judgment	2 (5.7)
	Total	35 (100.0)
Missing	BLANK	2
Total		37

ADJ5. Concerning UNA's commitment to Title IX: The environment at UNA is conducive to achieving Title IX goals

		2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)
	Disagree	0 (0.0)
	Neutral	2 (5.7)
	Agree	17 (48.6)
	Strongly Agree	15 (42.9)
	No Basis for Judgment	1 (2.9)
	Total	35 (100.0)
Missing	BLANK	2
Total		37

ADJ6. Concerning Technology: I have sufficient technology to support my research

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	1 (2.4)	0 (0.0)
	Disagree	3 (7.3)	1 (2.9)
	Neutral	2 (4.9)	4 (11.4)
	Agree	15 (36.6)	15 (42.9)
	Strongly Agree	13 (31.7)	8 (22.9)
	No Basis for Judgment	7 (17.1)	7 (20.0)
	Total	41 (100.0)	35 (100.0)
Missing	BLANK	5	2
Total		46	37

ADJ7. Concerning Technology: I have sufficient technology to teach effectively

		2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	1 (2.4)	0 (0.0)
	Disagree	5 (12.2)	2 (5.9)
	Neutral	2 (4.9)	2 (5.9)
	Agree	15 (36.6)	20 (58.8)
	Strongly Agree	18 (43.9)	10 (29.4)
	No Basis for Judgment	0 (0.0)	0 (0.0)
	Total	41 (100.0)	34 (100.0)
Missing	BLANK	5	3
Total		46	37

ADJ8. Concerning Technology: It is easy for me to create audio/video presentations of my classroom lectures for instructional delivery

		2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)
	Disagree	1 (2.9)
	Neutral	4 (11.8)
	Agree	14 (41.2)
	Strongly Agree	9 (26.5)
	No Basis for Judgment	6 (17.6)
	Total	34 (100.0)
Missing	BLANK	3
Total		37

ADJ9. Concerning Technology: I know how to effectively caption my instructional materials

		2017 Frequency (Valid %)
Valid	Strongly Disagree	2 (5.7)
	Disagree	5 (14.3)
	Neutral	2 (5.7)
	Agree	13 (37.1)
	Strongly Agree	7 (20.0)
	No Basis for Judgment	6 (17.1)
	Total	35 (100.0)
Missing	BLANK	2
Total		37

ADJ10. My courses are compliant with standards related to the Americans with Disabilities Act (ADA)

		2017 Frequency (Valid %)
Valid	Yes	35 (97.2)
	No	1 (2.8)
	No Basis for Judgment	0 (0.0)
	Total	36 (100.0)
Missing	BLANK	1
Total		37

ADJ11. What would your single most immediate need be in order to make your courses compliant with the Americans with Disabilities Act (ADA)

		2017 Frequency (Valid %)
Valid	Captioning videos that I have made	1 (2.8)
	No response	35 (97.2)
	Total	36 (100.0)
Missing	BLANK	1
Total		37

ADJ12. Concerning academic dishonesty: How significant of a problem is academic dishonesty in my online courses?

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Not a problem	9 (52.9)	20 (62.5)	6 (16.7)
	Somewhat of a problem	5 (29.4)	8 (25.0)	3 (8.3)
	It is a significant problem	3 (17.6)	4 (12.5)	3 (8.3)
	No basis for Judgment	0 (0.0)	0 (0.0)	24 (66.7)
	Total	17 (100.0)	32 (100.0)	36 (100.0)
Missing	BLANK	7	14	1
Total		24	46	37

ADJ13. Concerning academic dishonesty: How significant of a problem is academic dishonesty in traditional courses?

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Not a problem	7 (38.9)	20 (50.0)	16 (45.7)
	Somewhat of a problem	9 (50.0)	18 (45.0)	11 (31.4)
	It is a significant problem	2 (11.1)	2 (5.0)	3 (8.6)
	No basis for Judgment	0 (0.0)	0 (0.0)	5 (14.3)
	Total	18 (100.0)	40 (100.0)	35 (100.0)
Missing	BLANK	6	6	2
Total		24	46	37

ADJ14. Please rate from 0 (not effective at all) to 10 (most effective) how effective the following...technological solutions would be in addressing the problem of academic dishonesty

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	0 (not effective at all)	1 (8.3)	0 (0.0)	1 (3.8)
	1	2 (16.7)	0 (0.0)	0 (0.0)
	2	1 (8.3)	1 (3.3)	1 (3.8)
	3	1 (8.3)	1 (3.3)	1 (3.8)
	4	1 (8.3)	2 (6.7)	1 (3.8)
	5	4 (33.3)	7 (23.3)	3 (11.5)
	6	1 (8.3)	4 (13.3)	8 (30.8)
	7	1 (8.3)	5 (16.7)	1 (3.8)
	8	1 (8.3)	2 (6.7)	6 (23.1)
	9	0 (0.0)	5 (16.7)	3 (11.5)
	10 (most effective)	0 (0.0)	3 (10.0)	1 (3.8)
	Total	12 (100.0)	30 (100.0)	26 (100.0)
Missing	BLANK	12	16	11
Total		24	46	37

ADJ15. Please rate from 0 (not effective at all) to 10 (most effective) how effective the following ...pedagogical solutions would be in addressing the problem of academic dishonesty

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	0 (not effective at all)	1 (8.3)	1 (3.3)	0 (0.0)
	1	1 (8.3)	0 (0.0)	0 (0.0)
	2	1 (8.3)	0 (0.0)	1 (3.4)
	3	0 (0.0)	1 (3.3)	0 (0.0)
	4	0 (0.0)	1 (3.3)	0 (0.0)
	5	1 (8.3)	8 (26.7)	5 (17.2)
	6	2 (16.7)	0 (0.0)	3 (10.3)
	7	2 (16.7)	5 (16.7)	5 (17.2)
	8	2 (16.7)	6 (20.0)	6 (20.7)
	9	1 (8.3)	4 (13.3)	4 (13.8)
	10 (most effective)	1 (8.3)	4 (13.3)	5 (17.2)
	Total	12 (100.0)	30 (100.0)	29 (100.0)
Missing	BLANK	12	16	8
Total		24	46	37

ADJ16. Concerning physical working conditions: It is my perception that the classroom temperatures are conducive to learning

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	2 (10.5)	3 (7.5)	3 (8.6)
	Disagree	5 (26.3)	8 (20.0)	12 (34.3)
	Neutral	2 (10.5)	1 (2.5)	4 (11.4)
	Agree	5 (26.3)	12 (30.0)	10 (28.6)
	Strongly Agree	4 (21.1)	11 (27.5)	3 (8.6)
	No Basis for Judgment	1 (5.3)	5 (12.5)	3 (8.6)
	Total	19 (100.0)	40 (100.0)	35 (100.0)
Missing	BLANK	5	6	2
Total		24	46	37

ADJ17. Concerning physical working conditions: I am confident that my work environment does not adversely affect my health.

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	2 (10.5)	6 (15.0)	2 (5.7)
	Disagree	2 (10.5)	4 (10.0)	6 (17.1)
	Neutral	3 (15.8)	6 (15.0)	4 (11.4)
	Agree	6 (31.6)	12 (30.0)	14 (40.0)
	Strongly Agree	5 (26.3)	11 (27.5)	7 (20.0)
	No Basis for Judgment	1 (5.3)	1 (2.5)	2 (5.7)
	Total	19 (100.0)	40 (100.0)	35 (100.0)
Missing	BLANK	5	6	2
Total		24	46	37

ADJ18. Concerning campus safety: It is my perception that I work in a safe and secure environment

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)	0 (0.0)	0 (0.0)
	Disagree	0 (0.0)	3 (7.7)	3 (8.6)
	Neutral	2 (10.5)	1 (2.6)	4 (11.4)
	Agree	11 (57.9)	23 (59.0)	18 (51.4)
	Strongly Agree	6 (31.6)	11 (28.2)	9 (25.7)
	No Basis for Judgment	0 (0.0)	1 (2.6)	1 (2.9)
	Total	19	39 (100.0)	35 (100.0)
Missing	BLANK	5	7	2
Total		24	46	37

ADJ19. Concerning campus safety: It is my perception that the campus is safe and secure for students

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)	0 (0.0)	0 (0.0)
	Disagree	1 (5.3)	3 (7.7)	3 (8.6)
	Neutral	4 (21.1)	2 (5.1)	5 (14.3)
	Agree	8 (42.1)	24 (61.5)	17 (48.6)
	Strongly Agree	5 (26.3)	9 (23.1)	8 (22.9)
	No Basis for Judgment	2 (5.3)	1 (2.6)	2 (5.7)
	Total	19 (100.0)	39 (100.0)	35 (100.0)
Missing	BLANK	5	7	2
Total		24	46	37

ADJ20. Concerning campus safety: There is adequate lighting on campus

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)	0 (0.0)	1 (2.9)
	Disagree	6 (31.6)	9 (23.1)	7 (20.0)
	Neutral	3 (15.8)	5 (12.8)	2 (5.7)
	Agree	6 (31.6)	16 (41.0)	16 (45.7)
	Strongly Agree	3 (15.8)	5 (12.8)	5 (14.3)
	No Basis for Judgment	1 (5.3)	4 (10.3)	4 (11.4)
	Total	19 (100.0)	39 (100.0)	35 (100.0)
Missing	BLANK	5	7	2
Total		24	46	37

ADJ21. Concerning campus safety: The emergency call boxes are adequately distributed across campus

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	1 (5.3)	2 (5.1)	2 (5.7)
	Disagree	6 (31.6)	7 (17.9)	6 (17.1)
	Neutral	3 (15.8)	6 (15.4)	8 (22.9)
	Agree	3 (15.8)	11 (28.2)	10 (28.6)
	Strongly Agree	4 (21.1)	5 (12.8)	3 (8.6)
	No Basis for Judgment	2 (10.5)	8 (20.5)	6 (17.1)
	Total	19 (100.0)	39 (100.0)	35 (100.0)
Missing	BLANK	5	7	2
Total		24	46	37

ADJ22. Concerning campus safety: I feel safe when I park in the parking deck

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	1 (5.3)	6 (15.4)	3 (8.3)
	Disagree	5 (26.3)	7 (17.9)	5 (13.9)
	Neutral	1 (5.3)	2 (5.1)	3 (8.3)
	Agree	2 (10.5)	2 (5.1)	6 (16.7)
	Strongly Agree	2 (10.5)	5 (12.8)	4 (11.1)
	No Basis for Judgment	8 (42.1)	17 (43.6)	15 (41.7)
	Total	19 (100.0)	39 (100.0)	36 (100.0)
Missing	BLANK	5	7	1
Total		24	46	37

ADJ23. Concerning campus safety: I am confident that personal belongings in my office are secure from theft

		2017 Frequency (Valid %)
Valid	Strongly Disagree	3 (8.8)
	Disagree	7 (20.6)
	Neutral	2 (5.9)
	Agree	10 (29.4)
	Strongly Agree	6 (17.6)
	No Basis for Judgment	6 (17.6)
	Total	34 (100.0)
Missing	BLANK	3
Total		37

ADJ24. Concerning campus safety: Appropriate security is in place to protect equipment and/or supplies stored in classrooms

		2017 Frequency (Valid %)
Valid	Strongly Disagree	4 (11.4)
	Disagree	7 (20.0)
	Neutral	6 (17.1)
	Agree	9 (25.7)
	Strongly Agree	3 (8.6)
	No Basis for Judgment	6 (17.1)
	Total	35 (100.0)
Missing	BLANK	2
Total		37

ATTITUDES TOWARD SALARIES, SUPPORTS, AND BENEFITS

ADJ25. Compared to adjunct faculty members at institutions similar to UNA, I am:

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Overpaid	0 (0.0)	0 (0.0)	0 (0.0)
	Fairly Compensated	14 (77.8)	12 (30.8)	10 (27.8)
	Underpaid	4 (22.2)	24 (61.5)	21 (58.3)
	No Basis for Judgment	0 (0.0)	3 (7.7)	5 (13.9)
	Total	18 (100.0)	39 (100.0)	36 (100.0)
Missing	BLANK	6	7	1
Total		24	46	37

ADJ26. Attitudes toward recruitment, retention, educational programming, and evaluation: The University's recruitment efforts should be geared toward attracting higher quality students rather than maximizing enrollment.

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	1 (5.6)	1 (2.6)	1 (2.8)
	Disagree	1 (5.6)	3 (7.7)	4 (11.1)
	Neutral	2 (11.1)	7 (17.9)	6 (16.7)
	Agree	7 (38.9)	13 (33.3)	16 (44.4)
	Strongly Agree	5 (27.8)	12 (30.8)	7 (19.4)
	No Basis for Judgment	2 (11.1)	3 (7.7)	2 (5.6)
	Total	18 (100.0)	39 (100.0)	36 (100.0)
Missing	BLANK	6	7	1
Total		24	46	37

ADJ27. Attitudes toward recruitment, retention, educational programming, and evaluation: The University has made progress in providing services that will successfully retain students

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	1 (5.6)	0 (0.0)	0 (0.0)
	Disagree	1 (5.6)	4 (10.3)	2 (5.6)
	Neutral	1 (5.6)	9 (23.1)	5 (13.9)
	Agree	8 (44.4)	13 (33.3)	20 (55.6)
	Strongly Agree	4 (22.2)	9 (23.1)	5 (13.9)
	No Basis for Judgment	3 (16.7)	4 (10.3)	4 (11.1)
	Total	18 (100.0)	39 (100.0)	36 (100.0)
Missing	BLANK	6	7	1
Total		24	46	37

ADJ28. Attitudes toward recruitment, retention, educational programming, and evaluation:

It is my perception that grade inflation is an issue at UNA.

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	Strongly Disagree	0 (0.0)	2 (5.1)	0 (0.0)
	Disagree	5 (27.8)	7 (17.9)	5 (13.9)
	Neutral	6 (33.3)	9 (23.1)	11 (30.6)
	Agree	4 (22.2)	5 (12.8)	6 (16.7)
	Strongly Agree	0 (0.0)	9 (23.1)	6 (16.7)
	No Basis for Judgment	3 (16.7)	7 (17.9)	8 (22.2)
	Total	18 (100.0)	39 (100.0)	36 (100.0)
Missing	BLANK	6	7	1
Total		24	46	37

ADJ29. Attitudes toward recruitment, retention, educational programming, and evaluation:

The current instructor/course evaluation process at UNA is a good indicator of my teaching skills.

		2015 Frequency (Valid %)	2016 Frequency (Valid %)	2017 Frequency (Valid %)
Valid	S. Disagree	3 (16.7)	9 (23.1)	5 (13.9)
	Disagree	3 (16.7)	5 (12.8)	5 (13.9)
	Neutral	3 (16.7)	8 (20.5)	12 (33.3)
	Agree	3 (16.7)	9 (23.1)	11 (30.6)
	S. Agree	2 (11.1)	3 (7.7)	1 (2.8)
	No Basis for Judgment	4 (16.7)	5 (12.8)	2 (5.6)
	Total	18 (100.0)	39 (100.0)	36 (100.0)
Missing	BLANK	6	7	1
Total		24	46	37

ADJ30. Please inform us of additional issues and concerns pertaining to your department or cost center that have an immediate impact on you and your ability to perform you job.

3 responses were received from adjunct faculty

1. Concern was expressed that mold in the basement of Willingham Hall was threatening one's health. The mold was attributable to regular flooding of the basement.
2. The statement expressed that the majority of students UNA serves are not high academic achievers. Therefore more efforts should be placed on improving the teaching ability of the faculty. Such efforts will help the majority of UNA students.
3. Course taught by this adjunct are needed but are being taught at the wrong time of day to attract students. The comment went on to stress that people drive to fast in the parking deck making it a dangerous place for pedestrians