

Steering Committee
College of Business Administration
San Diego State University
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SAN DIEGO STATE UNIVERSITY

Date: April 21, 2013

To: CBA Faculty and Staff

From: Nathan Oestreich, Professor and Chair of CBA Steering Committee

Subject: Fall 2012 Organizational Climate and Morale Survey Results

On behalf of the CBA Steering Committee, I thank you for completing the survey we distributed last fall and participating in this important process. The results are substantive and meaningful, and we will make use of them as we guide the college through the strategic planning process and otherwise work to fulfill the mission of the College of Business Administration.

The response rates were satisfactory among staff and faculty but rather limited with respect to lecturers. We interpret the high response rate in a positive light; it implies that the faculty and staff are engaged in the shared governance process. The low response rate among lecturers is an issue we intend to address and improve upon in the future. Here are the three sets of response rates for the survey.

Staff: 24 responses / 40 staff = 60.0 percent
Faculty: 47 responses / 71 faculty = 66.2 percent
Lecturers: 14 responses / 54 lecturers = 25.9 percent

We have reviewed the results extensively, both individually and as a committee, and have resolved to take the following five actions in response:

- 1. Provide a set of summary observations to you that the SC believes captures the general sentiment of the survey.** This set of observations is provided below in this memo to you.
- 2. Summarize actions that have been initiated as a result of these results.** We have had the results for a few months and members of the committee have been taking action to address some of the issues identified. We invited SC members to include a list of actions they have already taken to address the issues identified in the survey and we present to you below in this memo.
- 3. Invite you to provide input regarding the aforementioned results and actions.** We ask that you provide us your own interpretations of the results as well as what actions we could take to address them and otherwise improve the college. You can do this by communicating me or any SC member through a separate email or any form of written or oral communication. We especially need your feedback on this to help us with the strategic planning of the college.

4. Repeat the survey in Fall 2014. We took every effort to ensure that this survey could be used over multiple time periods. We intend to do a two-year look back with the survey and track all statistically significant changes to determine what progress has been made on the issues identified. It is our intention to be true to our strategic plan of continually evaluating the morale of the college and engage in loop closing when areas in need of improvement are identified.

5. Release the quantitative results in their entirety. We will provide you the distribution and summary data of responses by the three groups surveyed (staff, faculty, and lecturers). This will be forthcoming on the college of business website.

Deliverable 1: Summary observations drawn from the survey results

We present the following set of eight observations which we make from the survey. Please note that the construct definitions presented in this summary come from the following paper, which was the source of Part 1 of the survey:

Patterson, M.G., West, M.A., Shackleton, V.J., Dawson, J.F., Lawthom, R., Maitlis, S., Robinson, D.L., and Wallace, A.M. (2005). Validating the organizational climate measure: links to managerial practices, productivity and innovation, *Journal of Organizational Behavior*, 26, 379-408.

The items in part 1 of the survey were reduced in number to shorten the survey and the wording was modified as necessary to fit our organization. Please see appendix for more details.

1. Staff report being left out of decision making processes that affect them.

A majority of staff report that they feel left out, or uninvolved, in the decision-making processes in the college that affect them.

Evidence: A statistically significant majority of staff indicated low involvement on all four items that measure *involvement* in part 1 of the survey. On the item, “There are often breakdowns in communication here.” 22 of 24 staff members indicated agreement.

Definition of Involvement: defined under term “participation”: participation—employees have considerable influence over decision-making (e.g., Miller & Monge, 1986; Hollander & Offerman, 1990; Heller, Pusi, Strauss, & Wilpert, 1998); (page 386).

2. The staff report being insufficiently aware of the organizational goals of the college. Communication could be improved within the college.

Evidence: A statistically significant majority of staff indicated low *clarity of organizational goals* on two of the four items that measure the construct and a majority indicated low clarity on

the other two items. Some of the responses on part 2 of the survey and the open-ended comments indicated a need to develop more constructive communication with the dean's office. Definition of clarity of organizational goals: concern with clearly defining the goals of the organization (e.g., Locke, 1991) (page 386).

3. Staff work satisfaction is mixed. In some areas there is exists high satisfaction and in others low satisfaction.

Staff report being satisfied with multiple aspects of their job including: parking, workplace accommodations such as office space, computer resources and IT support, the management of their department chairs, and the atmosphere of their primary unit in terms of fit and openness of communication. A statistically significant majority of staff report good relations among faculty and among staff and a majority report good relations between faculty and staff.

Staff appear to be substantially dissatisfied with their salary. There is also dissatisfaction with respect to involvement and clarity of organizational goals as mentioned above.

Evidence: These comments are a narrative summary of the various objects of satisfaction responses that received the most agreement among the staff.

4. Faculty report being under a high degree of pressure to produce.

Evidence: A statistically significant majority of faculty indicated a high degree of pressure to produce on all three items that measure the construct.

Definition: the extent of pressure for employees to meet targets (e.g., Taira, 1996); (page 386).

5. Faculty report a high degree of formalization in the college.

Evidence: A statistically significant majority of faculty indicated a high degree of formalization on all three items that measure the construct.

Definition: a concern with formal rules and procedures (e.g., Pugh, Hickson, Hinings, & Turner, 1968; Hall, 1991); (page 386).

6. Faculty report dissatisfaction with salary and dissatisfaction with time for scholarly work.

There were not many items in Part 2 and Part 3 of the survey instrument in which a statistically significant majority of faculty indicated dissatisfaction with a workplace object. Two exceptions are notable. First, 36 out of 47 faculty respondents indicated that they were dissatisfied with their salary and, second, 38 out of 47 faculty indicated insufficient time for them to pursue scholarly work.

Evidence: The responses to Part 2 items 1.4 (salary) and 1.20 (time available for scholarly work) stand out among the other faculty survey items.

7. Faculty report a high degree of satisfaction with their department chairs and the atmosphere of their primary units.

Faculty indicated high satisfaction with their department chairs and the atmosphere of their primary unit. In addition, they perceive the CBA to be well connected to the business community and believe the college has high-quality teachers.

Evidence: A majority of faculty indicated they were satisfied with their department chairs on each of the 12 items measured in Part 2 of the survey. There was a statistically significant majority in 10 of the 12 items. Further, on the construct *supervisory support*, which asks three questions about the chairs specifically, a statistically significant majority of faculty indicated high marks for their chairs on two of the items including giving good guidance and showing confidence in those they manage. In terms of the atmosphere of their primary units, a majority of faculty indicated satisfaction on 10 of the 12 items and 6 of those items were statistically significant.

Definition of Supervisory Support: Definition: the extent to which employees experience support and understanding from their immediate supervisor (e.g., Cummins, 1990; Eisenberger et al., 2002) (page 386).

8. Lecturers had a low response rate (14/54 = 25.9%) and could reflect disengagement.

The response rate was substantially lower among lecturers (25.9%) compared to faculty (66.2%) and staff (60.0%). Rather than focus on the patterns of the 14 lecturers who did respond we might instead focus on the reasons for the 40 who elected not to respond or were simply unaware of the opportunity to do so.

Deliverable 2: Actions that begin to respond to the results of the survey

Members of the SC were invited to add to this list. The dean's office provided the following:

1. Staff report being left out of decision making process that affect them.
 - a. Staff members have begun to organize and conduct regular meetings.
 - b. Staff representatives now meet with dean's office on a regular basis.
 - c. Staff members have been invited to formalize role in policy statement.
 - d. A staff member visits steering committee meetings as an observer.
 - e. The dean's office allocated development funds (although university did not) to be assessed/awarded by the staff committee.
2. Staff report insufficient awareness of organizational goals of the college. Communication could be improved within the college.
 - a. In addition to the above items, the director of communications will prepare monthly newsletters to improve communication.
 - b. The SC passed a motion to explicitly involve the staff in the strategic planning process and implementation.
 - c. The SC has continued the strategic planning process to review and further develop our organizational goals.

4. Faculty report being under a high degree of pressure to produce.
 - a. Stabilized enrollment, budget, and secure financial resources to turn around college.
 - b. Provided \$1M to departments to ease pressure.
 - c. Engaged the shared governance process to institutionalize work load (faculty development committee).
5. Faculty report dissatisfaction with salary and dissatisfaction with time for scholarly work.
 - a. Provided opportunities in specialized programs and ALI for additional income.
 - b. a-c in 4 above
6. Faculty report a high degree of formalization in the college.
 - a. Procedures and processes were implemented to establish a level playing field

Appendix: Notes about the Survey

Survey Sources:

We developed the survey by examining the organizational climate literature and the best practices of other universities. The survey consists of three sections. The first section is a modified version of the instrument published in the following:

Patterson, M.G., West, M.A., Shackleton, V.J., Dawson, J.F., Lawthom, R., Maitlis, S., Robinson, D.L., and Wallace, A.M. (2005). Validating the organizational climate measure: links to managerial practices, productivity and innovation, *Journal of Organizational Behavior*, 26, 379-408.

It covers a variety of constructs related to organizational climate. We reduced the number of items to make the survey more manageable and made some modifications to improve the fit with the academic environment.

Part 2 of the survey is a modified version of the Case Western Reserve University instrument. This instrument is cited in a 2012 Hanover study for assessing faculty and staff satisfaction and has been used in conjunction with reaccreditation efforts. You can find the original version available at:

<http://casemed.case.edu/facultyaffairs/faculty/climatesurvey/Climate%20Results%202010%20by%20School.pdf>.

The survey includes evaluative items about overall satisfaction, resources, academic unit, department chair, dean, and atmosphere of primary unit. We modified the survey to better fit the experiences at SDSU.

The third part of the survey includes a set of items that were proposed by the dean and associate dean of academic affairs. These items were given consideration by the committee and modified as appropriate.

Data Collection and Processing Notes:

1. For the purpose of this survey faculty refers to tenure, tenure-track, and FERP faculty. Lecturers refer to part-time and full-time lecturers. Staff refers to all staff except the dean and associate dean.
2. Two SC members were present when surveys were opened.
3. That survey data was entered and tabulated by a graduate assistant. We reviewed the surveys and she worked under the instruction of Bruce Reinig to resolve any and all anomalies. These were rare and are discussed in the notes below.

4. The usable sample size column in the quantitative results report (forthcoming on the college's website) indicates the number of responses for an item in which the respondent selected 1, 2, 3, 4, or 5. Responses of "na=not applicable", unusable responses, and non-responses are not included in the statistical analysis.
5. If, for a given item, a respondent selected two values, such as a 4 and a 5, then the value farther from neutral was recorded. So, for example, a response circling both 4 and 5 would be recorded as a 5 and included in the statistical summary as a 5. These instances were rare.
6. If, for a given item, a respondent selected two values, such as a 2 and a 5 that bounded the neutral response of 3, the item was treated as unusable and not included in the results. These instances were rare and typically included a written explanation stating that the respondent felt differently about different stakeholders in the college.
7. There were some items in part 2 of the survey that had dissatisfied/satisfied anchors when they should have had disagree/agree anchors. A few respondents noted this in their surveys.
8. One survey was turned in by a member of the SC on November 17, 2012 that was labeled "staff survey" on the envelope but the survey itself was for a lecturer. This survey was not included in the response rate or the analysis.

Part 1: Organizational Climate

	1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree or Disagree	4=Somewhat Agree	5=Strongly Agree	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1. The CBA administration (includes the Dean, Associate Dean, Department Chairs, and Directors) trust people to make work-related decisions without getting permission first.	9	6	2	6	1	0	24	2.33	2	1.34
2. People at the top tightly control the work of those below them.	1	5	1	4	12	0	23	3.91	5	1.38
3. The CBA administration (includes the Dean, Associate Dean, Department Chairs, and Directors) keeps too tight a reign on the way things are done around here.	1	5	2	7	9	0	24	3.75	4	1.29
4. There is very little conflict between departments here.	3	7	6	6	2	0	24	2.88	3	1.19
5. People in different departments are prepared to share information.	2	5	6	8	3	0	24	3.21	3	1.18
6. Collaboration between departments is very effective.	1	11	6	5	1	0	24	2.75	2.5	0.99
7. The administration (includes the Dean, Associate Dean, Department Chairs, and Directors) involves people when decisions are made that affect them.	12	7	2	2	1	0	24	1.88	1.5	1.15
8. People don't have any say in decisions which affect their work.	2	4	1	8	9	0	24	3.75	4	1.36
9. Information is widely shared.	9	8	3	4	0	0	24	2.08	2	1.10
10. There are often breakdowns in communication here.	1	1	0	8	14	0	24	4.38	5	1.01
11. Supervisors show that they have confidence in those they manage.	1	5	0	14	4	0	24	3.63	4	1.13

							Staff			
	1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree or Disagree	4=Somewhat Agree	5=Strongly Agree	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
12. Supervisors can be relied upon to give good guidance to people.	2	5	2	9	5	1	23	3.43	4	1.31
13. Supervisors here are really good at understanding people's problems.	3	6	3	9	2	1	23	3.04	3	1.26
14. People receive enough training when it comes to using new equipment.	1	6	4	12	0	1	23	3.17	4	0.98
15. The college only gives people the minimum amount of training they need to do their job.	2	3	6	9	3	1	23	3.35	4	1.15
16. People are strongly encouraged to develop their skills.	5	6	5	6	2	0	24	2.75	3	1.29
17. This college pays little attention to the interests of staff.	2	2	1	11	8	0	24	3.88	4	1.23
18. This college cares about its staff.	4	8	7	3	2	0	24	2.63	2.5	1.17
19. This college tries to be fair in its actions towards staff.	7	4	8	3	2	0	24	2.54	3	1.28
20. It is considered extremely important here to follow the rules.	1	4	4	9	6	0	24	3.63	4	1.17
21. People can ignore formal procedures and rules if it helps get the job done.	7	4	5	5	2	1	23	2.61	3	1.37
22. Nobody gets too upset if people break the rules around here.	7	6	4	4	2	1	23	2.48	2	1.34
23. The CBA administration (includes the Dean, Associate Dean, Department Chairs, and Directors) likes to keep to established, traditional ways of doing things.	6	7	6	5	0	0	24	2.42	2	1.10
24. The way this college does things has never changed very much.	9	7	4	2	1	1	23	2.09	2	1.16

	1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree or Disagree	4=Somewhat Agree	5=Strongly Agree	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation	Staff
25. Changes in the way things are done here happen very slowly.	4	6	3	6	5	0	24	3.08	3	1.44	
26. New ideas are readily accepted here.	4	11	2	6	1	0	24	2.54	2	1.18	
27. This college is quick to respond when changes need to be made.	3	9	8	2	2	0	24	2.63	2.5	1.10	
28. People in this college are always searching for new ways of looking at problems.	2	8	7	6	1	0	24	2.83	3	1.05	
29. Community needs are not considered top priority here.	4	4	6	5	4	1	23	3.04	3	1.36	
30. This college is slow to respond to the needs of the community.	4	2	7	5	4	2	22	3.14	3	1.36	
31. This college is continually looking for new opportunities in the market place.	1	5	2	8	7	1	23	3.65	4	1.27	
32. The methods used by this college to get the job done are often discussed.	7	9	4	3	1	0	24	2.25	2	1.15	
33. In this college, objectives are modified in light of changing circumstances.	1	5	5	9	2	2	22	3.27	3.5	1.08	
34. In this college, time is taken to review organizational objectives.	5	6	4	7	2	0	24	2.79	3	1.32	
35. The staff have a good understanding of what the college is trying to do.	7	11	0	4	2	0	24	2.29	2	1.30	
36. The future direction of the college is clearly communicated to staff.	8	10	1	3	2	0	24	2.21	2	1.28	
37. Staff are well aware of the long-term plans and direction of this college.	9	7	2	5	1	0	24	2.25	2	1.29	
38. Time and money could be saved if work were better organized.	2	2	2	8	10	0	24	3.92	4	1.28	

							Staff			
	1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree or Disagree	4=Somewhat Agree	5=Strongly Agree	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
39. Poor scheduling and planning often result in targets not being met.	2	1	5	12	3	1	23	3.57	4	1.08
40. Productivity could be improved if jobs were organized and planned better.	2	2	4	8	8	0	24	3.75	4	1.26
41. The staff always want to perform to the best of their ability.	3	1	2	10	8	0	24	3.79	4	1.32
42. Staff are enthusiastic about their work.	4	3	5	10	2	0	24	3.13	3.5	1.26
43. The staff get by with doing as little as possible.	9	6	4	3	2	0	24	2.29	2	1.33
44. The staff usually receive feedback on the quality of work they have done.	7	6	1	8	2	0	24	2.67	2	1.43
45. The staff don't have any idea how well they are doing their job.	2	9	1	8	4	0	24	3.13	3.5	1.33
46. Staff performance is measured on a regular basis.	8	6	2	5	3	0	24	2.54	2	1.47
47. In general, staff workloads are not particularly demanding.	13	6	3	1	1	0	24	1.79	1	1.10
48. Staff here are under pressure to meet targets.	0	1	8	7	8	0	24	3.92	4	0.93
49. The pace of work here is pretty relaxed.	9	10	1	3	1	0	24	2.04	2	1.16
50. This college is always looking to achieve the highest standards of quality.	3	3	5	7	6	0	24	3.42	4	1.35
51. Quality is taken very seriously here.	2	3	5	8	5	1	23	3.48	4	1.24
52. This college does not have much of a reputation for top-quality products.	7	5	4	8	0	0	24	2.54	2.5	1.25

Part 2: Staff Climate Survey by Case Western Reserve University (modified for SDSU)

Overall Satisfaction	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1.1. Overall, how satisfied are you being a staff member at San Diego State University?	1	7	1	9	6	0	24	3.50	4	1.29
1.2. How satisfied are you with the resources SDSU provides to support your professional training?	5	6	8	4	1	0	24	2.58	3	1.14

Level of Satisfaction with							Staff			
	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1.3. Salary	13	8	1	2	0	0	24	1.67	1	0.92
1.4. Availability of nearby parking	0	0	5	4	13	2	22	4.36	5	0.85
1.5. Office space	2	1	3	5	13	0	24	4.08	5	1.28
1.6. Computer resources	0	4	1	8	11	0	24	4.08	4	1.10
1.7. Clerical and administrative staff	1	3	3	8	8	1	23	3.83	4	1.19
1.8. Computing support staff	1	2	0	10	11	0	24	4.17	4	1.09
1.9. Committee and administrative responsibilities	0	2	9	4	1	6	16	3.25	3	0.77

Satisfaction with Department Chair							Staff			
	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
My Department Chair...										
2.1. Maintains high academic standards	0	1	1	4	12	6	18	4.50	5	0.86
2.2. Is an effective administrator	0	2	5	2	9	6	18	4.00	4.5	1.14
2.3. Articulates clear criteria for evaluation	0	3	4	2	7	8	16	3.81	4	1.22
2.4. Shows commitment to diversity	0	1	5	1	9	8	16	4.13	5	1.09
2.5. Is open to constructive criticism	1	0	4	2	10	7	17	4.18	5	1.19
2.6. Treats staff in an even-handed way	1	0	2	2	13	6	18	4.44	5	1.10
2.7. Honors agreements	1	0	3	2	10	8	16	4.25	5	1.18
2.8. Handles disputes/problems effectively	2	0	1	3	9	9	15	4.13	5	1.41
2.9. Communicates consistently with staff	1	2	4	1	9	7	17	3.88	5	1.36
2.10. Gives me useful feedback about my performance	2	2	2	2	7	9	15	3.67	4	1.54
2.11. Involves me in relevant decision-making processes	1	2	1	2	9	9	15	4.07	5	1.39
2.12. Articulates clear criteria for allocation of resources	0	1	2	3	5	13	11	4.09	4	1.04

Satisfaction with Dean							Staff			
	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
My Dean...										
3.1. Maintains high academic standards	1	4	7	6	5	1	23	3.43	3	1.16
3.2. Is an effective administrator	9	4	2	6	3	0	24	2.58	2	1.53
3.3. Articulates clear criteria for evaluation	7	6	3	3	2	3	21	2.38	2	1.36
3.4. Shows commitment to diversity	3	1	5	6	5	4	20	3.45	4	1.36
3.5. Is open to constructive criticism	11	3	4	4	2	0	24	2.29	2	1.43
3.6. Treats staff in an even-handed way	12	2	4	4	2	0	24	2.25	1.5	1.45
3.7. Honors agreements	8	2	7	2	2	3	21	2.43	3	1.36
3.8. Handles disputes/problems effectively	11	1	6	2	2	2	22	2.23	1.5	1.41
3.9. Communicates consistently with staff	10	4	4	3	3	0	24	2.38	2	1.47
3.10. Gives me useful feedback about my performance	4	4	8	0	2	6	18	2.56	3	1.20
3.11. Involves me in relevant decision-making processes	8	3	6	1	1	5	19	2.16	2	1.21
3.12. Articulates clear criteria for allocation of resources	8	4	5	1	4	2	22	2.50	2	1.50

Satisfaction with Associate Dean of Academic Affairs							Staff			
	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
My Associate Dean...										
4.1. Maintains high academic standards	0	2	5	6	10	0	23	4.04	4	1.02
4.2. Is an effective administrator	5	2	4	9	4	0	24	3.21	4	1.41
4.3. Articulates clear criteria for evaluation	6	1	4	5	3	5	19	2.89	3	1.52
4.4. Shows commitment to diversity	3	2	6	5	7	1	23	3.48	4	1.38
4.5. Is open to constructive criticism	5	4	4	5	4	2	22	2.95	3	1.46
4.6. Treats staff in an even-handed way	5	4	5	6	3	1	23	2.91	3	1.38
4.7. Honors agreements	2	5	5	5	4	3	21	3.19	3	1.29
4.8. Handles disputes/problems effectively	5	3	4	6	4	2	22	3.05	3	1.46
4.9. Communicates consistently with staff	5	7	4	6	2	0	24	2.71	2.5	1.30
4.10. Gives me useful feedback about my performance	3	4	7	4	0	6	18	2.67	3	1.03
4.11. Involves me in relevant decision-making processes	5	3	5	4	2	5	19	2.74	3	1.37
4.12. Articulates clear criteria for allocation of resources	4	5	6	3	4	2	22	2.91	3	1.38

Atmosphere of Primary Unit							Staff			
	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
Atmosphere Items...										
5.1. I have a voice in the decision-making that affects the direction of my department/unit.	4	3	4	5	8	0	24	3.42	4	1.50
5.2. My chair/director/dean creates a collegial and supportive environment.	2	6	2	4	10	0	24	3.58	4	1.47
5.3. My chair/director/dean helps me obtain the resources I need.	1	3	7	4	7	2	22	3.59	3.5	1.22
5.4. I can navigate the unwritten rules concerning how one is to conduct oneself as a staff member.	0	2	7	5	10	0	24	3.96	4	1.04
5.5. My department/unit is a good fit for me.	0	2	3	5	14	0	24	4.29	5	1.00
5.6. My department/unit is a place where individual staff may comfortably raise personal and/or family responsibilities when scheduling departmental/unit obligations.	1	1	3	4	15	0	24	4.29	5	1.12
5.7. I feel excluded from an informal network in my department/unit.	3	2	5	2	2	10	14	2.86	3	1.35

Part 3: Additional Items

	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1. The CBA administration raise funds to promote training.	4	7	6	5	1	1	23	2.65	3	1.15
2. The CBA promotes change.	2	4	2	14	2	0	24	3.42	4	1.14
3. The committee system within the CBA promotes change.	3	9	6	3	2	1	23	2.65	2	1.15
4. Faculty are receptive to change.	4	12	3	4	1	0	24	2.42	2	1.10
5. Staff are receptive to change.	2	8	2	11	1	0	24	3.04	3.5	1.16
6. The CBA is connected to the business community.	0	4	1	11	6	2	22	3.86	4	1.04
7. The Steering Committee should set the goals for the CBA.	1	3	9	7	3	1	23	3.35	3	1.03
8. The system of chair's setting goals for the departments is effective.	0	5	4	5	2	8	16	3.25	3	1.06
9. Faculty go out of their way to help others.	2	3	6	7	3	3	21	3.29	3	1.19
10. There exists a collegial relationship among faculty.	0	1	3	9	6	5	19	4.05	4	0.85
11. There exists a collegial relationship among staff.	1	2	3	11	7	0	24	3.88	4	1.08
12. There exists a collegial relationship between faculty and staff.	3	4	3	12	2	0	24	3.25	4	1.22
13. The college has top-quality teachers.	0	7	3	7	7	0	24	3.58	4	1.21
14. The college has top-quality researchers.	1	4	7	5	7	0	24	3.54	3.5	1.22
15. The college has top-quality undergraduate programs.	0	5	3	8	8	0	24	3.79	4	1.14

	Staff									
	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
16. The college has top-quality undergraduate students.	0	5	5	7	7	0	24	3.67	4	1.13
17. The college has top-quality graduate programs.	0	5	5	5	7	2	22	3.64	4	1.18
18. The college has top-quality graduate students.	0	5	5	7	5	2	22	3.55	4	1.10
Additional Satisfaction Items	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1. How satisfied are you with your individual contribution to the college?	0	0	2	10	12	0	24	4.42	4.5	0.65
2. How satisfied are you with your colleagues' contribution to the college?	0	3	5	12	4	0	24	3.71	4	0.91

Part 1: Organizational Climate

	1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree or Disagree	4=Somewhat Agree	5=Strongly Agree	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1. The CBA administration (includes the Dean, Associate Dean, Department Chairs, and Directors) trust people to make work-related decisions without getting permission first.	7	13	9	12	3	2	44	2.80	3	1.21
2. People at the top tightly control the work of those below them.	1	9	9	16	10	2	45	3.56	4	1.12
3. The CBA administration (includes the Dean, Associate Dean, Department Chairs, and Directors) keeps too tight a reign on the way things are done around here.	2	9	8	16	10	2	45	3.51	4	1.18
4. There is very little conflict between departments here.	6	20	8	9	4	0	47	2.68	2	1.18
5. People in different departments are prepared to share information.	4	8	12	19	4	0	47	3.23	3	1.11
6. Collaboration between departments is very effective.	7	13	14	11	2	0	47	2.74	3	1.11
7. The administration (includes the Dean, Associate Dean, Department Chairs, and Directors) involves people when decisions are made that affect them.	3	13	12	13	4	2	45	3.04	3	1.11
8. People don't have any say in decisions which affect their work.	3	16	10	16	2	0	47	2.96	3	1.06
9. Information is widely shared.	7	16	7	13	3	0	46	2.76	3	1.21
10. There are often breakdowns in communication here.	1	5	7	20	13	0	46	3.85	4	1.03
11. Chairs show that they have confidence in those they manage.	1	4	5	22	15	0	47	3.98	4	0.99

Faculty (All)

	1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree or Disagree	4=Somewhat Agree	5=Strongly Agree	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
12. Chairs can be relied upon to give good guidance to people.	1	10	5	19	12	0	47	3.66	4	1.15
13. Chairs here are really good at understanding people's problems.	4	6	11	15	11	0	47	3.49	4	1.23
14. People receive enough training when it comes to using new equipment.	2	11	10	16	1	7	40	3.08	3	1.00
15. The college only gives people the minimum amount of training they need to do their job.	1	10	11	15	3	7	40	3.23	3	1.00
16. People are strongly encouraged to develop their skills.	3	15	14	9	5	1	46	2.96	3	1.11
17. This college pays little attention to the interests of faculty.	3	10	9	17	8	0	47	3.36	4	1.19
18. This college cares about its faculty.	6	14	10	13	4	0	47	2.89	3	1.20
19. This college tries to be fair in its actions towards faculty.	8	11	9	17	2	0	47	2.87	3	1.21
20. It is considered extremely important here to follow the rules.	2	2	11	13	16	3	44	3.89	4	1.10
21. People can ignore formal procedures and rules if it helps get the job done.	13	17	6	7	2	2	45	2.29	2	1.18
22. Nobody gets too upset if people break the rules around here.	15	15	9	4	3	1	46	2.24	2	1.20
23. The CBA administration (includes the Dean, Associate Dean, Department Chairs, and Directors) likes to keep to established, traditional ways of doing things.	7	16	9	9	3	2	44	2.66	2	1.18
24. The way this college does things has never changed very much.	7	11	11	16	0	1	45	2.80	3	1.10

Part 1: Organizational Climate

	1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree or Disagree	4=Somewhat Agree	5=Strongly Agree	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1. The CBA administration (includes the Dean, Associate Dean, Department Chairs, and Directors) trust people to make work-related decisions without getting permission first.	0	1	2	4	5	2	12	4.08	4	1.00
2. People at the top tightly control the work of those below them.	4	3	2	2	2	1	13	2.91	3	1.45
3. The CBA administration (includes the Dean, Associate Dean, Department Chairs, and Directors) keeps too tight a reign on the way things are done around here.	2	4	4	2	1	1	13	2.82	3	1.25
4. There is very little conflict between departments here.	0	2	5	3	1	3	11	3.22	3	0.97
5. People in different departments are prepared to share information.	1	2	5	2	2	2	12	3.20	3	1.32
6. Collaboration between departments is very effective.	0	5	4	1	2	2	12	2.90	2.5	1.20
7. The administration (includes the Dean, Associate Dean, Department Chairs, and Directors) involves people when decisions are made that affect them.	2	3	3	1	3	1	12	2.80	2.5	1.48
8. People don't have any say in decisions which affect their work.	5	3	3	2	1	0	14	2.58	2.5	1.31
9. Information is widely shared.	0	5	1	6	2	0	14	3.25	3.5	1.22
10. There are often breakdowns in communication here.	1	4	1	4	2	2	12	3.10	3	1.45
11. Chairs show that they have confidence in those they manage.	0	1	2	6	5	0	14	4.25	4	0.75

	1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree or Disagree	4=Somewhat Agree	5=Strongly Agree	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
12. Chairs can be relied upon to give good guidance to people.	0	1	3	5	5	0	14	4.17	4	0.83
13. Chairs here are really good at understanding people's problems.	0	3	3	3	5	0	14	3.83	4	1.19
14. People receive enough training when it comes to using new equipment.	1	2	2	5	1	3	11	3.33	4	1.22
15. The college only gives people the minimum amount of training they need to do their job.	1	3	6	2	0	2	12	2.80	3	0.92
16. People are strongly encouraged to develop their skills.	1	2	0	4	6	1	13	3.82	4	1.47
17. This college pays little attention to the interests of faculty.	2	3	5	2	2	0	14	3.00	3	1.35
18. This college cares about its faculty.	0	2	3	7	1	1	13	3.55	4	0.93
19. This college tries to be fair in its actions towards faculty.	0	1	4	6	2	1	13	3.73	4	0.90
20. It is considered extremely important here to follow the rules.	0	1	5	4	4	0	14	3.75	3.5	1.06
21. People can ignore formal procedures and rules if it helps get the job done.	4	6	2	1	1	0	14	2.25	2	1.29
22. Nobody gets too upset if people break the rules around here.	2	5	4	2	0	1	13	2.55	3	1.04
23. The CBA administration (includes the Dean, Associate Dean, Department Chairs, and Directors) likes to keep to established, traditional ways of doing things.	1	5	2	3	2	1	13	2.91	2	1.38
24. The way this college does things has never changed very much.	1	6	4	1	0	2	12	2.40	2	0.84

	1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree or Disagree	4=Somewhat Agree	5=Strongly Agree	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
25. Changes in the way things are done here happen very slowly.	0	3	1	7	2	1	13	3.45	4	1.04
26. New ideas are readily accepted here.	0	2	4	7	0	1	13	3.36	4	0.81
27. This college is quick to respond when changes need to be made.	1	3	4	5	0	1	13	3.00	3	1.10
28. People in this college are always searching for new ways of looking at problems.	1	1	5	5	1	1	13	3.18	3	1.08
29. Community needs are not considered top priority here.	2	2	3	2	3	2	12	3.30	3.5	1.57
30. This college is slow to respond to the needs of the community.	0	5	1	5	1	2	12	3.20	3.5	1.14
31. This college is continually looking for new opportunities in the market place.	1	2	1	6	3	1	13	3.55	4	1.37
32. The methods used by this college to get the job done are often discussed.	1	2	5	3	1	1	12	3.00	3	1.15
33. In this college, objectives are modified in light of changing circumstances.	0	1	3	8	1	1	13	3.73	4	0.79
34. In this college, time is taken to review organizational objectives.	0	1	3	7	1	1	12	3.60	4	0.84
35. The faculty have a good understanding of what the college is trying to do.	0	3	4	4	2	1	13	3.36	3	1.12
36. The future direction of the college is clearly communicated to faculty.	0	2	5	4	2	1	13	3.45	3	1.04
37. Faculty are well aware of the long-term plans and direction of this college.	0	4	4	4	1	1	13	3.18	3	1.08
38. Time and money could be saved if work were better organized.	1	1	3	4	4	1	13	3.82	4	1.33

	1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree or Disagree	4=Somewhat Agree	5=Strongly Agree	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
39. Poor scheduling and planning often result in targets not being met.	1	3	5	2	1	2	12	3.00	3	1.15
40. Productivity could be improved if jobs were organized and planned better.	1	1	5	2	2	3	11	3.33	3	1.32
41. The faculty always want to perform to the best of their ability.	0	1	3	5	4	1	13	3.73	4	0.90
42. Faculty are enthusiastic about their work.	0	2	3	4	4	1	13	3.55	4	1.04
43. The faculty get by with doing as little as possible.	6	0	6	1	0	1	13	2.36	3	1.12
44. The faculty usually receive feedback on the quality of work they have done.	1	2	1	4	5	0	13	3.73	4	1.42
45. The faculty don't have any idea how well they are doing their job.	4	5	3	1	0	0	13	2.09	2	0.94
46. Faculty performance is measured on a regular basis.	0	0	3	5	5	0	13	4.09	4	0.83
47. In general, faculty workloads are not particularly demanding.	2	3	2	3	2	1	12	3.30	3.5	1.34
48. Faculty here are under pressure to meet targets.	0	1	6	4	1	1	12	3.30	3	0.67
49. The pace of work here is pretty relaxed.	0	5	1	4	2	1	12	3.50	4	1.18
50. This college is always looking to achieve the highest standards of quality.	0	2	2	5	4	0	13	3.64	4	1.03
51. Quality is taken very seriously here.	0	1	4	4	4	0	13	3.64	4	0.92
52. This college does not have much of a reputation for top-quality products.	4	3	3	2	1	0	13	2.64	3	1.36

Part 2: Faculty Climate Survey by Case Western Reserve University (modified for SDSU)

Overall Satisfaction	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1.1. Overall, how satisfied are you being a faculty member at San Diego State University?	0	0	0	5	8	0	13	4.64	5	0.50
1.2. How satisfied are you with the resources SDSU provides to support your research and scholarship?	1	2	2	0	1	6	6	2.60	2	1.52
1.3. How satisfied are you with the resources SDSU provides to support your teaching?	0	2	1	5	4	0	12	4.00	4	1.15

Level of Satisfaction with	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1.4. Salary	1	3	4	3	1	1	12	3.20	3	1.03
1.5. Start-up funds	0	0	3	0	0	9	3	3.00	3	--
1.6. Availability of nearby parking	1	1	0	6	5	0	13	4.09	4	1.14
1.7. Office space	0	1	1	4	6	1	12	4.40	4.5	0.70
1.8. Lab or research space	0	0	3	0	0	9	3	3.00	3	0.00
1.9. Classroom space	1	5	1	3	1	2	11	3.00	3	1.32
1.10. Library resources	0	0	4	4	2	2	10	4.00	4	0.76
1.11. Computer resources	0	2	3	4	2	2	11	3.89	4	0.78
1.12. Clerical and administrative staff	0	1	0	3	8	0	12	4.50	5	0.97
1.13. Technical and research staff	0	1	5	0	0	6	6	2.80	3	0.45
1.14. Computing support staff	0	3	2	3	4	0	12	3.80	4	1.23
1.15. Support for securing grants	0	2	2	0	0	8	4	2.33	2	0.58
1.16. Other resources to support research	0	3	2	0	0	7	5	2.25	2	0.50
1.17. Teaching responsibilities	0	1	0	4	8	0	13	4.45	5	0.93
1.18. Access to teaching assistants	0	4	1	1	1	6	7	2.80	2	1.30
1.19. Quality of graduate students	0	1	0	4	1	6	6	3.50	4	1.00
1.20. Time available for scholarly work	0	1	3	1	0	7	5	2.67	3	0.58
1.21. Committee and administrative responsibilities	0	2	1	4	0	5	7	3.20	4	1.10

Satisfaction with Department Chair	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
My Department Chair...										
2.1. Maintains high academic standards	0	1	1	2	9	0	13	4.36	5	1.03
2.2. Is an effective administrator	0	1	2	4	6	0	13	4.09	4	1.04
2.3. Articulates clear criteria for tenure/promotion/evaluation	0	2	1	2	4	3	9	4.00	4.5	1.31
2.4. Shows commitment to diversity	0	2	1	2	5	2	10	4.00	5	1.41
2.5. Is open to constructive criticism	0	0	2	3	6	1	11	4.56	5	0.73
2.6. Treats faculty in an even-handed way	0	0	1	3	6	2	10	4.63	5	0.74
2.7. Honors agreements	0	1	2	1	8	0	12	4.50	5	1.08
2.8. Handles disputes/problems effectively	0	1	3	4	3	1	11	3.78	4	1.09
2.9. Communicates consistently with faculty	0	2	1	1	8	0	12	4.30	5	1.25
2.10. Gives me useful feedback about my performance	0	2	2	2	6	0	12	4.10	5	1.29
2.11. Involves me in relevant decision-making processes	0	3	2	3	4	0	12	3.70	4	1.34
2.12. Articulates clear criteria for allocation of resources	0	2	2	2	4	1	10	3.75	4	1.28

Satisfaction with Dean	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
My Dean...										
3.1. Maintains high academic standards	1	0	3	2	6	0	12	3.91	4	1.30
3.2. Is an effective administrator	0	2	2	2	3	3	9	3.67	4	1.22
3.3. Articulates clear criteria for tenure/promotion/evaluation	1	1	1	1	1	6	5	3.00	3	1.58
3.4. Shows commitment to diversity	1	1	2	1	3	3	8	3.50	3.5	1.51
3.5. Is open to constructive criticism	1	1	4	0	3	2	9	3.33	3	1.41
3.6. Treats faculty in an even-handed way	1	1	4	1	1	3	8	3.00	3	1.20
3.7. Honors agreements	1	0	4	0	2	4	7	3.29	3	1.38
3.8. Handles disputes/problems effectively	1	0	4	2	1	3	8	3.25	3	1.16
3.9. Communicates consistently with faculty	1	0	1	5	1	2	8	3.63	4	1.19
3.10. Gives me useful feedback about my performance	0	2	2	1	1	5	6	3.17	3	1.17
3.11. Involves me in relevant decision-making processes	1	3	2	1	0	4	7	2.43	2	0.98
3.12. Articulates clear criteria for allocation of resources	1	1	4	0	2	3	8	3.13	3	1.36

Satisfaction with Associate Dean of Academic Affairs	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
My Associate Dean...										
4.1. Maintains high academic standards	0	1	1	2	5	1	9	4.13	4.5	1.13
4.2. Is an effective administrator	1	1	1	2	2	3	7	3.43	4	1.51
4.3. Articulates clear criteria for tenure/promotion/evaluation	0	1	2	1	2	4	6	3.67	3.5	1.21
4.4. Shows commitment to diversity	1	0	3	1	2	3	7	3.43	3	1.40
4.5. Is open to constructive criticism	1	1	2	1	2	3	7	3.29	3	1.50
4.6. Treats faculty in an even-handed way	2	1	1	1	1	4	6	2.67	2.5	1.63
4.7. Honors agreements	1	0	3	1	1	4	6	3.17	3	1.33
4.8. Handles disputes/problems effectively	1	1	2	1	1	4	6	3.00	3	1.41
4.9. Communicates consistently with faculty	1	1	2	1	2	3	7	3.29	3	1.50
4.10. Gives me useful feedback about my performance	1	1	1	2	0	5	5	2.80	3	1.30
4.11. Involves me in relevant decision-making processes	2	2	1	1	0	4	6	2.17	2	1.17
4.12. Articulates clear criteria for allocation of resources	1	2	2	1	0	4	6	2.50	2.5	1.05

Atmosphere of Primary Unit	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
Atmosphere Items...										
5.1. My colleagues value my research/scholarship.	0	1	2	1	2	6	6	3.40	3	1.14
5.2. I am satisfied with opportunities to collaborate with faculty in my primary department/school.	0	1	2	4	2	3	9	3.71	4	0.95
5.3. I am satisfied with opportunities to collaborate with faculty in other units at my institution.	1	1	5	1	1	3	9	3.00	3	1.29
5.4. Interdisciplinary research is recognized and rewarded by my department/unit.	0	3	3	0	0	6	6	2.50	2.5	0.55
5.5. I have a voice in the decision-making that affects the direction of my department/unit.	1	4	2	2	1	2	10	2.63	2.5	1.06
5.6. My chair/director/dean creates a collegial and supportive environment.	0	0	3	3	6	0	12	4.30	4.5	0.82
5.7. My chair/director/dean helps me obtain the resources I need.	0	1	2	4	4	1	11	4.00	4	1.12
5.8. I can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member.	0	1	2	5	4	0	12	4.20	4	0.79
5.9. My department/unit is a good fit for me.	0	0	1	3	8	0	12	4.60	5	0.70
5.10. My department/unit is a place where individual faculty may comfortably raise personal and/or family responsibilities when scheduling departmental/unit obligations.	0	0	3	1	5	3	9	4.29	5	0.95
5.11. I feel excluded from an informal network in my department/unit.	3	5	1	0	1	2	10	2.25	2	1.28
5.12. I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	2	3	4	0	0	3	9	2.43	3	0.79

Part 3: Additional Items

	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1. The CBA administration raise funds to promote training.	0	2	3	3	2	2	10	3.63	3.5	1.06
2. The CBA promotes change.	0	0	4	5	3	0	12	4.00	4	0.82
3. The committee system within the CBA promotes change.	0	2	5	3	1	1	11	3.33	3	1.00
4. Faculty are receptive to change.	1	3	4	3	0	1	11	2.78	3	0.97
5. Staff are receptive to change.	0	0	6	2	0	3	8	3.17	3	0.41
6. The CBA is connected to the business community.	0	2	1	4	5	0	12	4.00	4.5	1.25
7. The Steering Committee should set the goals for the CBA.	0	1	5	4	1	1	11	3.44	3	0.88
8. The system of chair's setting goals for the departments is effective.	0	0	6	3	3	0	12	3.80	3.5	0.92
9. Faculty go out of their way to help others.	0	2	4	3	3	0	12	3.80	4	1.03
10. There exists a collegial relationship among faculty.	0	1	1	7	3	0	12	4.00	4	0.94
11. There exists a collegial relationship among staff.	0	0	2	4	6	0	12	4.30	4.5	0.82
12. There exists a collegial relationship between faculty and staff.	0	0	2	5	5	0	12	4.20	4	0.79
13. The college has top-quality teachers.	0	0	2	6	4	0	12	4.10	4	0.74
14. The college has top-quality researchers.	0	0	4	4	1	3	9	3.86	4	0.69
15. The college has top-quality undergraduate programs.	0	0	6	2	4	0	12	3.80	3.5	0.92

	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
16. The college has top-quality undergraduate students.	0	1	4	5	2	0	12	3.70	4	0.67
17. The college has top-quality graduate programs.	0	1	3	2	3	3	9	3.57	3	1.13
18. The college has top-quality graduate students.	0	1	2	4	2	3	9	3.57	4	0.98
Additional Satisfaction Items	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1. How satisfied are you with your individual contribution to the college?	0	0	1	6	6	0	13	4.36	4	0.67
2. How satisfied are you with your colleagues' contribution to the college?	0	1	5	3	3	1	12	3.60	3.5	0.97

Part 1: Organizational Climate

	1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree or Disagree	4=Somewhat Agree	5=Strongly Agree	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1. The CBA administration (includes the Dean, Associate Dean, Department Chairs, and Directors) trust people to make work-related decisions without getting permission first.	7	13	9	12	3	2	44	2.80	3	1.21
2. People at the top tightly control the work of those below them.	1	9	9	16	10	2	45	3.56	4	1.12
3. The CBA administration (includes the Dean, Associate Dean, Department Chairs, and Directors) keeps too tight a reign on the way things are done around here.	2	9	8	16	10	2	45	3.51	4	1.18
4. There is very little conflict between departments here.	6	20	8	9	4	0	47	2.68	2	1.18
5. People in different departments are prepared to share information.	4	8	12	19	4	0	47	3.23	3	1.11
6. Collaboration between departments is very effective.	7	13	14	11	2	0	47	2.74	3	1.11
7. The administration (includes the Dean, Associate Dean, Department Chairs, and Directors) involves people when decisions are made that affect them.	3	13	12	13	4	2	45	3.04	3	1.11
8. People don't have any say in decisions which affect their work.	3	16	10	16	2	0	47	2.96	3	1.06
9. Information is widely shared.	7	16	7	13	3	0	46	2.76	3	1.21
10. There are often breakdowns in communication here.	1	5	7	20	13	0	46	3.85	4	1.03
11. Chairs show that they have confidence in those they manage.	1	4	5	22	15	0	47	3.98	4	0.99

Faculty (All)

	1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree or Disagree	4=Somewhat Agree	5=Strongly Agree	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
12. Chairs can be relied upon to give good guidance to people.	1	10	5	19	12	0	47	3.66	4	1.15
13. Chairs here are really good at understanding people's problems.	4	6	11	15	11	0	47	3.49	4	1.23
14. People receive enough training when it comes to using new equipment.	2	11	10	16	1	7	40	3.08	3	1.00
15. The college only gives people the minimum amount of training they need to do their job.	1	10	11	15	3	7	40	3.23	3	1.00
16. People are strongly encouraged to develop their skills.	3	15	14	9	5	1	46	2.96	3	1.11
17. This college pays little attention to the interests of faculty.	3	10	9	17	8	0	47	3.36	4	1.19
18. This college cares about its faculty.	6	14	10	13	4	0	47	2.89	3	1.20
19. This college tries to be fair in its actions towards faculty.	8	11	9	17	2	0	47	2.87	3	1.21
20. It is considered extremely important here to follow the rules.	2	2	11	13	16	3	44	3.89	4	1.10
21. People can ignore formal procedures and rules if it helps get the job done.	13	17	6	7	2	2	45	2.29	2	1.18
22. Nobody gets too upset if people break the rules around here.	15	15	9	4	3	1	46	2.24	2	1.20
23. The CBA administration (includes the Dean, Associate Dean, Department Chairs, and Directors) likes to keep to established, traditional ways of doing things.	7	16	9	9	3	2	44	2.66	2	1.18
24. The way this college does things has never changed very much.	7	11	11	16	0	1	45	2.80	3	1.10

Faculty (All)

	1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree or Disagree	4=Somewhat Agree	5=Strongly Agree	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
25. Changes in the way things are done here happen very slowly.	3	6	5	23	9	1	46	3.63	4	1.14
26. New ideas are readily accepted here.	6	17	10	11	2	1	46	2.70	3	1.11
27. This college is quick to respond when changes need to be made.	10	20	6	9	1	1	46	2.37	2	1.10
28. People in this college are always searching for new ways of looking at problems.	6	21	12	8	0	0	47	2.47	2	0.93
29. Community needs are not considered top priority here.	6	12	13	11	4	1	46	2.89	3	1.18
30. This college is slow to respond to the needs of the community.	4	7	13	19	3	1	46	3.22	3	1.07
31. This college is continually looking for new opportunities in the market place.	4	8	8	18	9	0	47	3.43	4	1.23
32. The methods used by this college to get the job done are often discussed.	8	17	12	7	2	1	46	2.52	2	1.09
33. In this college, objectives are modified in light of changing circumstances.	1	13	14	17	1	1	46	3.09	3	0.91
34. In this college, time is taken to review organizational objectives.	2	15	9	17	4	0	47	3.13	3	1.10
35. The faculty have a good understanding of what the college is trying to do.	7	19	10	8	3	0	47	2.60	2	1.14
36. The future direction of the college is clearly communicated to faculty.	11	17	8	7	4	0	47	2.49	2	1.25
37. Faculty are well aware of the long-term plans and direction of this college.	12	17	7	8	3	0	47	2.43	2	1.23
38. Time and money could be saved if work were better organized.	2	3	16	15	9	2	45	3.58	4	1.03

Faculty (All)

	1=Strongly Disagree	2=Somewhat Disagree	3=Neither Agree or Disagree	4=Somewhat Agree	5=Strongly Agree	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
39. Poor scheduling and planning often result in targets not being met.	1	10	14	19	1	2	45	3.20	3	0.89
39. Poor scheduling and planning often result in targets not being met.	4	6	14	16	3	4	43	3.19	3	1.07
40. Productivity could be improved if jobs were organized and planned better.	3	16	6	17	5	0	47	3.11	3	1.18
41. The faculty always want to perform to the best of their ability.	6	15	8	14	4	0	47	2.89	3	1.22
42. Faculty are enthusiastic about their work.	9	15	10	9	4	0	47	2.66	2	1.24
43. The faculty get by with doing as little as possible.	5	21	7	12	2	0	47	2.68	2	1.11
44. The faculty usually receive feedback on the quality of work they have done.	4	21	12	7	3	0	47	2.66	2	1.05
45. The faculty don't have any idea how well they are doing their job.	1	11	8	18	9	0	47	3.49	4	1.12
47. In general, faculty workloads are not particularly demanding.	24	14	4	5	0	0	47	1.79	1	1.00
48. Faculty here are under pressure to meet targets.	1	9	5	18	13	1	46	3.72	4	1.15
49. The pace of work here is pretty relaxed.	15	18	8	4	0	1	45	2.02	2	0.94
50. This college is always looking to achieve the highest standards of quality.	13	12	6	13	3	0	47	2.60	2	1.33
51. Quality is taken very seriously here.	10	13	11	10	3	0	47	2.64	3	1.22
52. This college does not have much of a reputation for top-quality products.	2	10	14	16	5	0	47	3.26	3	1.05

Part 2: Faculty Climate Survey by Case Western Reserve University (modified for SDSU)

Overall Satisfaction	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1.1. Overall, how satisfied are you being a faculty member at San Diego State University?	3	13	5	23	3	0	47	3.21	4	1.12
1.2. How satisfied are you with the resources SDSU provides to support your research and scholarship?	13	12	10	9	2	1	46	2.46	2	1.22
1.3. How satisfied are you with the resources SDSU provides to support your teaching?	9	10	10	15	3	0	47	2.85	3	1.25

Level of Satisfaction with	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1.4. Salary	19	17	4	7	0	0	47	1.98	2	1.05
1.5. Start-up funds	7	16	8	4	1	11	36	2.33	2	1.01
1.6. Availability of nearby parking	1	2	6	8	27	3	44	4.32	5	1.03
1.7. Office space	1	4	7	16	18	1	46	4.00	4	1.05
1.8. Lab or research space	6	7	4	4	2	24	23	2.52	2	1.31
1.9. Classroom space	8	17	12	7	3	0	47	2.57	2	1.14
1.10. Library resources	1	2	9	22	13	0	47	3.94	4	0.92
1.11. Computer resources	3	8	12	14	10	0	47	3.43	4	1.19
1.12. Clerical and administrative staff	2	6	8	19	12	0	47	3.70	4	1.12
1.13. Technical and research staff	3	5	10	12	2	14	32	3.16	3	1.08
1.14. Computing support staff	3	9	10	19	5	1	46	3.30	4	1.11
1.15. Support for securing grants	3	13	14	9	0	8	39	2.74	3	0.91
1.16. Other resources to support research	7	17	11	7	1	4	43	2.49	2	1.03
1.17. Teaching responsibilities	4	18	10	10	5	0	47	2.87	3	1.17
1.18. Access to teaching assistants	4	13	12	11	5	1	45	3.00	3	1.17
1.19. Quality of graduate students	1	20	9	14	1	2	45	2.87	3	0.97
1.20. Time available for scholarly work	22	16	5	2	1	1	46	1.78	2	0.96
1.21. Committee and administrative responsibilities	7	17	14	7	1	1	46	2.52	2	1.01

Satisfaction with Department Chair	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
My Department Chair...										
2.1. Maintains high academic standards	2	5	4	17	16	3	44	3.91	4	1.16
2.2. Is an effective administrator	1	3	6	19	16	2	45	4.02	4	0.99
2.3. Articulates clear criteria for tenure/promotion/evaluation	2	6	6	15	9	9	38	3.61	4	1.17
2.4. Shows commitment to diversity	0	2	8	11	18	8	39	4.15	4	0.93
2.5. Is open to constructive criticism	2	3	8	20	12	2	45	3.82	4	1.05
2.6. Treats faculty in an even-handed way	2	4	5	15	19	2	45	4.00	4	1.15
2.7. Honors agreements	0	2	3	15	25	2	45	4.40	5	0.81
2.8. Handles disputes/problems effectively	1	5	8	12	18	3	44	3.93	4	1.13
2.9. Communicates consistently with faculty	2	4	4	18	17	2	45	3.98	4	1.12
2.10. Gives me useful feedback about my performance	2	4	12	13	11	5	42	3.64	4	1.12
2.11. Involves me in relevant decision-making processes	0	3	8	14	18	4	43	4.09	4	0.95
2.12. Articulates clear criteria for allocation of resources	2	6	5	20	12	2	45	3.76	4	1.13

Satisfaction with Dean	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
My Dean...										
3.1. Maintains high academic standards	6	13	17	6	4	1	46	2.76	3	1.12
3.2. Is an effective administrator	10	9	8	15	5	0	47	2.91	3	1.35
3.3. Articulates clear criteria for tenure/promotion/evaluation	5	5	15	4	2	16	31	2.77	3	1.09
3.4. Shows commitment to diversity	1	5	15	11	3	11	35	3.29	3	0.93
3.5. Is open to constructive criticism	14	8	11	9	3	2	45	2.53	3	1.31
3.6. Treats faculty in an even-handed way	10	8	9	15	4	1	46	2.89	3	1.32
3.7. Honors agreements	6	6	10	16	5	4	43	3.19	3	1.24
3.8. Handles disputes/problems effectively	7	11	13	8	3	5	42	2.74	3	1.17
3.9. Communicates consistently with faculty	8	15	12	5	7	0	47	2.74	3	1.29
3.10. Gives me useful feedback about my performance	7	11	9	4	2	14	33	2.48	2	1.15
3.11. Involves me in relevant decision-making processes	9	12	12	9	2	3	44	2.61	3	1.17
3.12. Articulates clear criteria for allocation of resources	9	13	11	9	4	1	46	2.70	3	1.24

Satisfaction with Associate Dean of Academic Affairs	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
My Associate Dean...										
4.1. Maintains high academic standards	2	11	10	14	10	0	47	3.40	4	1.19
4.2. Is an effective administrator	8	13	9	10	6	1	46	2.85	3	1.32
4.3. Articulates clear criteria for tenure/promotion/evaluation	3	7	13	8	2	14	33	2.97	3	1.05
4.4. Shows commitment to diversity	1	1	15	14	10	6	41	3.76	4	0.94
4.5. Is open to constructive criticism	6	16	8	7	6	4	43	2.79	2	1.28
4.6. Treats faculty in an even-handed way	8	15	10	7	6	0	46	2.74	3	1.29
4.7. Honors agreements	8	7	13	8	6	5	42	2.93	3	1.31
4.8. Handles disputes/problems effectively	9	9	14	8	3	4	43	2.70	3	1.21
4.9. Communicates consistently with faculty	6	16	7	10	8	0	47	2.96	3	1.33
4.10. Gives me useful feedback about my performance	3	11	9	7	1	15	31	2.74	3	1.03
4.11. Involves me in relevant decision-making processes	8	10	13	9	4	3	44	2.80	3	1.23
4.12. Articulates clear criteria for allocation of resources	4	16	13	9	2	3	44	2.75	3	1.04

Atmosphere of Primary Unit	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
Atmosphere Items...										
5.1. My colleagues value my research/scholarship.	2	4	10	23	8	0	47	3.66	4	1.01
5.2. I am satisfied with opportunities to collaborate with faculty in my primary department/school.	3	10	9	11	14	0	47	3.49	4	1.30
5.3. I am satisfied with opportunities to collaborate with faculty in other units at my institution.	3	8	13	16	7	0	47	3.34	3	1.13
5.4. Interdisciplinary research is recognized and rewarded by my department/unit.	0	7	15	19	4	2	45	3.44	4	0.87
5.5. I have a voice in the decision-making that affects the direction of my department/unit.	2	1	3	20	20	1	46	4.20	4	0.98
5.6. My chair/director/dean creates a collegial and supportive environment.	3	8	7	15	13	1	46	3.59	4	1.26
5.7. My chair/director/dean helps me obtain the resources I need.	1	8	11	15	11	1	46	3.59	4	1.11
5.8. I can navigate the unwritten rules concerning how one is to conduct oneself as a faculty member.	2	1	7	23	13	1	46	3.96	4	0.97
5.9. My department/unit is a good fit for me.	2	5	6	22	12	0	47	3.79	4	1.08
5.10. My department/unit is a place where individual faculty may comfortably raise personal and/or family responsibilities when scheduling departmental/unit obligations.	2	4	5	17	18	1	46	3.98	4	1.13
5.11. I feel excluded from an informal network in my department/unit.	13	16	9	3	1	3	42	2.12	2	1.02
5.12. I have to work harder than some of my colleagues to be perceived as a legitimate scholar.	7	11	10	12	1	3	41	2.73	3	1.14

Part 3: Additional Items

	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
1. The CBA administration raise funds to promote training.	2	8	14	16	3	3	43	3.23	3	1.00
2. The CBA promotes change.	3	14	6	15	9	0	47	3.28	4	1.26
3. The committee system within the CBA promotes change.	7	16	11	11	1	0	46	2.63	3	1.08
4. Faculty are receptive to change.	7	18	10	9	3	0	47	2.64	2	1.15
5. Staff are receptive to change.	7	17	17	4	2	0	47	2.51	2	1.00
6. The CBA is connected to the business community.	1	6	7	29	4	0	47	3.62	4	0.90
7. The Steering Committee should set the goals for the CBA.	4	7	9	16	10	1	46	3.46	4	1.24
8. The system of chair's setting goals for the departments is effective.	5	7	14	16	4	1	46	3.15	3	1.13
9. Faculty go out of their way to help others.	2	9	18	14	4	0	47	3.19	3	0.99
10. There exists a collegial relationship among faculty.	4	6	13	17	7	0	47	3.36	4	1.15
11. There exists a collegial relationship among staff.	0	1	14	15	8	9	38	3.79	4	0.81
12. There exists a collegial relationship between faculty and staff.	1	7	12	21	6	0	47	3.51	4	0.98
13. The college has top-quality teachers.	0	9	7	23	8	0	47	3.64	4	0.99
14. The college has top-quality researchers.	3	8	13	21	2	0	47	3.23	3	1.00
15. The college has top-quality undergraduate programs.	3	10	18	14	2	0	47	3.04	3	0.98

	1=Very Dissatisfied	2=Somewhat Dissatisfied	3=Neither Satisfied nor Dissatisfied	4=Somewhat Satisfied	5=Very Satisfied	na=not applicable	Usable Sample Size	Mean	Median	Standard Deviation
16. The college has top-quality undergraduate students.	2	18	15	11	1	0	47	2.81	3	0.92
17. The college has top-quality graduate programs.	2	12	22	10	1	0	47	2.91	3	0.86
18. The college has top-quality graduate students.	2	15	17	12	1	0	47	2.89	3	0.91
Additional Satisfaction Items										
1. How satisfied are you with your individual contribution to the college?	0	0	4	24	19	0	47	4.32	4	0.63
2. How satisfied are you with your colleagues' contribution to the college?	1	11	11	23	1	0	47	3.26	4	0.92