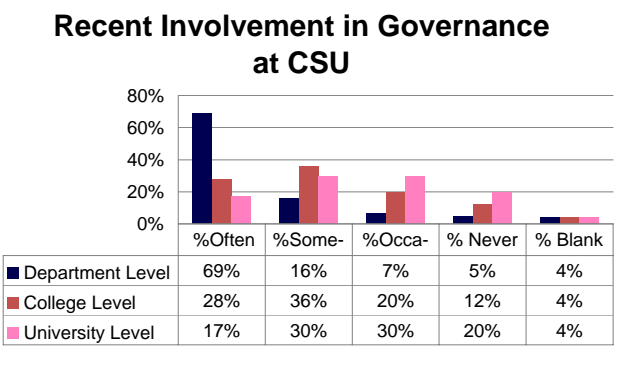
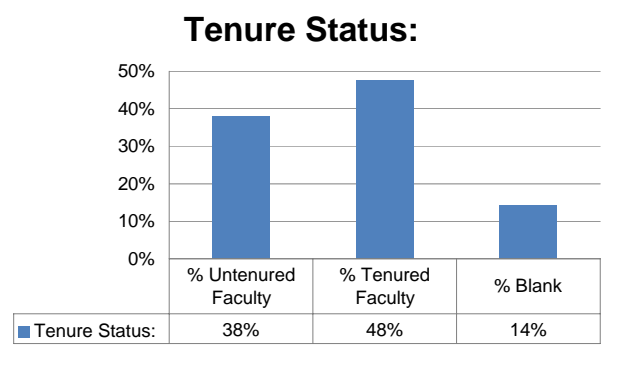
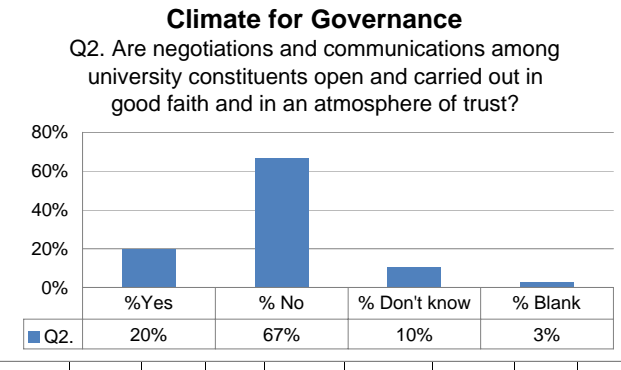
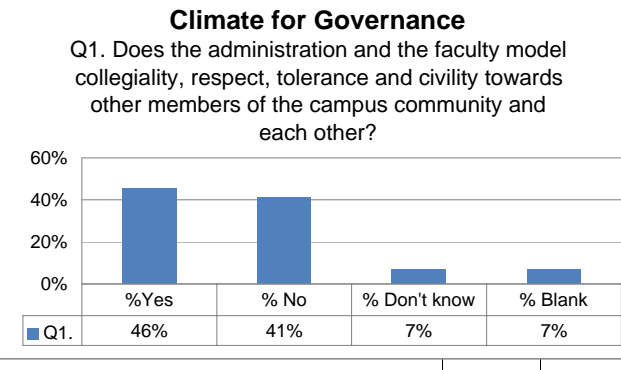


Data Summary												
	% Untenured Faculty	% Tenured Faculty	% Blank									
<b>Tenure Status:</b>	38%	48%	14%	1				40	50	15		
<b>Recent involvement in governance at CSU:</b>	%Often	%Some-Times	%Occasionally	% Never	% Blank			Often	Some-times	occasionally	Never	Blank
Department Level	69%	16%	7%	5%	4%	1	72	17	7	5	4	
College Level	28%	36%	20%	12%	4%	1	29	38	21	13	4	
University Level	17%	30%	30%	20%	4%	1	18	31	31	21	4	



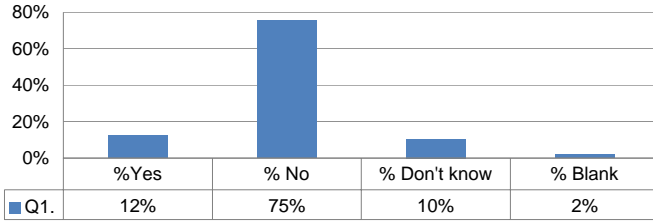
Climate for Governance	%Yes	% No	% Don't know	% Blank			Yes	No	Don't Know	Blank
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	46%	41%	7%	7%	1		48	43	7	7
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	20%	67%	10%	3%	1		21	70	11	3



<b>Institutional Communication</b>	<b>%Yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% Blank</b>			<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	12%	75%	10%	2%	1		13	79	11	2
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	11%	71%	14%	3%	1		12	75	15	3

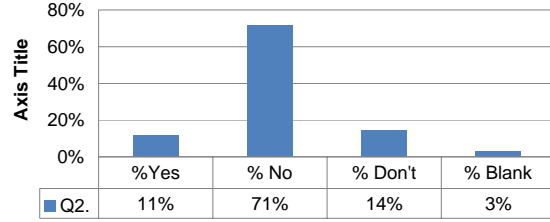
**Institutional Communication**

Q1. Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?



**Institutional Communication**

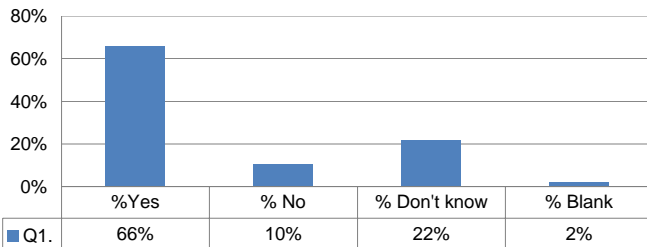
Q2. Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?



<b>The President's Role</b>	<b>%Yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% Blank</b>			<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	66%	10%	22%	2%	1		69	11	23	2
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	31%	14%	52%	2%	1		33	15	55	2
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	12%	59%	27%	2%	1		13	62	28	2

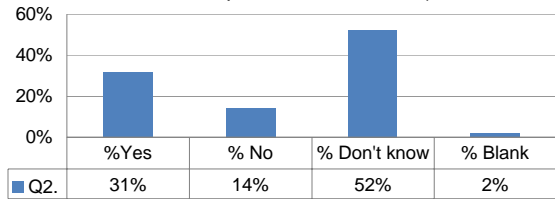
**The President's Role**

Q1. Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?



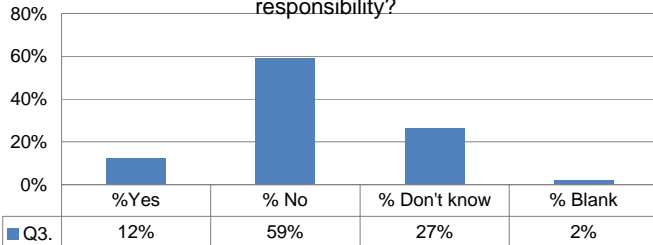
**The President's Role**

Q2. Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?

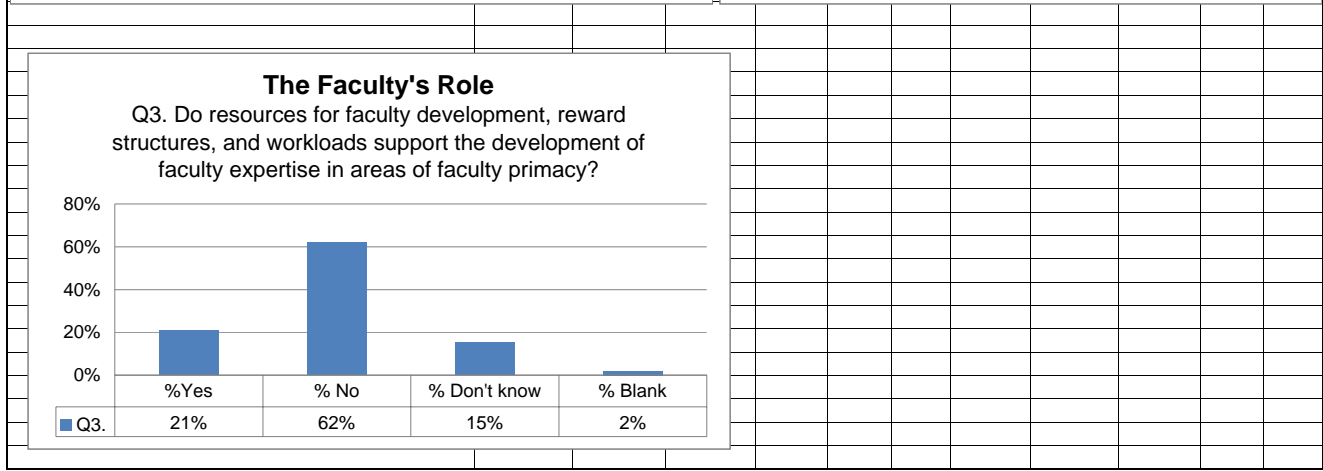
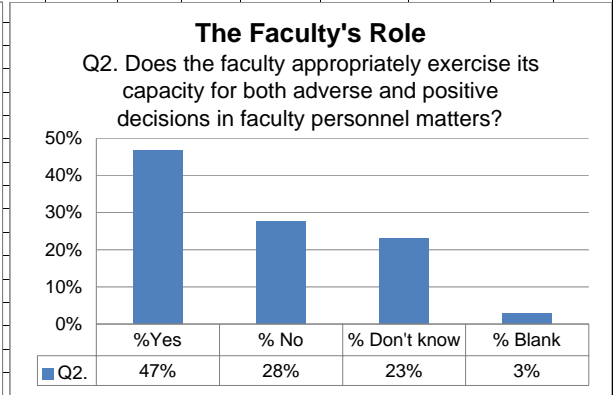
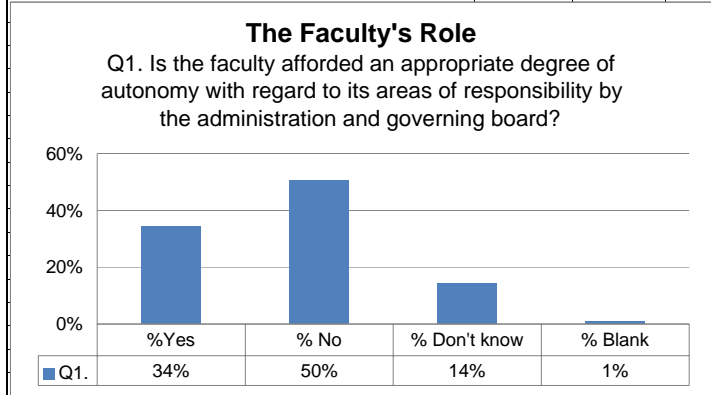


**The President's Role**

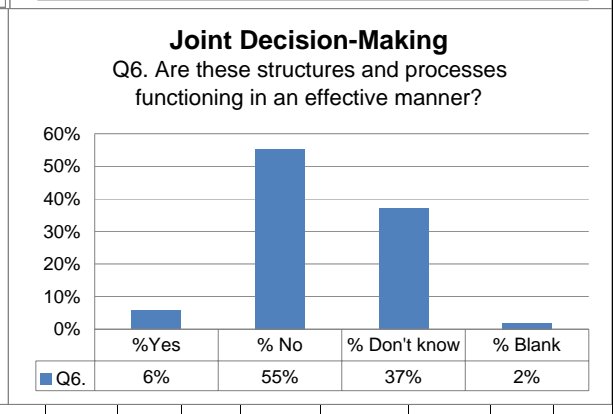
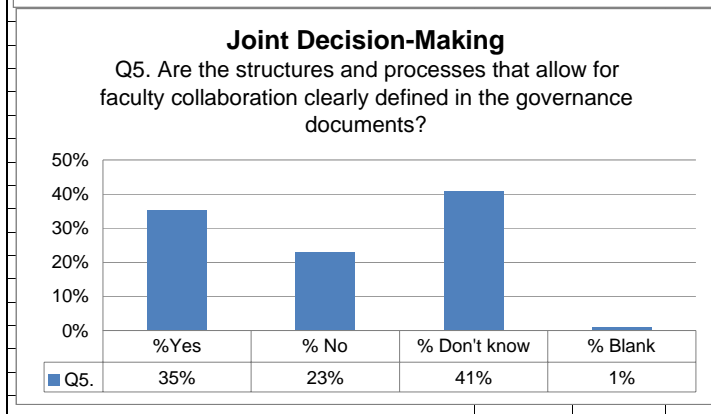
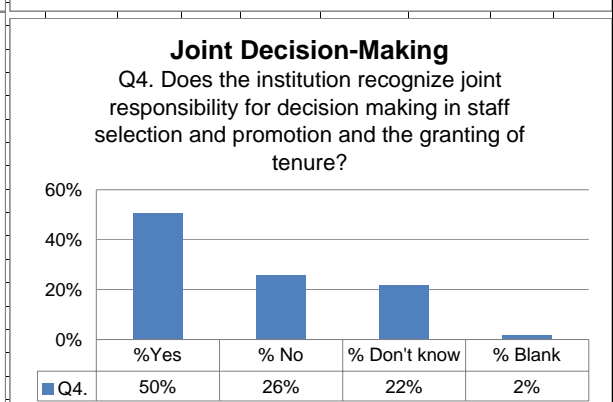
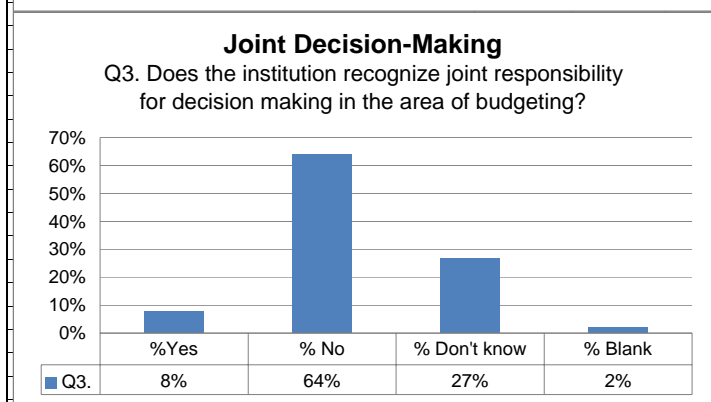
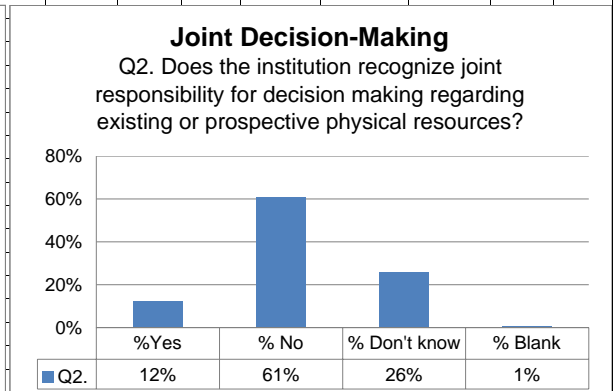
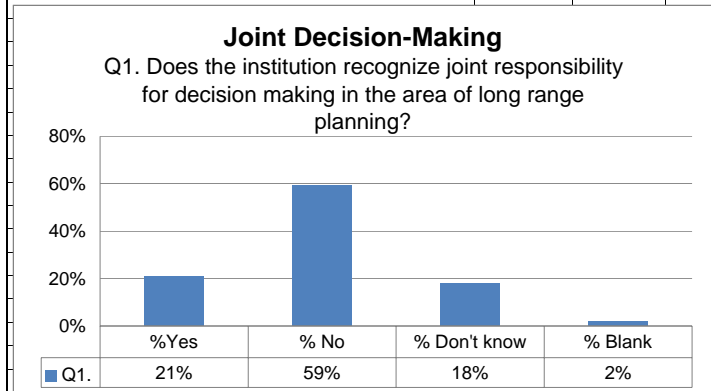
Q3. Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?



The Faculty's Role	%Yes	% No	% Don't know	% Blank			Yes	No	Don't Know	Blank
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	34%	50%	14%	1%	1		36	53	15	1
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	47%	28%	23%	3%	1		49	29	24	3
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	21%	62%	15%	2%	1		22	65	16	2



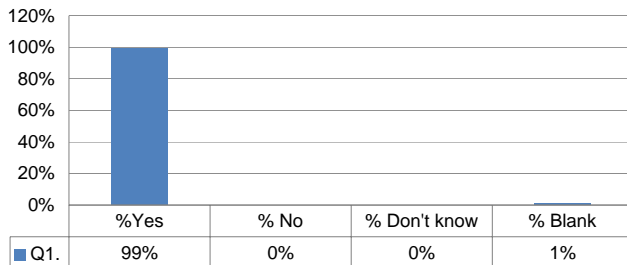
	%Yes	% No	% Don't know	% Blank			Yes	No	Don't Know	Blank
<b>Joint Decision-Making</b>										
Does the institution recognize joint responsibility for decision making in the area of long range planning?	21%	59%	18%	2%	1		22	62	19	2
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	12%	61%	26%	1%	1		13	64	27	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	8%	64%	27%	2%	1		8	67	28	2
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	50%	26%	22%	2%	1		53	27	23	2
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	35%	23%	41%	1%	1		37	24	43	1
Are these structures and processes functioning in an effective manner?	6%	55%	37%	2%	1		6	58	39	2



Assessing Structural Arrangements for Governance						%Yes	% No	% Don't know	% Blank			Yes	No	Don't Know	Blank
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?						99%	0%	0%	1%	1		104	0	0	1
Do faculty determine how their own representatives are selected?						91%	2%	6%	1%	1		96	2	6	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?						29%	26%	38%	8%	1		30	27	40	8
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?						30%	24%	17%	29%	1		32	25	18	30

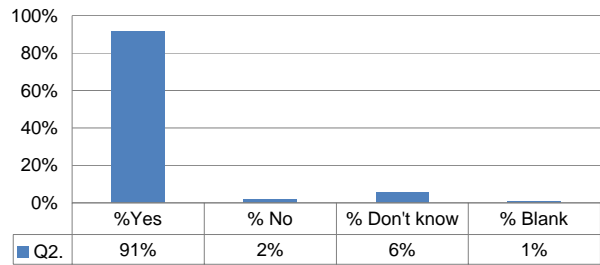
**Assessing Structural Arrangement for Governance**

Q1. Is there a faculty senate or other institution-wide governance body that meets on a regular basis?



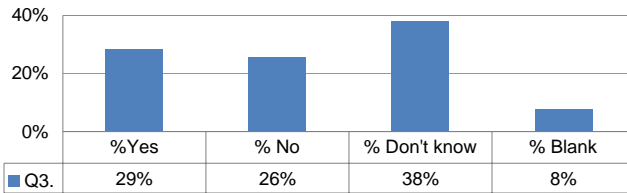
**Assessing Structural Arrangement for Governance**

Q2. Do faculty determine how their own representatives are selected?



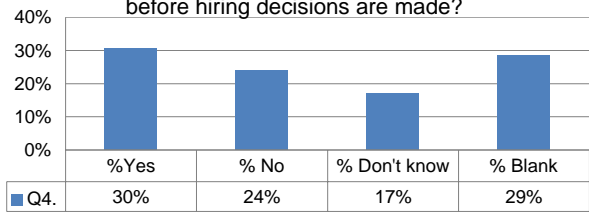
**Assessing Structural Arrangement for Governance**

Q3. For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?



**Assessing Structural Arrangement for Governance**

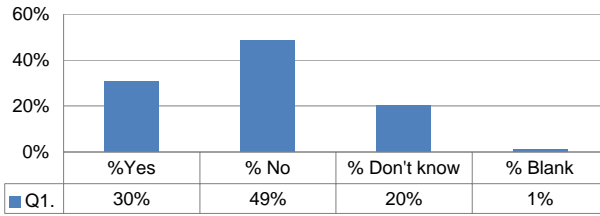
Q4. Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?



Questions Specific to University Level Governance at Columbus State University											
Has the faculty been engaged in offering meaningful input in the following decisions?	%Yes	% No	% Don't know	% Blank				Yes	No	Don't Know	Blank
Development of the CSU 2009-2012 Strategic Plan	30%	49%	20%	1%	1			32	51	21	1
Creation of the Provost position	9%	67%	25%	0%	1			9	70	26	0
Composition of the Provost Search Committee	17%	47%	35%	1%	1			18	49	37	1
Reorganization of the Colleges	2%	83%	15%	0%	1			2	87	16	0
Restructuring of the Library and CINS	1%	84%	15%	0%	1			1	88	16	0
Priorities of additional wireless access areas	9%	49%	43%	0%	1			9	51	45	0
Online evaluation of faculty by students	15%	65%	19%	1%	1			16	68	20	1

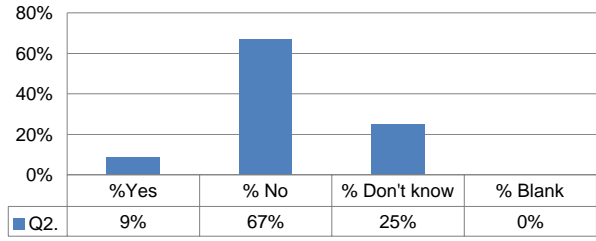
**Has the faculty been engaged in offering meaningful input in the following decision?**

Q1. Development of the CSU 2009-2012 Strategic Plan



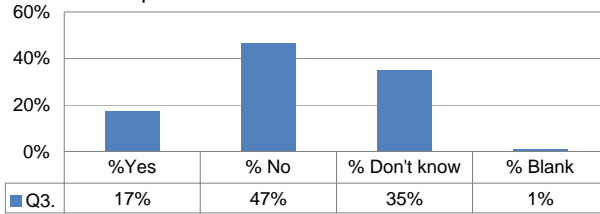
**Has the faculty been engaged in offering meaningful input in the following decision?**

Q2. Creation of the Provost position



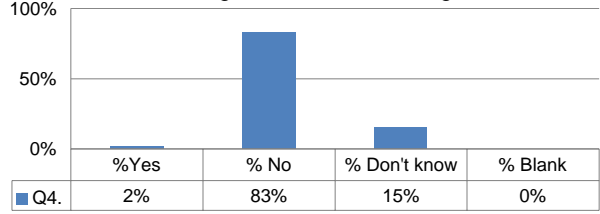
**Has the faculty been engaged in offering meaningful input in the following decision?**

Q3. Composition of the Provost Search Committee



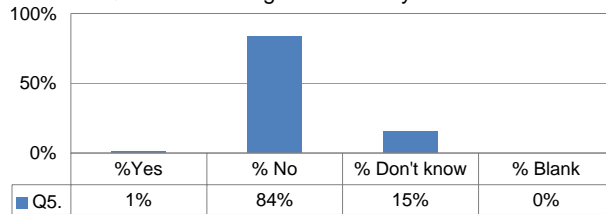
**Has the faculty been engaged in offering meaningful time in the following decision?**

Q4. Reorganization of the Colleges



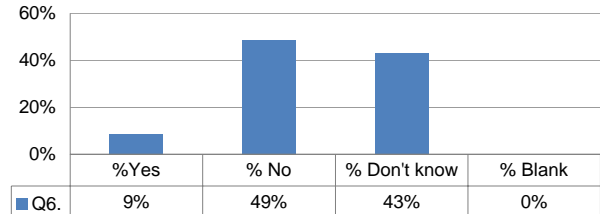
**Has the faculty been engaged in offering meaningful input in the following decision?**

Q5. Restructuring of the Library and CINS



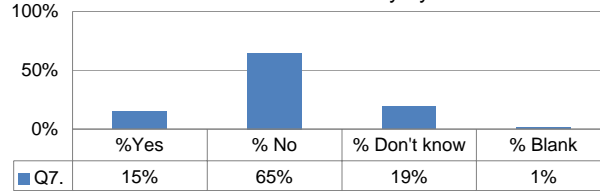
**Has the faculty been engaged in offering meaningful input in the following decision?**

Q6. Priorities of additional wireless access areas



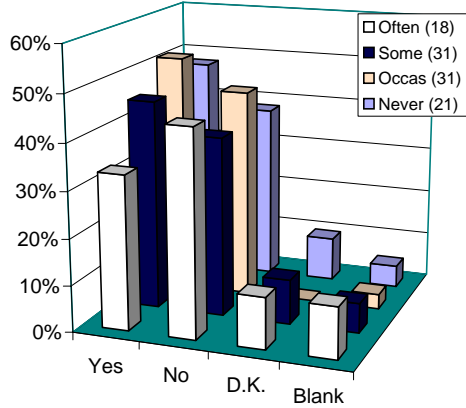
**Has the faculty been engaged in offering meaningful input in the following decision?**

Q7. Online evaluation of faculty by students



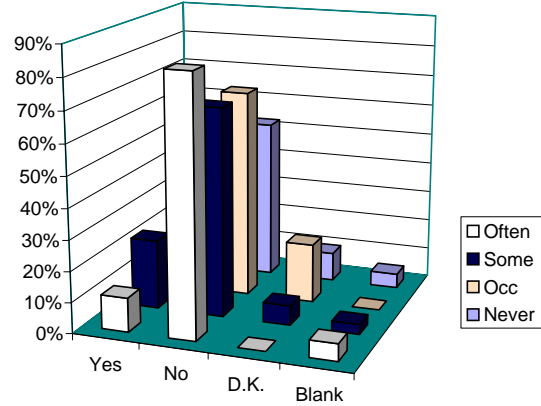
# Climate for Governance

Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?



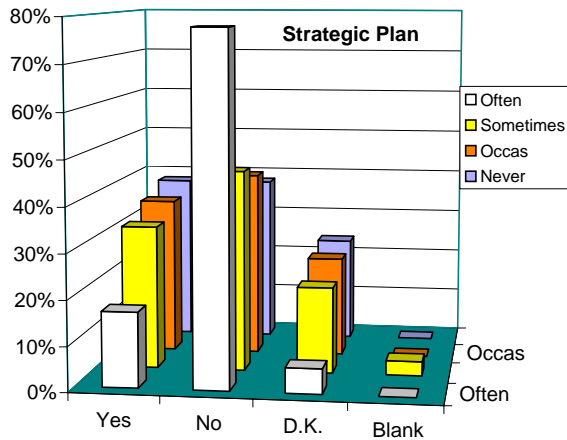
	Yes	No	D.K.	Blank
Often (18)	33%	44%	11%	11%
Some (31)	45%	39%	10%	6%
Occas (31)	52%	45%	0%	3%
Never (21)	48%	38%	10%	5%

Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?



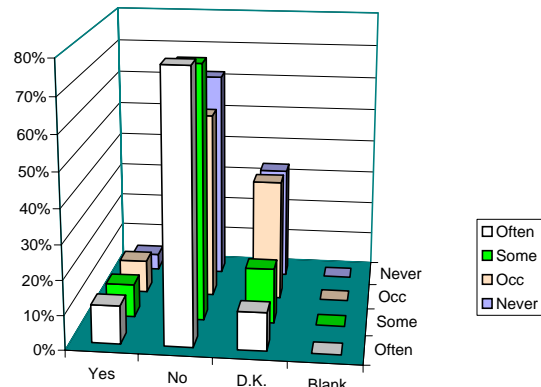
	Yes	No	D.K.	Blank
Often	11%	83%	0%	6%
Some	23%	68%	6%	3%
Occ	13%	68%	19%	0%
Never	33%	52%	10%	5%

Strategic Plan



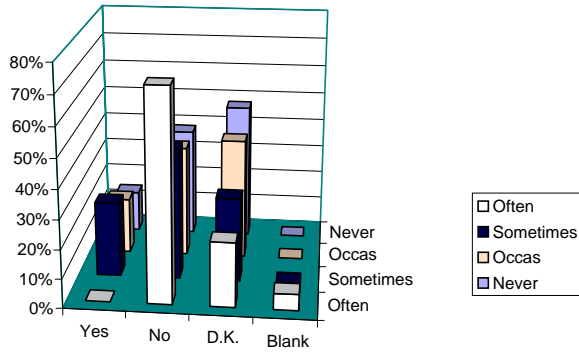
	Yes	No	D.K.	Blank
Often	17%	78%	6%	0%
Sometimes	32%	45%	19%	3%
Occas	35%	42%	23%	0%
Never	38%	38%	24%	0%

Creation of Provost Position



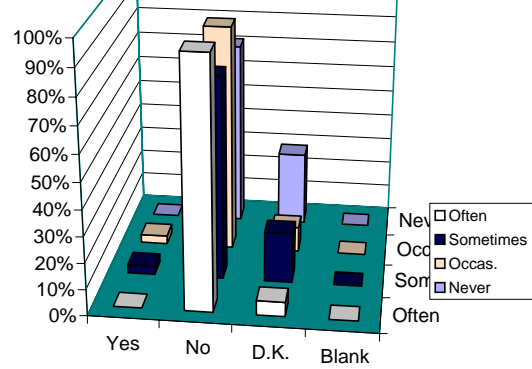
	Yes	No	D.K.	Blank
Often	11%	78%	11%	0%
Some	10%	74%	16%	0%
Occ	10%	55%	35%	0%
Never	5%	62%	33%	0%

### Provost Search Committee



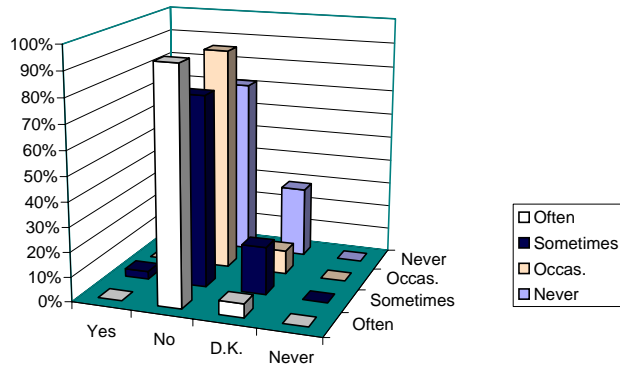
	Yes	No	D.K.	Blank
Often	0%	72%	22%	6%
Sometimes	26%	45%	29%	0%
Occas	19%	39%	42%	0%
Never	14%	38%	48%	0%

### Reorganization of Colleges



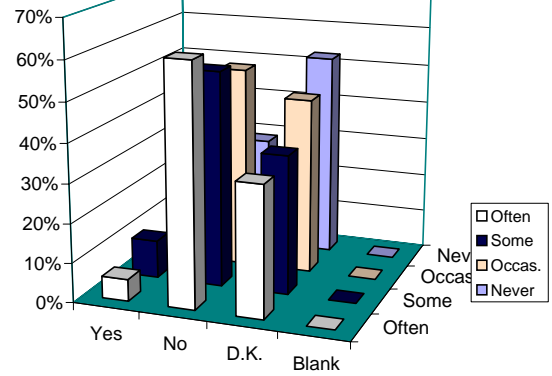
	Yes	No	D.K.	Blank
Often	0%	94%	6%	0%
Sometimes	3%	77%	19%	0%
Occas.	3%	87%	10%	0%
Never	0%	71%	29%	0%

### Reorganization Library and CINS



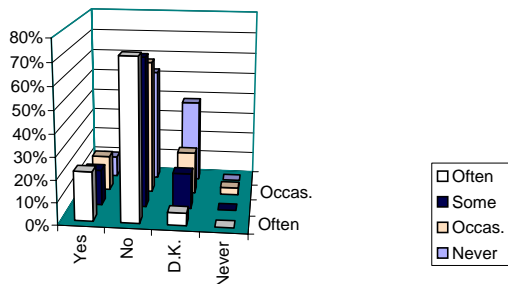
	Yes	No	D.K.	Never
Often	0%	94%	6%	0%
Sometimes	3%	77%	19%	0%
Occas.	0%	90%	10%	0%
Never	0%	71%	29%	0%

### Priority of Wireless Access



	Yes	No	D.K.	Blank
Often	6%	61%	33%	0%
Some	10%	55%	35%	0%
Occas.	3%	52%	45%	0%
Never	19%	29%	52%	0%

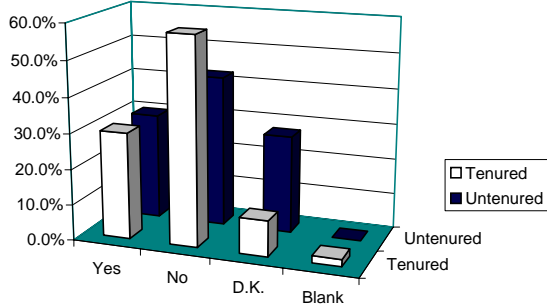
### Online Student Evaluations



	Yes	No	D.K.	Never
Often	22%	72%	6%	0%
Some	16%	68%	16%	0%
Occas.	16%	61%	19%	3%
Never	10%	52%	38%	0%

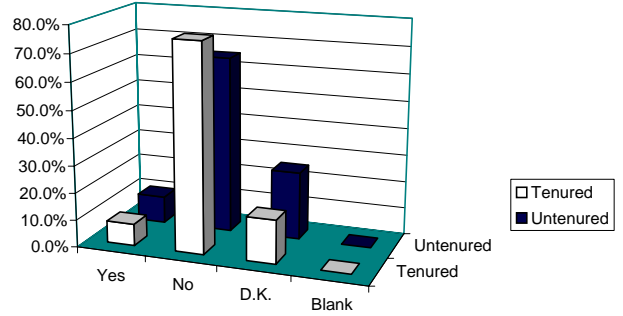


### Strategic Plan



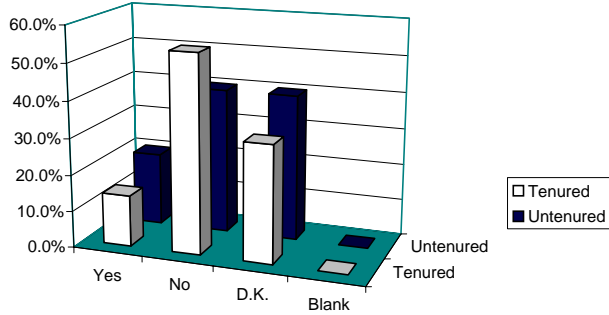
	Yes	No	D.K.	Blank
Tenured	30.0%	58.0%	10.0%	2.0%
Untenured	30.0%	42.5%	27.5%	0.0%

### Creation of Provost



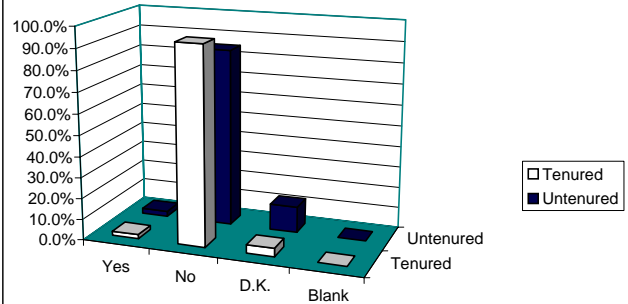
	Yes	No	D.K.	Blank
Tenured	8.0%	76.0%	16.0%	0.0%
Untenured	10.0%	65.0%	25.0%	0.0%

### Provost Search Committee



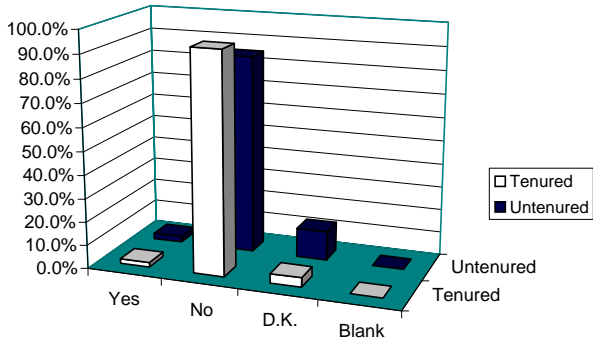
	Yes	No	D.K.	Blank
Tenured	14.0%	54.0%	32.0%	0.0%
Untenured	20.0%	40.0%	40.0%	0.0%

### Reorganization of Colleges



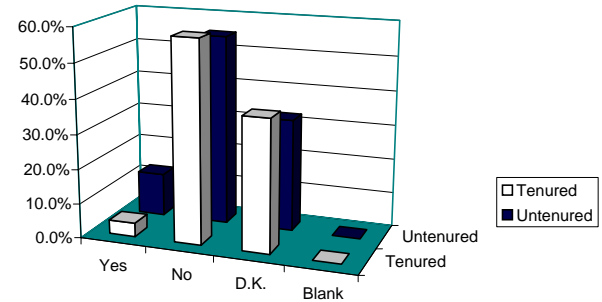
	Yes	No	D.K.	Blank
Tenured	2.0%	94.0%	4.0%	0.0%
Untenured	2.5%	85.0%	12.5%	0.0%

### Restructuring of Library and CINS



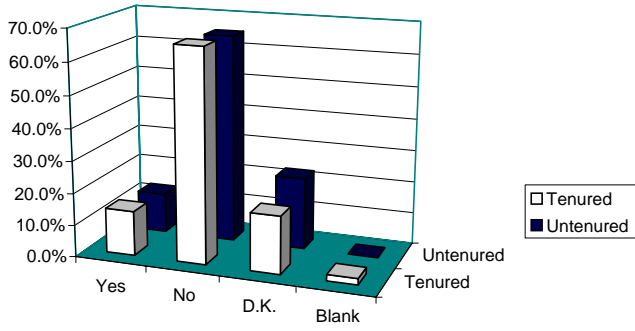
	Yes	No	D.K.	Blank
Tenured	2.0%	94.0%	4.0%	0.0%
Untenured	2.5%	85.0%	12.5%	0.0%

### Wireless Access



	Yes	No	D.K.	Blank
Tenured	4.0%	58.0%	38.0%	0.0%
Untenured	12.5%	55.0%	32.5%	0.0%

### Online Student Evaluations



	Yes	No	D.K.	Blank
□ Tenured	14.0%	66.0%	18.0%	2.0%
■ Untenured	12.5%	65.0%	22.5%	0.0%

<b>Data Summary</b>						
	<b>%Un-tenured Faculty</b>	<b>% Tenured Faculty</b>	<b>% Blank</b>			
<b>Tenure Status:</b>	38%	48%	14%	1		
<b>Recent involvement in governance at CSU:</b>	<b>%often</b>	<b>%Some-Times</b>	<b>%Occa-sionally</b>	<b>% Never</b>	<b>% blank</b>	
Department Level	69%	16%	7%	5%	4%	1
College Level	28%	36%	20%	12%	4%	1
University Level	17%	30%	30%	20%	4%	1
<b>Climate for Governance</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>		
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	46%	41%	7%	7%	1	
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	20%	67%	10%	3%	1	
<b>Institutional Communication</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>		
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	12%	75%	10%	2%	1	
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	11%	71%	14%	3%	1	
<b>The President's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>		
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	66%	10%	22%	2%	1	
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	31%	14%	52%	2%	1	
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	12%	59%	27%	2%	1	
<b>The Faculty's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>		
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	34%	50%	14%	1%	1	
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	47%	28%	23%	3%	1	
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	21%	62%	15%	2%	1	

<b>Data Summary</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	21%	59%	18%	2%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	12%	61%	26%	1%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	8%	64%	27%	2%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	50%	26%	22%	2%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	35%	23%	41%	1%	1
Are these structures and processes functioning in an effective manner?	6%	55%	37%	2%	1
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	99%	0%	0%	1%	1
Do faculty determine how their own representatives are selected?	91%	2%	6%	1%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	29%	26%	38%	8%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	30%	24%	17%	29%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
Development of the CSU 2009-2012 Strategic Plan	30%	49%	20%	1%	1
Creation of the Provost position	9%	67%	25%	0%	1
Composition of the Provost Search Committee	17%	47%	35%	1%	1
Reorganization of the Colleges	2%	83%	15%	0%	1
Restructuring of the Library and CINS	1%	84%	15%	0%	1
Priorities of additional wireless access areas	9%	49%	43%	0%	1
Online evaluation of faculty by students	15%	65%	19%	1%	1

<b>Data Summary</b>						
	<b>Untenured Faculty</b>	<b>Tenured Faculty</b>	<b>Blank</b>			
<b>Tenure Status:</b>	40	50	15			105
<b>Recent involvement in governance at CSU:</b>	<b>Often</b>	<b>Sometimes</b>	<b>occasionally</b>	<b>Never</b>	<b>Blank</b>	
Department Level	72	17	7	5	4	105
College Level	29	38	21	13	4	105
University Level	18	31	31	21	4	105
<b>Climate for Governance</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	48	43	7	7		105
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	21	70	11	3		105
<b>Institutional Communication</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	13	79	11	2		105
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	12	75	15	3		105
<b>The President's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	69	11	23	2		105
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	33	15	55	2		105
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	13	62	28	2		105
<b>The Faculty's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	36	53	15	1		105
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	49	29	24	3		105
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	22	65	16	2		105

<b>Data Summary</b>						
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
<b>Joint Decision-Making</b>						
Does the institution recognize joint responsibility for decision making in the area of long range planning?	22	62	19	2		105
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	13	64	27	1		105
Does the institution recognize joint responsibility for decision making in the area of budgeting?	8	67	28	2		105
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	53	27	23	2		105
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	37	24	43	1		105
Are these structures and processes functioning in an effective manner?	6	58	39	2		105
<b>Assessing Structural Arrangements for Governance</b>						
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	104	0	0	1		105
Do faculty determine how their own representatives are selected?	96	2	6	1		105
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	30	27	40	8		105
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	32	25	18	30		105
<b>Questions Specific to University Level Governance at Columbus State University</b>						
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>						
Development of the CSU 2009-2012 Strategic Plan	32	51	21	1		105
Creation of the Provost position	9	70	26	0		105
Composition of the Provost Search Committee	18	49	37	1		105
Reorganization of the Colleges	2	87	16	0		105
Restructuring of the Library and CINS	1	88	16	0		105
Priorities of additional wireless access areas	9	51	45	0		105
Online evaluation of faculty by students	16	68	20	1		105

<b>Tenured Faculty</b>						
<b>Recent involvement in governance at CSU:</b>	<b>%often</b>	<b>%Some-Times</b>	<b>%Occa-sionally</b>	<b>%Never</b>	<b>%blank</b>	
Department Level	76.0%	14.0%	6.0%	0.0%	4.0%	1
College Level	42.0%	36.0%	18.0%	0.0%	4.0%	1
University Level	26.0%	32.0%	26.0%	12.0%	4.0%	1
<b>Climate for Governance</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>		
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	48.0%	42.0%	6.0%	4.0%	1	
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	16.0%	76.0%	6.0%	2.0%	1	
<b>Institutional Communication</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>		
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	6.0%	86.0%	8.0%	0.0%	1	
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	10.0%	78.0%	10.0%	2.0%	1	
<b>The President's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>		
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	72.0%	12.0%	16.0%	0.0%	1	
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	38.0%	18.0%	44.0%	0.0%	1	
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	8.0%	74.0%	18.0%	0.0%	1	
<b>The Faculty's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>		
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	40.0%	52.0%	8.0%	0.0%	1	
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	56.0%	30.0%	12.0%	2.0%	1	
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	20.0%	64.0%	14.0%	2.0%	1	

<b>Tenured Faculty</b>					
<b>Joint Decision-Making</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the institution recognize joint responsibility for decision making in the area of long range planning?	24.0%	64.0%	12.0%	0.0%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	10.0%	76.0%	14.0%	0.0%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	6.0%	80.0%	12.0%	2.0%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	60.0%	28.0%	10.0%	2.0%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	36.0%	26.0%	38.0%	0.0%	1
Are these structures and processes functioning in an effective manner?	6.0%	68.0%	26.0%	0.0%	1
<b>Assessing Structural Arrangements for Governance</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	100.0%	0.0%	0.0%	0.0%	1
Do faculty determine how their own representatives are selected?	92.0%	2.0%	6.0%	0.0%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	28.0%	32.0%	34.0%	6.0%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	32.0%	30.0%	12.0%	26.0%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Development of the CSU 2009-2012 Strategic Plan	30.0%	58.0%	10.0%	2.0%	1
Creation of the Provost position	8.0%	76.0%	16.0%	0.0%	1
Composition of the Provost Search Committee	14.0%	54.0%	32.0%	0.0%	1
Reorganization of the Colleges	2.0%	94.0%	4.0%	0.0%	1
Restructuring of the Library and CINS	2.0%	94.0%	4.0%	0.0%	1
Priorities of additional wireless access areas	4.0%	58.0%	38.0%	0.0%	1
Online evaluation of faculty by students	14.0%	66.0%	18.0%	2.0%	1



<b>Tenured Faculty</b>						
<b>Recent involvement in governance at CSU:</b>	<b>Often</b>	<b>Some-times</b>	<b>occa-sionally</b>	<b>Never</b>	<b>Blank</b>	
Department Level	38	7	3	0	2	50
College Level	21	18	9	0	2	50
University Level	13	16	13	6	2	50
<b>Climate for Governance</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	24	21	3	2	50	
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	8	38	3	1	50	
<b>Institutional Communication</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	3	43	4	0	50	
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	5	39	5	1	50	
<b>The President's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	36	6	8	0	50	
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	19	9	22	0	50	
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	4	37	9	0	50	
<b>The Faculty's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	20	26	4	0	50	
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	28	15	6	1	50	
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	10	32	7	1	50	

<b>Tenured Faculty</b>						
<b>Joint Decision-Making</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Does the institution recognize joint responsibility for decision making in the area of long range planning?	12	32	6	0	50	
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	5	38	7	0	50	
Does the institution recognize joint responsibility for decision making in the area of budgeting?	3	40	6	1	50	
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	30	14	5	1	50	
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	18	13	19	0	50	
Are these structures and processes functioning in an effective manner?	3	34	13	0	50	
<b>Assessing Structural Arrangements for Governance</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	50	0	0	0	50	
Do faculty determine how their own representatives are selected?	46	1	3	0	50	
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	14	16	17	3	50	
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	16	15	6	13	50	
<b>Questions Specific to University Level Governance at Columbus State University</b>						
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Development of the CSU 2009-2012 Strategic Plan	15	29	5	1	50	
Creation of the Provost position	4	38	8	0	50	
Composition of the Provost Search Committee	7	27	16	0	50	
Reorganization of the Colleges	1	47	2	0	50	
Restructuring of the Library and CINS	1	47	2	0	50	
Priorities of additional wireless access areas	2	29	19	0	50	
Online evaluation of faculty by students	7	33	9	1	50	

<b>Untenured Faculty</b>						
	<b>% often</b>	<b>% Some-Times</b>	<b>% Occa-sion-ally</b>	<b>% Never</b>	<b>% blank</b>	
<b>Recent involvement in governance at CSU:</b>						
Department Level	75.0%	12.5%	2.5%	7.5%	2.5%	1
College Level	27.5%	37.5%	20.0%	12.5%	2.5%	1
University Level	15.0%	22.5%	35.0%	25.0%	2.5%	1
<b>Climate for Governance</b>						
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>		
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	50.0%	40.0%	2.5%	7.5%	1	
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	25.0%	55.0%	15.0%	5.0%	1	
<b>Institutional Communication</b>						
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>		
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	15.0%	77.5%	5.0%	2.5%	1	
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	17.5%	77.5%	2.5%	2.5%	1	
<b>The President's Role</b>						
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>		
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	80.0%	7.5%	12.5%	0.0%	1	
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	27.5%	17.5%	55.0%	0.0%	1	
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	20.0%	57.5%	22.5%	0.0%	1	
<b>The Faculty's Role</b>						
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>		
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	32.5%	57.5%	10.0%	0.0%	1	
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	52.5%	25.0%	20.0%	2.5%	1	
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	25.0%	65.0%	10.0%	0.0%	1	

<b>Untenured Faculty</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	22.5%	60.0%	15.0%	2.5%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	25.0%	57.5%	17.5%	0.0%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	12.5%	62.5%	22.5%	2.5%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	52.5%	25.0%	22.5%	0.0%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	37.5%	20.0%	42.5%	0.0%	1
Are these structures and processes functioning in an effective manner?	7.5%	55.0%	37.5%	0.0%	1
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	100.0%	0.0%	0.0%	0.0%	1
Do faculty determine how their own representatives are selected?	95.0%	2.5%	2.5%	0.0%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	37.5%	17.5%	32.5%	12.5%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	42.5%	17.5%	20.0%	20.0%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Development of the CSU 2009-2012 Strategic Plan	30.0%	42.5%	27.5%	0.0%	1
Creation of the Provost position	10.0%	65.0%	25.0%	0.0%	1
Composition of the Provost Search Committee	20.0%	40.0%	40.0%	0.0%	1
Reorganization of the Colleges	2.5%	85.0%	12.5%	0.0%	1
Restructuring of the Library and CINS	2.5%	85.0%	12.5%	0.0%	1
Priorities of additional wireless access areas	12.5%	55.0%	32.5%	0.0%	1
Online evaluation of faculty by students	12.5%	65.0%	22.5%	0.0%	1

<b>Untenured Faculty</b>						
	<b>Often</b>	<b>Some-times</b>	<b>occa-sion-ally</b>	<b>Never</b>	<b>Blank</b>	
<b>Recent involvement in governance at CSU:</b>						
Department Level	30	5	1	3	1	40
College Level	11	15	8	5	1	40
University Level	6	9	14	10	1	40
<b>Climate for Governance</b>						
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	20	16	1	3	40	
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	10	22	6	2	40	
<b>Institutional Communication</b>						
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	6	31	2	1	40	
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	7	31	1	1	40	
<b>The President's Role</b>						
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	32	3	5	0	40	
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	11	7	22	0	40	
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	8	23	9	0	40	
<b>The Faculty's Role</b>						
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	13	23	4	0	40	
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	21	10	8	1	40	
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	10	26	4	0	40	

<b>Untenured Faculty</b>						
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
<b>Joint Decision-Making</b>						
Does the institution recognize joint responsibility for decision making in the area of long range planning?	9	24	6	1	40	
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	10	23	7	0	40	
Does the institution recognize joint responsibility for decision making in the area of budgeting?	5	25	9	1	40	
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	21	10	9	0	40	
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	15	8	17	0	40	
Are these structures and processes functioning in an effective manner?	3	22	15	0	40	
<b>Assessing Structural Arrangements for Governance</b>						
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	40	0	0	0	40	
Do faculty determine how their own representatives are selected?	38	1	1	0	40	
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	15	7	13	5	40	
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	17	7	8	8	40	
<b>Questions Specific to University Level Governance at Columbus State University</b>						
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>						
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>		
Development of the CSU 2009-2012 Strategic Plan	12	17	11	0	40	
Creation of the Provost position	4	26	10	0	40	
Composition of the Provost Search Committee	8	16	16	0	40	
Reorganization of the Colleges	1	34	5	0	40	
Restructuring of the Library and CINS	1	34	5	0	40	
Priorities of additional wireless access areas	5	22	13	0	40	
Online evaluation of faculty by students	5	26	9	0	40	

<b>Participates often in University Level Governance.</b>					
	<b>% Tenure</b>	<b>% Un-tenured</b>	<b>Blank</b>		
Tenure Statue	72%	17%	11%		1
<b>Climate for Governance</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	33%	44%	11%	11%	1
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	11%	83%	0%	6%	1
<b>Institutional Communication</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	11%	89%	0%	0%	1
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	11%	89%	0%	0%	1
<b>The President's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	72%	6%	22%	0%	1
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	56%	28%	17%	0%	1
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	6%	89%	6%	0%	1
<b>The Faculty's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	33%	61%	6%	0%	1
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	61%	22%	11%	6%	1
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	22%	67%	11%	0%	1

<b>Participates often in University Level Governance.</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	17%	83%	0%	0%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	6%	94%	0%	0%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	6%	89%	6%	0%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	67%	17%	11%	6%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	61%	22%	17%	0%	1
Are these structures and processes functioning in an effective manner?	6%	83%	11%	0%	1
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	100%	0%	0%	0%	1
Do faculty determine how their own representatives are selected?	100%	0%	0%	0%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	33%	39%	22%	6%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	39%	44%	6%	11%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Development of the CSU 2009-2012 Strategic Plan	17%	78%	6%	0%	1
Creation of the Provost position	11%	78%	11%	0%	1
Composition of the Provost Search Committee	0%	72%	22%	6%	1
Reorganization of the Colleges	0%	94%	6%	0%	1
Restructuring of the Library and CINS	0%	94%	6%	0%	1
Priorities of additional wireless access areas	6%	61%	33%	0%	1
Online evaluation of faculty by students	22%	72%	6%	0%	1



<b>Participates often in University Level Governance.</b>					
	<b>Tenured</b>	<b>Un-tenured</b>	<b>Blank</b>		
Tenure Statue	13	3	2		18
<b>Climate for Governance</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	6	8	2	2	18
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	2	15	0	1	18
<b>Institutional Communication</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	2	16	0	0	18
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	2	16	0	0	18
<b>The President's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	13	1	4	0	18
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	10	5	3	0	18
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	1	16	1	0	18
<b>The Faculty's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	6	11	1	0	18
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	11	4	2	1	18
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	4	12	2	0	18

<b>Participates often in University Level Governance.</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	3	15	0	0	18
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	1	17	0	0	18
Does the institution recognize joint responsibility for decision making in the area of budgeting?	1	16	1	0	18
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	12	3	2	1	18
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	11	4	3	0	18
Are these structures and processes functioning in an effective manner?	1	15	2	0	18
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	18	0	0	0	18
Do faculty determine how their own representatives are selected?	18	0	0	0	18
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	6	7	4	1	18
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	7	8	1	2	18
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Development of the CSU 2009-2012 Strategic Plan	3	14	1	0	18
Creation of the Provost position	2	14	2	0	18
Composition of the Provost Search Committee	0	13	4	1	18
Reorganization of the Colleges	0	17	1	0	18
Restructuring of the Library and CINS	0	17	1	0	18
Priorities of additional wireless access areas	1	11	6	0	18
Online evaluation of faculty by students	4	13	1	0	18

<b>Participates sometimes in University Level Governance.</b>					
	<b>% Tenure</b>	<b>% Un-tenured</b>	<b>Blank</b>		
Tenure Statue	52%	26%	23%		1
<b>Climate for Governance</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	45%	39%	10%	6%	1
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	23%	68%	6%	3%	1
<b>Institutional Communication</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	10%	71%	16%	3%	1
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	16%	58%	23%	3%	1
<b>The President's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	58%	13%	26%	3%	1
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	32%	13%	52%	3%	1
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	13%	45%	39%	3%	1
<b>The Faculty's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	35%	52%	10%	3%	1
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	55%	26%	16%	3%	1
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	26%	65%	6%	3%	1

<b>Participates sometimes in University Level Governance.</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	26%	58%	13%	3%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	13%	58%	26%	3%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	10%	65%	23%	3%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	55%	26%	16%	3%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	26%	29%	42%	3%	1
Are these structures and processes functioning in an effective manner?	10%	45%	42%	3%	1
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	97%	0%	0%	3%	1
Do faculty determine how their own representatives are selected?	87%	3%	6%	3%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	35%	23%	35%	6%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	26%	32%	10%	32%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Development of the CSU 2009-2012 Strategic Plan	32%	45%	19%	3%	1
Creation of the Provost position	10%	74%	16%	0%	1
Composition of the Provost Search Committee	26%	45%	29%	0%	1
Reorganization of the Colleges	3%	77%	19%	0%	1
Restructuring of the Library and CINS	3%	77%	19%	0%	1
Priorities of additional wireless access areas	10%	55%	35%	0%	1
Online evaluation of faculty by students	16%	68%	16%	0%	1

<b>Participates sometimes in University Level Governance.</b>					
	<b>Tenured</b>	<b>Un-tenured</b>	<b>Blank</b>		
Tenure Statue	16	8	7		31
<b>Climate for Governance</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	14	12	3	2	31
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	7	21	2	1	31
<b>Institutional Communication</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	3	22	5	1	31
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	5	18	7	1	31
<b>The President's Role</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	18	4	8	1	31
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	10	4	16	1	31
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	4	14	12	1	31
<b>The Faculty's Role</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	11	16	3	1	31
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	17	8	5	1	31
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	8	20	2	1	31

<b>Participates sometimes in University Level Governance.</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	8	18	4	1	31
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	4	18	8	1	31
Does the institution recognize joint responsibility for decision making in the area of budgeting?	3	20	7	1	31
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	17	8	5	1	31
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	8	9	13	1	31
Are these structures and processes functioning in an effective manner?	3	14	13	1	31
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	30	0	0	1	31
Do faculty determine how their own representatives are selected?	27	1	2	1	31
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	11	7	11	2	31
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	8	10	3	10	31
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Development of the CSU 2009-2012 Strategic Plan	10	14	6	1	31
Creation of the Provost position	3	23	5	0	31
Composition of the Provost Search Committee	8	14	9	0	31
Reorganization of the Colleges	1	24	6	0	31
Restructuring of the Library and CINS	1	24	6	0	31
Priorities of additional wireless access areas	3	17	11	0	31
Online evaluation of faculty by students	5	21	5	0	31

<b>Participates Occasionally in University Level Governance.</b>					
	<b>% Tenure</b>	<b>% Un-tenured</b>	<b>Blank</b>		
Tenure Statue	42%	48%	10%		1
<b>Climate for Governance</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	52%	45%	0%	3%	1
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	13%	68%	19%	0%	1
<b>Institutional Communication</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	13%	87%	0%	0%	1
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	6%	84%	6%	3%	1
<b>The President's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	65%	13%	23%	0%	1
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	23%	19%	58%	0%	1
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	13%	65%	23%	0%	1
<b>The Faculty's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	39%	42%	19%	0%	1
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	42%	32%	23%	3%	1
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	23%	61%	13%	3%	1

<b>Participates Occasionally in University Level Governance.</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	16%	61%	19%	3%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	13%	58%	29%	0%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	10%	61%	26%	3%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	42%	32%	26%	0%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	39%	23%	39%	0%	1
Are these structures and processes functioning in an effective manner?	3%	61%	32%	3%	1
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	100%	0%	0%	0%	1
Do faculty determine how their own representatives are selected?	94%	0%	6%	0%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	16%	32%	39%	13%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	39%	13%	16%	32%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Development of the CSU 2009-2012 Strategic Plan	35%	42%	23%	0%	1
Creation of the Provost position	10%	55%	35%	0%	1
Composition of the Provost Search Committee	19%	39%	42%	0%	1
Reorganization of the Colleges	3%	87%	10%	0%	1
Restructuring of the Library and CINS	0%	90%	10%	0%	1
Priorities of additional wireless access areas	3%	52%	45%	0%	1
Online evaluation of faculty by students	16%	61%	19%	3%	1



<b>Participates Occasionally in University Level Governance.</b>					
	<b>Tenured</b>	<b>Un-tenured</b>	<b>Blank</b>		
Tenure Statue	13	15	3		31
<b>Climate for Governance</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	16	14	0	1	31
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	4	21	6	0	31
<b>Institutional Communication</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	4	27	0	0	31
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	2	26	2	1	31
<b>The President's Role</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	20	4	7	0	31
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	7	6	18	0	31
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	4	20	7	0	31
<b>The Faculty's Role</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	12	13	6	0	31
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	13	10	7	1	31
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	7	19	4	1	31

<b>Participates Occasionally in University Level Governance.</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	5	19	6	1	31
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	4	18	9	0	31
Does the institution recognize joint responsibility for decision making in the area of budgeting?	3	19	8	1	31
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	13	10	8	0	31
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	12	7	12	0	31
Are these structures and processes functioning in an effective manner?	1	19	10	1	31
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	31	0	0	0	31
Do faculty determine how their own representatives are selected?	29	0	2	0	31
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	5	10	12	4	31
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	12	4	5	10	31
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Development of the CSU 2009-2012 Strategic Plan	11	13	7	0	31
Creation of the Provost position	3	17	11	0	31
Composition of the Provost Search Committee	6	12	13	0	31
Reorganization of the Colleges	1	27	3	0	31
Restructuring of the Library and CINS	0	28	3	0	31
Priorities of additional wireless access areas	1	16	14	0	31
Online evaluation of faculty by students	5	19	6	1	31

<b>Participates Never in University Level Governance.</b>					
	<b>% Tenure</b>	<b>% Un-tenured</b>	<b>Blank</b>		
Tenure Statue	29%	62%	10%		1
<b>Climate for Governance</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	48%	38%	10%	5%	1
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	33%	52%	10%	5%	1
<b>Institutional Communication</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	14%	57%	24%	5%	1
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	10%	62%	24%	5%	1
<b>The President's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	81%	0%	14%	5%	1
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	19%	0%	76%	5%	1
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	14%	48%	33%	5%	1
<b>The Faculty's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	29%	52%	19%	0%	1
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	33%	29%	38%	0%	1
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	14%	52%	33%	0%	1

<b>Participates Never in University Level Governance.</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	29%	38%	33%	0%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	19%	43%	38%	0%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	5%	48%	48%	0%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	52%	24%	24%	0%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	19%	19%	62%	0%	1
Are these structures and processes functioning in an effective manner?	5%	38%	57%	0%	1
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	100%	0%	0%	0%	1
Do faculty determine how their own representatives are selected?	90%	5%	5%	0%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	24%	10%	62%	5%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	24%	10%	33%	33%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Development of the CSU 2009-2012 Strategic Plan	38%	38%	24%	0%	1
Creation of the Provost position	5%	62%	33%	0%	1
Composition of the Provost Search Committee	14%	38%	48%	0%	1
Reorganization of the Colleges	0%	71%	29%	0%	1
Restructuring of the Library and CINS	0%	71%	29%	0%	1
Priorities of additional wireless access areas	19%	29%	52%	0%	1
Online evaluation of faculty by students	10%	52%	38%	0%	1

<b>Participates Never in University Level Governance.</b>					
	<b>Tenured</b>	<b>Un-tenured</b>	<b>Blank</b>		
Tenure Statue	6	13	2		21
<b>Climate for Governance</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	10	8	2	1	21
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	7	11	2	1	21
<b>Institutional Communication</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	3	12	5	1	21
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	2	13	5	1	21
<b>The President's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	17	0	3	1	21
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	4	0	16	1	21
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	3	10	7	1	21
<b>The Faculty's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	6	11	4	0	21
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	7	6	8	0	21
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	3	11	7	0	21

<b>Participates Never in University Level Governance.</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	6	8	7	0	21
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	4	9	8	0	21
Does the institution recognize joint responsibility for decision making in the area of budgeting?	1	10	10	0	21
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	11	5	5	0	21
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	4	4	13	0	21
Are these structures and processes functioning in an effective manner?	1	8	12	0	21
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	21	0	0	0	21
Do faculty determine how their own representatives are selected?	19	1	1	0	21
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	5	2	13	1	21
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	5	2	7	7	21
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Development of the CSU 2009-2012 Strategic Plan	8	8	5	0	21
Creation of the Provost position	1	13	7	0	21
Composition of the Provost Search Committee	3	8	10	0	21
Reorganization of the Colleges	0	15	6	0	21
Restructuring of the Library and CINS	0	15	6	0	21
Priorities of additional wireless access areas	4	6	11	0	21
Online evaluation of faculty by students	2	11	8	0	21

<b>Participates often in College Level Governance.</b>					
	<b>% Tenure</b>	<b>% Un-tenured</b>	<b>Blank</b>		
Tenure Statue	45%	45%	10%		1
<b>Climate for Governance</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	28%	55%	10%	7%	1
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	17%	76%	7%	0%	1
<b>Institutional Communication</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	14%	79%	7%	0%	1
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	17%	76%	7%	0%	1
<b>The President's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	59%	3%	34%	3%	1
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	41%	14%	41%	3%	1
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	14%	66%	17%	3%	1
<b>The Faculty's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	24%	62%	14%	0%	1
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	48%	21%	28%	3%	1
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	24%	66%	10%	0%	1

<b>Participates often in College Level Governance.</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	24%	62%	14%	0%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	21%	66%	14%	0%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	7%	69%	24%	0%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	52%	28%	21%	0%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	41%	24%	34%	0%	1
Are these structures and processes functioning in an effective manner?	10%	59%	31%	0%	1
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	100%	0%	0%	0%	1
Do faculty determine how their own representatives are selected?	93%	3%	3%	0%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	41%	28%	28%	3%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	38%	17%	24%	21%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Development of the CSU 2009-2012 Strategic Plan	21%	55%	21%	3%	1
Creation of the Provost position	3%	59%	38%	0%	1
Composition of the Provost Search Committee	10%	45%	45%	0%	1
Reorganization of the Colleges	0%	90%	10%	0%	1
Restructuring of the Library and CINS	0%	83%	17%	0%	1
Priorities of additional wireless access areas	7%	48%	45%	0%	1
Online evaluation of faculty by students	3%	76%	21%	0%	1



<b>Participates often in College Level Governance.</b>					
	<b>Tenured</b>	<b>Un-tenured</b>	<b>Blank</b>		
Tenure Statue	13	13	3		29
<b>Climate for Governance</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	8	16	3	2	29
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	5	22	2	0	29
<b>Institutional Communication</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	4	23	2	0	29
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	5	22	2	0	29
<b>The President's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	17	1	10	1	29
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	12	4	12	1	29
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	4	19	5	1	29
<b>The Faculty's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	7	18	4	0	29
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	14	6	8	1	29
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	7	19	3	0	29

<b>Participates often in College Level Governance.</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	7	18	4	0	29
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	6	19	4	0	29
Does the institution recognize joint responsibility for decision making in the area of budgeting?	2	20	7	0	29
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	15	8	6	0	29
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	12	7	10	0	29
Are these structures and processes functioning in an effective manner?	3	17	9	0	29
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	29	0	0	0	29
Do faculty determine how their own representatives are selected?	27	1	1	0	29
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	12	8	8	1	29
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	11	5	7	6	29
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
Development of the CSU 2009-2012 Strategic Plan	6	16	6	1	29
Creation of the Provost position	1	17	11	0	29
Composition of the Provost Search Committee	3	13	13	0	29
Reorganization of the Colleges	0	26	3	0	29
Restructuring of the Library and CINS	0	24	5	0	29
Priorities of additional wireless access areas	2	14	13	0	29
Online evaluation of faculty by students	1	22	6	0	29

<b>Participates Sometimes in College Level Governance.</b>					
	<b>% Tenure</b>	<b>% Un-tenured</b>	<b>Blank</b>		
Tenure Statue	50%	32%	18%		1
<b>Climate for Governance</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	61%	26%	5%	8%	1
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	32%	47%	16%	5%	1
<b>Institutional Communication</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	13%	68%	16%	3%	1
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	13%	66%	18%	3%	1
<b>The President's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	74%	11%	16%	0%	1
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	24%	13%	63%	0%	1
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	16%	45%	39%	0%	1
<b>The Faculty's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	37%	50%	13%	0%	1
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	50%	29%	21%	0%	1
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	24%	63%	13%	0%	1

<b>Participates Sometimes in College Level Governance.</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	18%	63%	16%	3%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	13%	55%	32%	0%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	11%	61%	26%	3%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	53%	21%	24%	3%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	32%	21%	47%	0%	1
Are these structures and processes functioning in an effective manner?	3%	53%	45%	0%	1
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	100%	0%	0%	0%	1
Do faculty determine how their own representatives are selected?	95%	3%	3%	0%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	29%	11%	47%	13%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	39%	24%	11%	26%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Development of the CSU 2009-2012 Strategic Plan	34%	37%	29%	0%	1
Creation of the Provost position	11%	66%	24%	0%	1
Composition of the Provost Search Committee	24%	42%	34%	0%	1
Reorganization of the Colleges	3%	79%	18%	0%	1
Restructuring of the Library and CINS	3%	87%	11%	0%	1
Priorities of additional wireless access areas	13%	55%	32%	0%	1
Online evaluation of faculty by students	18%	55%	26%	0%	1

<b>Participates Sometimes in College Level Governance.</b>					
	<b>Tenured</b>	<b>Un-tenured</b>	<b>Blank</b>		
Tenure Statue	19	12	7		38
<b>Climate for Governance</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	23	10	2	3	38
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	12	18	6	2	38
<b>Institutional Communication</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	5	26	6	1	38
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	5	25	7	1	38
<b>The President's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	28	4	6	0	38
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	9	5	24	0	38
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	6	17	15	0	38
<b>The Faculty's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	14	19	5	0	38
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	19	11	8	0	38
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	9	24	5	0	38

<b>Participates Sometimes in College Level Governance.</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	7	24	6	1	38
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	5	21	12	0	38
Does the institution recognize joint responsibility for decision making in the area of budgeting?	4	23	10	1	38
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	20	8	9	1	38
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	12	8	18	0	38
Are these structures and processes functioning in an effective manner?	1	20	17	0	38
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	38	0	0	0	38
Do faculty determine how their own representatives are selected?	36	1	1	0	38
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	11	4	18	5	38
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	15	9	4	10	38
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Development of the CSU 2009-2012 Strategic Plan	13	14	11	0	38
Creation of the Provost position	4	25	9	0	38
Composition of the Provost Search Committee	9	16	13	0	38
Reorganization of the Colleges	1	30	7	0	38
Restructuring of the Library and CINS	1	33	4	0	38
Priorities of additional wireless access areas	5	21	12	0	38
Online evaluation of faculty by students	7	21	10	0	38

<b>Participates Occasionally in College Level Governance.</b>					
	<b>% Tenure</b>	<b>% Un-tenured</b>	<b>Blank</b>		
Tenure Statue	52%	38%	10%		1
<b>Climate for Governance</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	48%	43%	5%	5%	1
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	5%	90%	5%	0%	1
<b>Institutional Communication</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	0%	95%	5%	0%	1
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	0%	90%	5%	5%	1
<b>The President's Role</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	52%	19%	29%	0%	1
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	38%	19%	43%	0%	1
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	5%	86%	10%	0%	1
<b>The Faculty's Role</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	33%	52%	14%	0%	1
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	33%	48%	14%	5%	1
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	14%	62%	19%	5%	1

<b>Participates Occasionally in College Level Governance.</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	19%	67%	14%	0%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	0%	81%	19%	0%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	5%	81%	14%	0%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	52%	38%	10%	0%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	33%	33%	33%	0%	1
Are these structures and processes functioning in an effective manner?	0%	67%	29%	5%	1
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	100%	0%	0%	0%	1
Do faculty determine how their own representatives are selected?	95%	0%	5%	0%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	14%	52%	29%	5%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	14%	33%	29%	24%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Development of the CSU 2009-2012 Strategic Plan	33%	62%	5%	0%	1
Creation of the Provost position	5%	81%	14%	0%	1
Composition of the Provost Search Committee	10%	57%	33%	0%	1
Reorganization of the Colleges	5%	90%	5%	0%	1
Restructuring of the Library and CINS	0%	90%	10%	0%	1
Priorities of additional wireless access areas	0%	48%	52%	0%	1
Online evaluation of faculty by students	24%	57%	14%	5%	1



<b>Participates Occasionally in College Level Governance.</b>					
	<b>Tenured</b>	<b>Un-tenured</b>	<b>Blank</b>		
Tenure Statue	11	8	2		21
<b>Climate for Governance</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	10	9	1	1	21
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	1	19	1	0	21
<b>Institutional Communication</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	0	20	1	0	21
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	0	19	1	1	21
<b>The President's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	11	4	6	0	21
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	8	4	9	0	21
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	1	18	2	0	21
<b>The Faculty's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	7	11	3	0	21
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	7	10	3	1	21
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	3	13	4	1	21

<b>Participates Occasionally in College Level Governance.</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	4	14	3	0	21
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	0	17	4	0	21
Does the institution recognize joint responsibility for decision making in the area of budgeting?	1	17	3	0	21
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	11	8	2	0	21
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	7	7	7	0	21
Are these structures and processes functioning in an effective manner?	0	14	6	1	21
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	21	0	0	0	21
Do faculty determine how their own representatives are selected?	20	0	1	0	21
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	3	11	6	1	21
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	3	7	6	5	21
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Development of the CSU 2009-2012 Strategic Plan	7	13	1	0	21
Creation of the Provost position	1	17	3	0	21
Composition of the Provost Search Committee	2	12	7	0	21
Reorganization of the Colleges	1	19	1	0	21
Restructuring of the Library and CINS	0	19	2	0	21
Priorities of additional wireless access areas	0	10	11	0	21
Online evaluation of faculty by students	5	12	3	1	21

<b>Participates Never in College Level Governance.</b>					
	<b>% Tenure</b>	<b>% Un-tenured</b>	<b>Blank</b>		
Tenure Statue	46%	46%	8%		1
<b>Climate for Governance</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	31%	62%	8%	0%	1
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	8%	77%	15%	0%	1
<b>Institutional Communication</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	23%	69%	8%	0%	1
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	0%	62%	38%	0%	1
<b>The President's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	77%	15%	8%	0%	1
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	31%	8%	62%	0%	1
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	0%	62%	38%	0%	1
<b>The Faculty's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	38%	38%	23%	0%	1
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	46%	15%	38%	0%	1
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	8%	69%	23%	0%	1

<b>Participates Never in College Level Governance.</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	8%	46%	46%	0%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	0%	54%	46%	0%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	0%	54%	46%	0%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	38%	23%	38%	0%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	38%	15%	46%	0%	1
Are these structures and processes functioning in an effective manner?	8%	54%	38%	0%	1
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	100%	0%	0%	0%	1
Do faculty determine how their own representatives are selected?	85%	0%	15%	0%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	15%	31%	54%	0%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	23%	31%	8%	38%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Development of the CSU 2009-2012 Strategic Plan	23%	62%	15%	0%	1
Creation of the Provost position	8%	69%	23%	0%	1
Composition of the Provost Search Committee	23%	54%	23%	0%	1
Reorganization of the Colleges	0%	77%	23%	0%	1
Restructuring of the Library and CINS	0%	77%	23%	0%	1
Priorities of additional wireless access areas	8%	38%	54%	0%	1
Online evaluation of faculty by students	15%	77%	8%	0%	1

<b>Participates Never in College Level Governance.</b>					
	<b>Tenured</b>	<b>Un-tenured</b>	<b>Blank</b>		
Tenure Statue	6	6	1		13
<b>Climate for Governance</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	4	8	1	0	13
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	1	10	2	0	13
<b>Institutional Communication</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	3	9	1	0	13
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	0	8	5	0	13
<b>The President's Role</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	10	2	1	0	13
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	4	1	8	0	13
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	0	8	5	0	13
<b>The Faculty's Role</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	5	5	3	0	13
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	6	2	5	0	13
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	1	9	3	0	13

<b>Participates Never in College Level Governance.</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	1	6	6	0	13
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	0	7	6	0	13
Does the institution recognize joint responsibility for decision making in the area of budgeting?	0	7	6	0	13
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	5	3	5	0	13
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	5	2	6	0	13
Are these structures and processes functioning in an effective manner?	1	7	5	0	13
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	13	0	0	0	13
Do faculty determine how their own representatives are selected?	11	0	2	0	13
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	2	4	7	0	13
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	3	4	1	5	13
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Development of the CSU 2009-2012 Strategic Plan	3	8	2	0	13
Creation of the Provost position	1	9	3	0	13
Composition of the Provost Search Committee	3	7	3	0	13
Reorganization of the Colleges	0	10	3	0	13
Restructuring of the Library and CINS	0	10	3	0	13
Priorities of additional wireless access areas	1	5	7	0	13
Online evaluation of faculty by students	2	10	1	0	13

<b>Participates Often in Department Level Governance.</b>					
	<b>% Tenure</b>	<b>% Un-tenured</b>	<b>Blank</b>		
Tenure Statue	46%	42%	13%		1
<b>Climate for Governance</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	33%	50%	8%	8%	1
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	14%	72%	11%	3%	1
<b>Institutional Communication</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	13%	82%	4%	1%	1
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	10%	79%	10%	1%	1
<b>The President's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	65%	13%	21%	1%	1
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	38%	11%	50%	1%	1
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	11%	64%	24%	1%	1
<b>The Faculty's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	28%	60%	13%	0%	1
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	50%	22%	26%	1%	1
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	21%	65%	14%	0%	1

<b>Participates Often in Department Level Governance.</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	15%	67%	17%	1%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	11%	67%	22%	0%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	4%	69%	26%	0%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	47%	31%	22%	0%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	0%	0%	0%	0%	0
Are these structures and processes functioning in an effective manner?	6%	63%	31%	1%	1
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	100%	0%	0%	0%	1
Do faculty determine how their own representatives are selected?	93%	3%	4%	0%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	31%	31%	36%	3%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	33%	24%	15%	28%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Development of the CSU 2009-2012 Strategic Plan	19%	58%	21%	1%	1
Creation of the Provost position	7%	69%	24%	0%	1
Composition of the Provost Search Committee	14%	54%	32%	0%	1
Reorganization of the Colleges	0%	89%	11%	0%	1
Restructuring of the Library and CINS	0%	88%	13%	0%	1
Priorities of additional wireless access areas	7%	51%	42%	0%	1
Online evaluation of faculty by students	11%	69%	19%	0%	1



<b>Participates Often in Department Level Governance.</b>					
	<b>Tenured</b>	<b>Un-tenured</b>	<b>Blank</b>		
Tenure Statue	33	30	9		72
<b>Climate for Governance</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	24	36	6	6	72
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	10	52	8	2	72
<b>Institutional Communication</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	9	59	3	1	72
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	7	57	7	1	72
<b>The President's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	47	9	15	1	72
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	27	8	36	1	72
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	8	46	17	1	72
<b>The Faculty's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	20	43	9	0	72
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	36	16	19	1	72
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	15	47	10	0	72

<b>Participates Often in Department Level Governance.</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	11	48	12	1	72
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	8	48	16	0	72
Does the institution recognize joint responsibility for decision making in the area of budgeting?	3	50	19	0	72
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	34	22	16	0	72
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	30	16	26	0	72
Are these structures and processes functioning in an effective manner?	4	45	22	1	72
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	72	0	0	0	72
Do faculty determine how their own representatives are selected?	67	2	3	0	72
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	22	22	26	2	72
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	24	17	11	20	72
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Development of the CSU 2009-2012 Strategic Plan	14	42	15	1	72
Creation of the Provost position	5	50	17	0	72
Composition of the Provost Search Committee	10	39	23	0	72
Reorganization of the Colleges	0	64	8	0	72
Restructuring of the Library and CINS	0	63	9	0	72
Priorities of additional wireless access areas	5	37	30	0	72
Online evaluation of faculty by students	8	50	14	0	72

<b>Participates Sometimes in Department Level Governance.</b>					
	<b>% Tenure</b>	<b>% Un-tenured</b>	<b>Blank</b>		
Tenure Statue	59%	18%	24%		1
<b>Climate for Governance</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	82%	12%	6%	0%	1
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	47%	41%	12%	0%	1
<b>Institutional Communication</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	18%	47%	35%	0%	1
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	18%	41%	41%	0%	1
<b>The President's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	71%	6%	24%	0%	1
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	12%	18%	71%	0%	1
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	18%	29%	53%	0%	1
<b>The Faculty's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	47%	35%	18%	0%	1
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	47%	29%	24%	0%	1
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	24%	59%	18%	0%	1

<b>Participates Sometimes in Department Level Governance.</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	29%	47%	24%	0%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	18%	41%	41%	0%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	18%	47%	29%	6%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	65%	6%	24%	6%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	29%	18%	53%	0%	1
Are these structures and processes functioning in an effective manner?	6%	35%	59%	0%	1
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	100%	0%	0%	0%	1
Do faculty determine how their own representatives are selected?	94%	0%	6%	0%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	24%	0%	53%	24%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	41%	24%	6%	29%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Development of the CSU 2009-2012 Strategic Plan	53%	24%	24%	0%	1
Creation of the Provost position	6%	59%	35%	0%	1
Composition of the Provost Search Committee	29%	35%	35%	0%	1
Reorganization of the Colleges	6%	65%	29%	0%	1
Restructuring of the Library and CINS	6%	76%	18%	0%	1
Priorities of additional wireless access areas	18%	53%	29%	0%	1
Online evaluation of faculty by students	24%	53%	24%	0%	1

<b>Participates Sometimes in Department Level Governance.</b>					
	<b>Tenured</b>	<b>Un-tenured</b>	<b>Blank</b>		
Tenure Statue	10	3	4		17
<b>Climate for Governance</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	14	2	1	0	17
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	8	7	2	0	17
<b>Institutional Communication</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	3	8	6	0	17
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	3	7	7	0	17
<b>The President's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	12	1	4	0	17
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	2	3	12	0	17
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	3	5	9	0	17
<b>The Faculty's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	8	6	3	0	17
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	8	5	4	0	17
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	4	10	3	0	17

<b>Participates Sometimes in Department Level Governance.</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	5	8	4	0	17
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	3	7	7	0	17
Does the institution recognize joint responsibility for decision making in the area of budgeting?	3	8	5	1	17
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	11	1	4	1	17
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	5	3	9	0	17
Are these structures and processes functioning in an effective manner?	1	6	10	0	17
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	17	0	0	0	17
Do faculty determine how their own representatives are selected?	16	0	1	0	17
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	4	0	9	4	17
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	7	4	1	5	17
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Development of the CSU 2009-2012 Strategic Plan	9	4	4	0	17
Creation of the Provost position	1	10	6	0	17
Composition of the Provost Search Committee	5	6	6	0	17
Reorganization of the Colleges	1	11	5	0	17
Restructuring of the Library and CINS	1	13	3	0	17
Priorities of additional wireless access areas	3	9	5	0	17
Online evaluation of faculty by students	4	9	4	0	17

<b>Participates Occassionally in Department Level Governance.</b>					
	<b>% Tenure</b>	<b>% Un-tenured</b>	<b>Blank</b>		
Tenure Statue	43%	57%	0%		1
<b>Climate for Governance</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	71%	29%	0%	0%	1
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	14%	86%	0%	0%	1
<b>Institutional Communication</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	0%	86%	14%	0%	1
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	0%	86%	14%	0%	1
<b>The President's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	86%	0%	14%	0%	1
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	29%	14%	57%	0%	1
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	0%	86%	14%	0%	1
<b>The Faculty's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	43%	43%	14%	0%	1
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	14%	71%	14%	0%	1
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	0%	71%	29%	0%	1

<b>Participates Occassionally in Department Level Governance.</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	14%	57%	29%	0%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	0%	71%	29%	0%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	0%	86%	14%	0%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	43%	43%	14%	0%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	0%	43%	57%	0%	1
Are these structures and processes functioning in an effective manner?	0%	57%	43%	0%	1
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	100%	0%	0%	0%	1
Do faculty determine how their own representatives are selected?	86%	0%	14%	0%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	29%	29%	43%	0%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	14%	29%	43%	14%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Development of the CSU 2009-2012 Strategic Plan	57%	29%	14%	0%	1
Creation of the Provost position	14%	71%	14%	0%	1
Composition of the Provost Search Committee	29%	14%	57%	0%	1
Reorganization of the Colleges	0%	86%	14%	0%	1
Restructuring of the Library and CINS	0%	86%	14%	0%	1
Priorities of additional wireless access areas	0%	29%	71%	0%	1
Online evaluation of faculty by students	29%	57%	14%	0%	1



<b>Participates Occassionally in Department Level Governance.</b>					
	<b>Tenured</b>	<b>Un-tenured</b>	<b>Blank</b>		
Tenure Statue	3	4	0		7
<b>Climate for Governance</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	5	2	0	0	7
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	1	6	0	0	7
<b>Institutional Communication</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	0	6	1	0	7
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	0	6	1	0	7
<b>The President's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	6	0	1	0	7
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	2	1	4	0	7
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	0	6	1	0	7
<b>The Faculty's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	3	3	1	0	7
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	1	5	1	0	7
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	0	5	2	0	7

<b>Participates Occassionally in Department Level Governance.</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	1	4	2	0	7
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	0	5	2	0	7
Does the institution recognize joint responsibility for decision making in the area of budgeting?	0	6	1	0	7
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	3	3	1	0	7
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	0	3	4	0	7
Are these structures and processes functioning in an effective manner?	0	4	3	0	7
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	7	0	0	0	7
Do faculty determine how their own representatives are selected?	6	0	1	0	7
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	2	2	3	0	7
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	1	2	3	1	7
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Development of the CSU 2009-2012 Strategic Plan	4	2	1	0	7
Creation of the Provost position	1	5	1	0	7
Composition of the Provost Search Committee	2	1	4	0	7
Reorganization of the Colleges	0	6	1	0	7
Restructuring of the Library and CINS	0	6	1	0	7
Priorities of additional wireless access areas	0	2	5	0	7
Online evaluation of faculty by students	2	4	1	0	7

<b>Participates Never in Department Level Governance.</b>					
	<b>% Tenure</b>	<b>% Un-tenured</b>	<b>Blank</b>		
Tenure Statue	60%	40%	0%		1
<b>Climate for Governance</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	40%	60%	0%	0%	1
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	0%	80%	20%	0%	1
<b>Institutional Communication</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	0%	100%	0%	0%	1
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	0%	80%	0%	20%	1
<b>The President's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	20%	20%	60%	0%	1
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	40%	40%	20%	0%	1
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	0%	100%	0%	0%	1
<b>The Faculty's Role</b>	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	40%	20%	40%	0%	1
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	20%	60%	0%	20%	1
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	20%	60%	0%	20%	1

<b>Participates Never in Department Level Governance.</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	40%	40%	20%	0%	1
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	0%	80%	20%	0%	1
Does the institution recognize joint responsibility for decision making in the area of budgeting?	20%	60%	20%	0%	1
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	60%	20%	20%	0%	1
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	20%	40%	40%	0%	1
Are these structures and processes functioning in an effective manner?	0%	60%	40%	0%	1
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	100%	0%	0%	0%	1
Do faculty determine how their own representatives are selected?	100%	0%	0%	0%	1
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	0%	60%	20%	20%	1
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	0%	40%	60%	0%	1
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>%yes</b>	<b>% No</b>	<b>% Don't know</b>	<b>% blank</b>	
Development of the CSU 2009-2012 Strategic Plan	40%	60%	0%	0%	1
Creation of the Provost position	0%	60%	40%	0%	1
Composition of the Provost Search Committee	0%	40%	60%	0%	1
Reorganization of the Colleges	20%	80%	0%	0%	1
Restructuring of the Library and CINS	0%	80%	20%	0%	1
Priorities of additional wireless access areas	0%	40%	60%	0%	1
Online evaluation of faculty by students	20%	40%	20%	20%	1

<b>Participates Never in Department Level Governance.</b>					
	<b>Tenured</b>	<b>Un-tenured</b>	<b>Blank</b>		
Tenure Statue	3	2	0		5
<b>Climate for Governance</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other?	2	3	0	0	5
Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust?	0	4	1	0	5
<b>Institutional Communication</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does consultation by the administration with faculty leadership allow time and a mechanism for leadership to consult with their constituents before offering recommendations?	0	5	0	0	5
Does the faculty as a whole, in addition to faculty representatives, have timely access to information necessary for faculty members to give input into governance processes?	0	4	0	1	5
<b>The President's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution?	1	1	3	0	5
Does the president on more than rare occasions overturn faculty decisions and recommendations in areas in which the faculty has primary responsibility (e.g., curriculum, tenure and promotion decisions)?	2	2	1	0	5
Does the president seek meaningful faculty input on those issues (such as budgeting) in which the faculty has an appropriate interest but not primary responsibility?	0	5	0	0	5
<b>The Faculty's Role</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Is the faculty afforded an appropriate degree of autonomy with regard to its areas of responsibility by the administration and governing board?	2	1	2	0	5
Does the faculty appropriately exercise its capacity for both adverse and positive decisions in faculty personnel matters?	1	3	0	1	5
Do resources for faculty development, reward structures, and workloads support the development of faculty expertise in areas of faculty primacy?	1	3	0	1	5

<b>Participates Never in Department Level Governance.</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
<b>Joint Decision-Making</b>					
Does the institution recognize joint responsibility for decision making in the area of long range planning?	2	2	1	0	5
Does the institution recognize joint responsibility for decision making regarding existing or prospective physical resources?	0	4	1	0	5
Does the institution recognize joint responsibility for decision making in the area of budgeting?	1	3	1	0	5
Does the institution recognize joint responsibility for decision making in staff selection and promotion and the granting of tenure?	3	1	1	0	5
Are the structures and processes that allow for faculty collaboration clearly defined in the governance documents?	1	2	2	0	5
Are these structures and processes functioning in an effective manner?	0	3	2	0	5
<b>Assessing Structural Arrangements for Governance</b>					
Is there a faculty senate or other institution-wide governance body that meets on a regular basis?	5	0	0	0	5
Do faculty determine how their own representatives are selected?	5	0	0	0	5
For joint committees on which the faculty is represented, does the representation appropriately reflect the degree of the faculty's stake in the issue or area the committee is charged with addressing?	0	3	1	1	5
Has the faculty as a whole had an opportunity to meet and comment on "short-listed" academic administrative candidates before hiring decisions are made?	0	2	3	0	5
<b>Questions Specific to University Level Governance at Columbus State University</b>					
<b>Has the faculty been engaged in offering meaningful input in the following decisions?</b>					
	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>	<b>Blank</b>	
Development of the CSU 2009-2012 Strategic Plan	2	3	0	0	5
Creation of the Provost position	0	3	2	0	5
Composition of the Provost Search Committee	0	2	3	0	5
Reorganization of the Colleges	1	4	0	0	5
Restructuring of the Library and CINS	0	4	1	0	5
Priorities of additional wireless access areas	0	2	3	0	5
Online evaluation of faculty by students	1	2	1	1	5

Respondent	Tenure Status t= Tenured or u=untenured.	Recent involvement in governance at CSU: o= often S=Sometimes c=Occasionally n=Never			Climate for Governance y=yes, n=no, k=do not know		Institutional Communication by the administration with faculty
		Department Level	College Level	University Level	administration and the faculty model collegiality,	negotiations and communications among university	
1	t	o	s	s	y	n	n
2	u	s	s	s	y	n	n
3	u	o	n	c	y	n	n
4	u	o	n	n	n	n	n
5	t	o	o	o	y	n	n
6	u	s	n	n	y	y	k
7	t	o	s	c	n	n	n
8	t	o	c	c	y	k	n
9	u	o	s	c	y	n	n

	Tenure Status	Recent involvement in governance at CSU: o= often S=Sometimes c=Occasionally n=Never			Climate for Governance y=yes, n=no, k=do not know		Institu Commu
10	u	o	s	c	n	n	n
11	t	o	s	c	n	n	n
12	t	s	c	o	n	n	n
13	t	o	o	o	y	n	n
14	t	c	o	o	k	n	n
15	u	o	s	s	n	n	n
16	t	o	s	s	n	n	n



	Tenure Status	Recent involvement in governance at CSU: o= often S=Sometimes c=Occasionally n=Never			Climate for Governance y=yes, n=no, k=do not know		Institu Commu
17					n	n	n
18	t	o	c	n	n	n	n
19	t	c	o	s	y	n	n
20	u	s	s	c		n	n
21		o	s	c	y	n	n
22	t	s	c	n	n	n	n
23	t	o	o	c	n	n	n
24	t	s	s	s	n	n	n
25	u	o	o	c	y	k	y
26	t	c	c	n	y	n	y
27	u	c	c	c	y	k	y

	Tenure Status	Recent involvement in governance at CSU: o= often S=Sometimes c=Occasionally n=Never			Climate for Governance y=yes, n=no, k=do not know		Institu Commu
28	u	o	c	c	n	n	n
29	t	o	o	o	n	n	n
30	u	s	n	o	n	n	n
31	u	o	s	s	n	n	n
32	u	o	s	s	k	n	n
	t	o	o	o	n	n	n
33							
34		o	o	s	y	y	k
	t					n	n
35							
36	u	o	s	c	n	n	n
37	u	o	s	s	n	n	n
	t	o	s	s	y	y	n
38							
39	u	o	s	c	n	n	n
40		o	o	s	k	n	n
41	u	s	s	s	n	n	n
	u	o	o	o	n	n	n
42							
43	t	o	o	c	n	n	n
44	u	o	c	c	n	n	n
45	t	o	c	o	k	n	n
46	t	o	s	o		n	n
47	t	o	s	s	n	n	n

	Tenure Status	Recent involvement in governance at CSU: o= often S=Sometimes c=Occasionally n=Never			Climate for Governance y=yes, n=no, k=do not know		Institu Commu
48	u	o	n	n	n	n	n
49	u	n	n	n	k	k	k
50	t	o	o	s	y	n	n
51	u	o	c	n	n	n	n
52	t	o	o	n	n	n	n
53	t	o	o	s	y	y	k
54	u	s	s	n	y	y	y
55	t	s	c	n	n	n	n
56		n	n	n	y	y	y
57	u	n	n	c	n	n	n
58		o	s	s	y	y	y
59	t	o	c	c	y	n	n
60	t	o	s	s	n	n	n
61	u				y	k	y
62	u	o	s	o	n	n	n
63	t	o	s	o	n	n	n
64	t	o	o	o	y	n	n
65	t	s	s	o	n	n	n
66	u	s	c	n	y	n	n
67	t	o	s	c	n	n	n
68	u	o	s	c	n	k	y
69	t	o	o	s	n	k	n
70		o	s	s	n	n	n
71	u	o	s	c	n	y	n
72	t	o	s	c	y	k	n
73	t	o	s	n	y	y	n
74	t	o	s	c	y	n	n
75	u	c	c	c	y	n	n
76	u	s	c	c	y	y	y
77	u	o	n	s		n	n
78	u	o	o	s	n	n	n
79		o	c	o		n	n
80	t	o	s	c	n	n	n
81	t	o	o	o	y		n
82		o	s	c	y	y	n
83	u	n	n	n	k	k	n
84	u	o	n	n			



	<b>ational nication</b>	<b>The President's Role</b>			<b>The Faculty's Role</b>		
Respondent	faculty as a whole, in addition to faculty representati	president have adequate academic as well as	president on more than rare occasions overturn	president seek meaningful faculty input on those	faculty afforded an appropriate degree of autonomy	faculty appropriatel y exercise its capacity for both	resources for faculty development, reward structures,
1	n	y	y	n	y	n	n
2	n	y	k	n	n	y	n
3	n	k	k	n	y	n	n
4	n	y	k	n	n	n	k
5	n	y	n	n	y	n	n
6	k	y	k	k	k	k	k
7	n	y	y	n	n	n	n
8		k	n	n	y		
9	n	y	k	n	k	n	n

	Additional Communication	The President's Role			The Faculty's Role		
10	n	n	y	n	y	y	n
11	n	k	n	n	k	n	n
12	n	k	y	n	n	n	y
13	n	y	y	n	n	y	y
14	n	k	k	n	n	k	k
15	n	n	k	n	n	n	n
16	n	n	y	n	n	y	n

	ational nication	The President's Role			The Faculty's Role		
17	n	n	y	n	n	n	n
18	n	y	k	n	y	y	n
19	n	y	n	y	y	y	n
20	n	k	k	n	n	k	k
21	n	y	y	k	n	y	y
22	k	y	k	n	n	n	k
23	n	n	k	n	y	n	n
24	n	y	y	n	n	y	n
25	k	y	k	k	y	k	k
26	n	y	k	k	y	k	n
27	k	y	k	k	k	k	n

	ational nication	The President's Role			The Faculty's Role		
28	n	y	k	n	n	y	y
29	n	n	y	n	n	y	k
30	n	y	y	n	k	k	n
31	n	y	y	n	n	y	n
32	k	k	k	k	k	k	n
33	n	y	n	n	y	y	n
34	k	y	k	k	y	y	n
35	n	n	y	n	n	k	n
36	n	k	k	n	k	k	n
37	k	k	k	k	n	n	n
38	y	y	k	n	y	y	y
39	n	y	n	n	y	k	y
40	n	y	k	k	n	y	y
41	n	k	y	n	n	y	n
42	n	k	y	n	n	y	n
43	n	y	y	n	n	y	n
44	n	k	y	y	n	y	n
45	n	y	y	n	n	y	n
46	n	y	y	n	n	y	n
47	n	y	y	n	n	n	n



	ational nication	The President's Role			The Faculty's Role		
48	n				n	n	n
49	k	k	k	k	k	k	k
50	n	k	y	n	n	n	n
51	n	y	k	n	n	k	n
52	n	y	k	n	n	k	y
53	y	y	k	y	y	y	y
54	n	y	k	k	y	y	k
55	n	y	k	n	n	n	n
56	y	y	y	y	k	y	y
57	n	y	n	n	y	n	n
58	y	y	n	k	y	y	y
59	n	y	k	n	n	y	n
60	n	k	y	n	n	k	n
61	y	k	k	y	k	k	k
62	n	k	y	n	n		n
63	n	y	n	n	y	y	n
64	n	y	n	n	n	y	n
65	n	y	y	n	y	n	n
66	n	y	y	n	n	k	n
67	n	n	y	k	n	y	n
68	n	n	k	n	y	k	y
69	n	k	k	n	n	y	y
70	n	y	k	n	n	n	y
71	n	y	k	k	k	k	n
72	n	y	k	k	y	y	k
73	n	y	k	y	y	y	n
74	n	y	k	n	k	n	n
75	n	k	k	k	n	n	n
76	y	y	k	y	y	y	y
77	n	n	y	n	n	y	n
78	n	y	k	k	n	y	n
79	n	y	k	k	n	n	n
80	n	y	k	n	n	y	k
81	n	y	y	n	n	y	y
82	y	y	n	y	y	n	n
83	n	y	y	n	n	y	n
84		y	y	n	n	k	n



	<b>Joint Decision-Making</b>						<b>Assess</b>
Respondent	institution recognize joint responsibility for	institution recognize joint responsibility for	institution recognize joint responsibility for	institution recognize joint responsibility for	structures and processes that allow for faculty	structures and processes functioning in an	faculty senate or other institution-wide
1	n	n	n	y	n	n	y
2	k	k	n	n	n	n	y
3	n	n	n	k	k	n	y
4	n	n	n	n	k	k	y
5	y	n	n	y	n	k	y
6	k	k	k	y	k	k	y
7	n	n	n	n	k	n	y
8	y	n	n	y	n	k	y
9	y	k	k	y	k	k	y

	Joint Decision-Making						Assess
10	n	n	y	k	y	n	y
11	k	n	n	n	k	n	y
12	n	n	n	y	n	n	y
13	n	n	n	y	y	n	y
14	n	n	n	y	y	n	y
15	n	n	n	n	y	n	y
16	n	n	n	y	y	n	y

	Joint Decision-Making						Assess
17	n	n	n	n	y	n	y
18	y	n	n	y	n	n	y
19	n	n	n	n	n	n	y
20	n	n	n	n	k		y
21	n	k	k	y	y	k	y
22	k	k	n	y	k	n	y
23	n	n	n	n	n	n	y
24	n	n	n	y	n	n	y
25	k	k	k	k	y	k	y
26	k	k	n	n	k	k	y
27	k	k	k	y	k	k	y

	Joint Decision-Making						Assess
28	n	n	k	k	y	y	y
29	n	n	n	n	y	n	y
30	n	n	k	k	k	n	y
31	y	n	n	y	y	n	y
32	k	k	k	k	k	k	y
33	n	n	n	y	y	n	y
34	k	k	k	k	k	k	y
35	n	n	n	k	y	n	y
36	k	k	k	k	n	n	y
37	n	n	n	y	n	n	y
38	y	n	n	y	n	n	y
39	n	n	n	y	n	n	y
40	n	y	k	y	k	k	y
41	n	k	n	n	y	n	y
42	n	n	n	n	y	n	y
43	n	n	n	n	y	n	y
44	y	n	n	y	y	n	y
45	n	n	n	y	k	k	y
46	n	n	n	y	y	n	y
47	n	n	n	n	n	n	y

	Joint Decision-Making						Assess
48	n	n	n	n	n	n	y
49	k	k	k	k	k	k	y
50	n	n	n	n	k	k	y
51	n	n	n	k	k	k	y
52	n	n	k	y	k	n	y
53	y	y	y	y	y	y	y
54	k	y	k	y	y	k	y
55	y	y	n	n	y	n	y
56	y	y	k	y	k	y	y
57	n	n	n	y	k	k	y
58	y	y	y	y	y	k	y
59	n	n	n	y	y	n	y
60	n	n	n	n	k	y	y
61	k	k	k	k	k	k	y
62	n	n	n	k	n	n	y
63	y	n	n	y	y	n	y
64	n	n	n	y	k	n	y
65	n	n	n	y	y	n	y
66	n	n	n	n	k	k	y
67	n	n	n	n	k	k	y
68	n	n	n	y	n	n	y
69	n	n	n	y	k	k	y
70	n	k	n	y	y	k	y
71	k	k	k	k	k	n	y
72	n	n	n	n	y	n	y
73	y	n	k	y	k	k	y
74	y	y	y	y	y	n	y
75	n	k	k	k	k	k	y
76	n	n	n	n	y	n	y
77	n	n	k	k	k	k	y
78	n	n	n	n	n	n	y
79	n	n	n	n	n	n	y
80	n	k	n	y	k	n	y
81	n	n	n	y	y	n	y
82		y	n	n	y	n	y
83	k	k	k	k	n	n	y
84	n	n	n	k	n	n	y





Respondent	ing Structural Arrangements for Governance			Questions Specific to University Level Governar Has the faculty been engaged in offering meanin decisions			
	determine how their own representati ves are	committees on which the faculty is represented	faculty as a whole had an opportunity to meet and	nt of the CSU 2009-2012 Strategic Plan	Creation of the Provost position	Compositio n of the Provost Search Committee	Reorganizat ion of the Colleges
1	y	y	y	y	n	y	n
2	y	y	n	n	n	k	n
3	k	k	k	y	n	k	n
4	y	k	k	n	n	k	n
5	y	n	n	y	n	n	n
6	y	k	k	k	k	k	k
7	y	n		y	y	y	n
8	y	k	k	y	k	k	n
9	y		k	y	k	k	y

	ing Structural Arrangements for Governance			Questions Specific to University Level Governan Has the faculty been engaged in offering meanin decisions			
10	y	n	n	n	n	n	n
11	y	n	k	n	n	k	n
12	y	n	n	n	n	n	n
13	y	n		n	n	n	n
14	y	n	y	n	n	n	n
15	y	n	n	n	n	n	n
16	y	n	n	n	n	n	n

	ing Structural Arrangements for Governance			Questions Specific to University Level Governan Has the faculty been engaged in offering meanin decisions			
17	y	n	n	n	n	n	n
18	y	k		n	n	n	n
19	y	y		n	n	n	n
20	y	k		y	n	n	n
21	y	n	y	n	n	n	n
22	y	k	y	y	n	k	n
23	k	n	n	n	n	n	n
24	y	n	y	n	n	n	n
25	y	k		y	k	y	n
26	y	k		n	n	n	n
27	y	k		k	k	k	k

	ing Structural Arrangements for Governance			Questions Specific to University Level Governar Has the faculty been engaged in offering meanin decisions			
28	y	y	y	n	n	y	n
29	y	y	n	n	n	n	n
30	y	k	n	n	n	n	n
31	y	n	k	n	n	n	n
32	k	k		k	k	k	k
33	y	n	n	n	n	n	n
34	y	k		y	y	y	k
35	y	y	k	k	k	k	n
36	y	n	n	n	k	k	n
37	y		n	n	n	n	n
38	y	y			y	n	n
39	y	k	y	k	k	k	n
40	y	n	y	n	n	n	n
41	y	y		k	k	k	k
42	y	y	y	n	n	n	n
43	y	k	y	n	n	y	n
44	y	y	y	y	n	n	n
45	y	k	y	n	n	n	n
46	y	n	y	n	k	k	n
47	y	n	n	n	n	n	n

	ing Structural Arrangements for Governance			Questions Specific to University Level Governan Has the faculty been engaged in offering meanin decisions			
48	y	k		n	n	n	n
49	y	k	k	k	k	k	k
50	n	n	n	n	n	n	n
51	k	n	y	n	n	n	n
52	y	k	k	n	n	n	n
53	y	y	k	y	k	k	n
54	y	y	k	y	k	k	n
55	y	y	y	y	n	k	n
56	y	y		y	k	k	k
57	y	n	y	n	n	k	n
58	y	y		y	k	y	n
59	y	n		n	n	n	n
60	y	k	n	n	n	k	n
61	y	y	k	k	n	y	n
62	y	k	k	n	k	k	n
63	y	y	y	k	n	n	n
64	y	n	n	n	n	k	n
65	y		n	n	y	k	n
66	y	n	y	n	n	k	n
67	y	k	n	n	n	n	n
68	y	k	y	y	y	y	k
69	y	y	y	n	n	n	n
70	y	k	y	k	n	y	n
71	y	n		k	n	n	n
72	y	k		k	k	k	n
73	y	k		y	n	y	n
74	y	n		k	k	k	n
75	y	k		k	k	k	n
76	y	y	y	y	y	y	n
77	y	k	k	k	n	k	k
78	y	y	n	n	n	n	n
79	y	y	y	n	n	n	n
80	y	k	k	n	n	n	n
81	y	y	y	n	n	n	n
82	y	y	y	n	n	n	n
83	n	k	n	k	n	n	n
84	y	y	k	y	n	n	n



<b>ice at Columbus State University:            gful input in the following</b>			
Respondent	Restructurin g of the Library and CINS	Priorities of additional wireless access areas	Online evaluation of faculty by students
1	n	k	n
2	n	n	n
3	n	k	n
4	n	k	y
5	n	n	n
6	k	k	k
7	n	k	y
8	n	k	
9	k	k	y

	ice at Columbus State University: gful input in the following		
10	n	n	n
11	n	n	k
12	n	k	n
13	n	n	y
14	n	n	n
15	n	n	n
16	n	n	y



	ice at Columbus State University: gful input in the following		
17	n	k	n
18	n	n	n
19	n	n	n
20	n	k	k
21	n	k	n
22	n	k	n
23	n	n	n
24	n	n	n
25	n	k	n
26	n	n	n
27	k	k	y

	ice at Columbus State University: gful input in the following		
28	n	k	n
29	n	k	n
30	n	n	n
31	n	y	n
32	k	k	k
33	n	n	n
34	k	k	y
35	n	k	n
36	n	k	n
37	n	n	n
38	n	n	n
39	n	n	n
40	n	k	n
41	n	k	k
42	n	n	n
43	n	n	k
44	n	n	n
45	n	k	k
46	n	n	n
47	n	n	n

	ice at Columbus State University: gful input in the following		
48	n	n	n
49	k	k	k
50	n	k	n
51	n	n	n
52	n	n	n
53	k	k	n
54	k	y	n
55	n	y	k
56	k	k	k
57	n	n	n
58	k	k	y
59	n	k	n
60	n	n	n
61	n	k	n
62	n	k	n
63	n	n	n
64	n	k	n
65	n	n	y
66	n	k	n
67	n	n	n
68	k	k	k
69	n	n	n
70	n	n	n
71	n	n	n
72	n	k	k
73	n	k	k
74	n	n	y
75	n	n	n
76	n	y	y
77	n	n	k
78	n	n	n
79	n	n	n
80	n	k	n
81	n	n	n
82	n	n	n
83	n	k	k
84	n	y	k

	<b>ice at Columbus State University:            gful input in the following</b>		
85	n	n	n
86	y	y	y
87	n	n	n
88	n	n	k
89	n	n	n
	n	n	n
90			
91	k	k	k
92	n	n	k
93	n	k	k
94	n	n	n
95	k	y	y
	n	k	y
96			
97	n	n	n
98	n	y	y
99	k	k	n
100	n	n	n
101	n	k	n
102	n	k	n
103	k	y	y
	n	n	n
104			
105	k	k	n

Respondent	Comments from Comments section of questionnaire	Description of annotations made on questionnaire
1	<p>Though faculty were involved in the Provost selection Committee, they had little input into the actual final selection.</p> <p>Recent decisions to reorganize colleges, create new programs, and downgrade the library faculty have been made in a very top-down and non-consultative manner.</p>	
2	<p>The climate at CSU after the new upper administration joined the university makes me hesitant to spend my career here.</p>	<p>Questions on involvement in governance at CSU: "It used to be democratic."</p> <p>Question on Presidents qualifications: "Lacks leadership skills." "Supports Kennesaw model excessively."</p>
3	<p>Changes should be made with proper input and thought</p>	
4	<p>Despite a winning smile, Mescon's practice of replicating the Kennesaw model at CSU has been problematic. His autocratic decisions without supporting evidence, inability to collaborate with faculty, created an atmosphere discouraging academic freedom of expression, and unable to forge a working relationship with administrators having different opinions.</p>	
5		
6	<p>None of these questions relate to the real issue at hand, the school's graduation rate. Unless we have a larger number of qualified and engaged students, the issues listed here are just window dressing in the end: governance for governance's sake.</p>	
7	<p>Ever since the new administration took office, things have been chaotic, and the faculty is demoralized. I worry about the direction that the university is headed. I thought we would one day become a solid regional university with an emphasis on both research and teaching. But apparently we are angling to become another Troy or, worse, University of Phoenix.</p>	
8	<p>While the upper administration/president are at times willing to disregard faculty consensus, it must be acknowledged that CSU has some big problems: Lack of vision, inconsistent academic standards, inability to retain faculty or talented students, bizarre budget voodoo to name a few. I have seen no evidence that the Faculty Senate or Chair's Assembly have taken on these issues in recent years. Is it any surprise that a "top-down" house cleaning has fallen on us?</p>	
9	<p>Has the Faculty as a whole had an opportunity to meet and comment on or have any ultimate say on the hiring of people in the own department before hiring decisions are made? No.</p>	

10	<p>Vote of no confidence for Dr. Mescon! He has continually ignored Faculty reservations and objections to his changes in policy and continued to push through his own agenda which I do not believe is in the best interest of the university or the community.</p> <p>He has continued to restructure the university administration in order to facilitate his control by replacing or marginalizing respected members of the Faculty.</p> <p>He is rude, obnoxious and at times very unprofessional in meetings at various levels. I felt this was a pleasant and enjoyable atmosphere when I arrived, that has been replaced by an Orwellian nightmare. Please quote me to the Regents.</p>	<p>On questions on recent involvement at CSU: "but feel comments are ignored or subject to 'blacklisting'"</p> <p>On question of whether President overturns faculty decisions: "has threatened to."</p>
11	<p>There is a complete, total, absolute disconnection between the new university administration (President and Provost) and the faculty.</p>	
12	<p>Clearly, faculty are not included in governance at CSU.</p>	

13	<p>The current administration considers faculty something much less than a partner in the governance of the university. For example: The recent emphasis on developing new graduate programs has come without faculty involvement and without fully considering the implications. Faculty have been entirely left out of the process. In the reorganization of the colleges, the faculty was not consulted. The recommendation against reorganization, which was developed based on faculty forums and input, was disregarded. The strategic plan was developed with only the appearance of faculty collaboration. The plan was drafted without the benefit of meaningful input from the faculty. The administration managed to waste faculty time and exclude faculty from the process. Faculty now have no ownership in the strategic plan. The faculty survey that was collected during the strategic planning process was fundamentally flawed. Some questions did not make sense for the audience of the survey. Some questions did not make sense at all. Still other questions generated equivocal data. The data interpretation presented at faculty forums was highly unscientific and provoked challenges from faculty who had expertise in survey research. These challenges went unanswered. The current planning and resource allocation process is so rushed that it shows every sign of excluding faculty, and it is unlikely that department and college priorities will be honored at the provost level. The increase in class sizes has been implemented without considering alternatives or how damaging this is to CSU's appeal to students and faculty. New positions in areas without demonstrated critical need have been created. The administration has rushed new and ill-considered programs into production, often intruding inappropriately in the process of developing sound curriculum. In these and in many other decisions, the administration has deprived itself of the experience and expertise of the faculty. Administration and faculty must work together to accomplish the mission of the university, but the current administration risks losing the confidence of the faculty.</p>	
14	Levi is the biggest problem.	
15	<p>Just because other institutions has a provost does not mean that CSU has to have one too. I cannot see a good reason for TWO high-level administrative positions, (President and Provost). There should be a list of duties shown to the public. This is not to mention all the VPs and associate/assistant provost positions.</p>	
16	<p>Restructuring has been forced upon faculty. a dean was made an "interim" dean; the acting dean of Arts &amp; Letters was shuffled out; the dean of the Libraries has been let go in mid semester. This university is in chaos.</p>	
17	<p>The president and Provost have combined to create a feeling of fear and distrust among the faculty. The President and Provost have made clear they have no respect for academics – that is, both education and educators – and the real question is hwy they would want to be in positions of authority in an academic institution in the first place.</p>	

18	<p>Respondent added the question: "Does the institution recognize joint responsibilities for firing people" and gave the answer of "No"</p> <p>If the faculty could fire Mescon and Levi, they would. The morale on this campus has gone from 6 /v 6 to horrible. I hope there's a note of no confidence soon.</p>	<p>We had no say in whether we would do this (Online evaluation of students) but we did have a say in the questions themselves.</p>
19	<p>Faculty have been made irrelevant in all areas of decision-making at CSU, mainly in the interest of moving quickly. Mescon is welcome to move quickly to another institution, and take Levi along.</p>	
20		<p>On Question: "are these structures and processes function in an effective manner" was left blank and the comment "well, some of us do manage to collaborate"</p> <p>On CSU strategic plan question, an answer of "yes" with comment "But not enough time allowed"</p>
21	<p>We have a CEO instead of a University President.</p> <p>The way in which staff have been released is shameful.</p> <p>The administration seems not to value our Library or Librarians.</p>	
22	<p>The President appears to act arbitrarily in the manner of a petty despot. He scares me.</p>	
23	<p>What do you expect from a dictatorship style of governance???</p> <p>President – Chairman of the Board, Provost – CEO, Faculty? – Employee (We should be shareholders BUT we are not), Deans &amp; Chairs – Managers.</p>	
24	<p>Including more faculty input is often slower. However, it produces better morale, faculty more invested in the priorities of the administration, and often produces better solutions.</p> <p>Without it, resentment and fear begin to fester.</p>	
33	<p>I amazes that our environment has become so negative. We need an administration that listens more and talks less, that respects its faculty. The problems aren't grounded in money or the economy. They are a matter of attitude.</p>	
35		<p>On Question: Does the administration and the faculty model collegiality, respect, tolerance and civility towards other members of the campus community and each other? left blank but comment "Faculty yes, Administration No"</p> <p>On Question: Does the president have adequate academic as well as administrative credentials to serve as the chief academic officer of the institution? comment "was not a VPAA"</p>



38		<p>The "<i>Climate for governance</i> questions" were answered yes with the comment "mostly"</p> <p>Institutional communication question 1 had the comment "not always" and question 2 had the comment "usually"</p> <p><i>the "President's role"</i> question 3 had the comment "often not"</p> <p><i>Joint Decision Making</i> Question" 1 had the comment "mostly" Question 2 the comment "not often" Question 3 the comment "Not enough"</p>
42	<p>Number of good ideas but the lack of good communication or meaningful efforts to obtain buy-in inhibits obtainment of results.</p> <p>Actions of senior administration indicate lack of value for employees which has adversely impacted trust levels, morale, and productivity.</p>	<p>On Question: Are negotiations and communications among university constituents open and carried out in good faith and in an atmosphere of trust? Faculty yes administration no</p>
65		<p>On Question: 'Does the faculty as a whole, in addition to faculty representatives, have timely access to information... the comment "often not even the mid level administrators" was added</p> <p>On Question: For joint committees on which the faculty is represented, does the representation appropriately... the answer "varies" was written</p>
77		<p>On Question: Does the administration and the faculty model collegiality both yes and now were circled with the comment "faculty yes, administration no"</p>
90		<p>Organization of colleges: "but I don't think much useful input".</p> <p>On question: Does the administration and the faculty model collegiality..., comment "not at every level"</p> <p>On question: Are negotiations and communications among university constituents open and carried out in good faith "not in the venues that I observe"</p>
96		<p>On question: For joint committees on which the faculty is represented, answered don't know with comment "depends on type of committee"</p>
104		<p>Made the comment at top of survey: "I don't find this instrument useful. Yes/no is inadequate. There needs to be 5 levels, similar to student evaluations." Left evaluation blank</p> <p>Made comment at the section on President: "The VPAA/Provost is the Chief Academic Officer"</p>