

FACULTY STAFF SURVEY 2006

Eastern Mennonite University

Report Prepared by the Institutional Research & Effectiveness Office

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Survey Purpose and Methodology

The Faculty Staff Survey is an in-house survey of faculty and staff at Eastern Mennonite University that measures opinions about the University, including areas such as job satisfaction, satisfaction with support services, and student outcomes and achievement. There are 45 items on the survey (some with multiple parts). There are also seven demographic questions that allow the data to be analyzed for various sub-groups, including gender and work category (i.e., faculty and staff). Faculty and academic administrators who teach were asked an additional 22 questions specific to the concerns of faculty.

A few items have been changed or added in 2006. Specifically, the student outcomes section was rewritten in order to reflect the EMU vision and mission statements. Upon review of the survey items by department chairs and the Institutional Effectiveness Committee, several items were deleted from the previous versions of the survey: 1) EMU should put more emphasis on increasing its general endowment fund; 2) The establishment of academic department endowed chairs is a desirable trend and should be continued, and; 3) Emergency evacuation procedures are clearly displayed in all buildings.

Response rate: A websurvey was administered in November 2006. Faculty and staff who had been recently hired were excluded from the survey. A total of 215 faculty/staff out of 296 responded to the survey, for a response rate of 73%. In 2003, when the survey was administered as a paper survey at fall faculty conference, the response rate was 79%.

Respondents rate most questions on a Likert scale: 0=does not apply (treated as missing data), 1=disagree strongly, 2=disagree somewhat, 3=neutral, 4=agree, and 5=agree strongly. In addition to the demographic items, there were three other items with categorical response options. All significant differences between item means were evaluated using Cohen's *d* measure of effect size.¹ Additionally, as in prior years, the percent of agreement to the statements on the survey were evaluated using benchmarks: "excellent" is defined as 90% or more agreement (including agree and strongly agree); "good" is defined as between 80% and 90% agreement; and "weak" is defined as 40% or greater disagreement (including disagree somewhat and disagree strongly), or items with a mean less than 3.0.

Demographics

As in previous years, female respondents (57%) outnumbered male respondents (43%). The majority of respondents (89%) were employed full-time (.75 to 1.0 full-time equivalency). Tables 1 through 3 include information on education, position and division for survey respondents. Figure 1 illustrates the length of employment at EMU.

Table 1
Highest educational level of survey respondents

	Frequency	Percent
No response	2	0.9%
High school diploma	14	6.5%
Bachelor's degree	76	35.3%
Doctorate	61	28.4%
Master's degree	62	28.8%
Total	215	100.0%

¹ Significance was examined via Cohen's *d* effect size measure, which is a measure of *practical or meaningful difference* between two means. Items exhibiting at least a medium effect size, based upon Cohen's (1988) benchmarks, were labeled "significant". Benchmarks set by Cohen (1988) are small ($d = .2$), medium ($d = .5$) and large ($d = .8$). Several benefits of utilizing effect size measures are that they accommodate repeated testing of responses from small samples and offer a measure of the *magnitude* of differences between two means. Additionally, effect size measures lessen the risk of capitalization on chance that occurs when utilizing repeated null hypothesis statistical testing of responses from small samples.

Table 2
My work at EMU falls into the following category:

	Frequency	Percent
No response	3	1.4%
ADCP teaching faculty	1	0.5%
Administrative staff	79	36.7%
Coaching staff	1	.5%
Graduate teaching faculty	8	3.7%
Office staff	48	22.3%
Physical plant staff	9	4.2%
Seminary teaching faculty	10	4.7%
Undergraduate teaching faculty	56	26.0%
Total	215	100.0%

Table 3
Indicate the division to which you primarily relate

	Frequency	Percent
No response	8	3.7%
Academic	134	62.3%
Advancement	15	7.0%
Business Affairs	22	10.2%
President's Office	4	1.9%
Student Life	20	9.3%
Undergraduate Admissions	12	5.6%
Total	215	100.0%

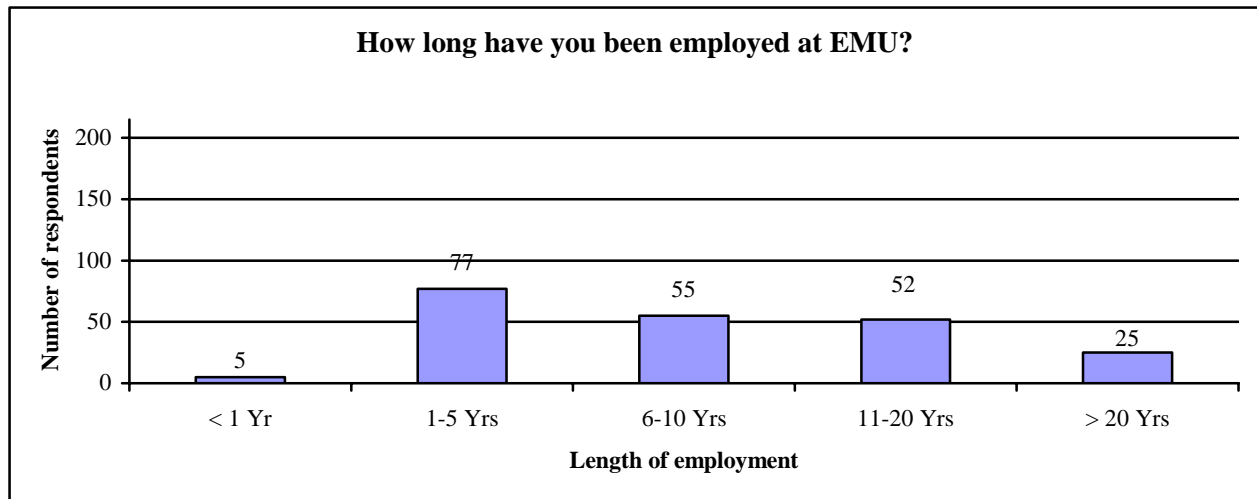


Figure 1. Length of employment at EMU

The survey also asked respondents to indicate if they had attended EMU as an undergraduate, graduate or seminary student. Analyses also compared responses of employees who attended EMU as a student with those who had not. There were significant differences in average agreement between those who had attended versus those who had not, and in all cases the responses of alumni were more favorable than non-alumni.

Items were divided into several different categories for reporting and analysis: institutional advancement, financial resources, physical resources, administration and organization, organizational commitment, spiritual climate, job satisfaction, student outcomes, athletic programs, support services, faculty preparation, and academic climate. The discussion of each area begins with a general analysis including strengths and weaknesses, and then examines differences by gender and employee classification and changes from prior years.

Overview of Results

A comparison of the total number of items in each year that meet the benchmarks for *excellent*, *good* or *weak* gives a broad picture of satisfaction with the areas measured by the survey. In 2006 fewer items met the benchmarks for *excellent* and *good*, and more that met the benchmark for *weak* than in 2003.

Categorical Response Items

In addition to the demographic items, there are three categorical items. The first item related to the priority given to salary versus benefits. Responses suggested that employees favored equal priority of salary and benefits; however, more employees favored higher priority on salary than on benefits. Figure 2 illustrates employee responses regarding the priority of salary versus benefits.

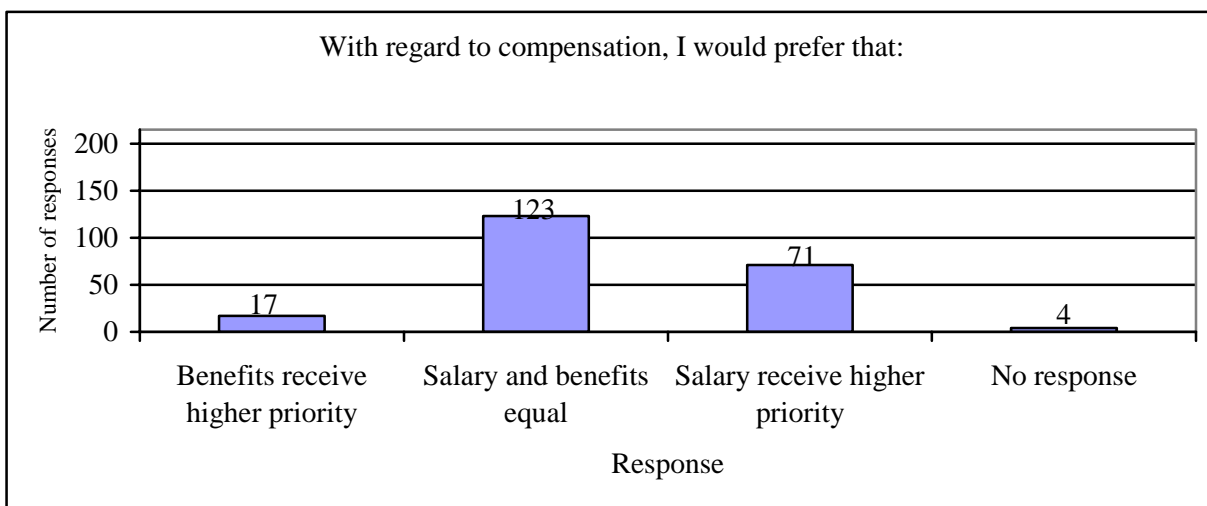


Figure 2. Employee opinion on priority of salary versus benefits

The second categorical item requested that employees rank the quality of the educational program at EMU, in relation to other colleges and universities (e.g., in top 10%, in top 25%, etc.). As may be seen on Figure 3, below, ratings for 2006 were slightly higher than in 2003, yet lower than in previous years.

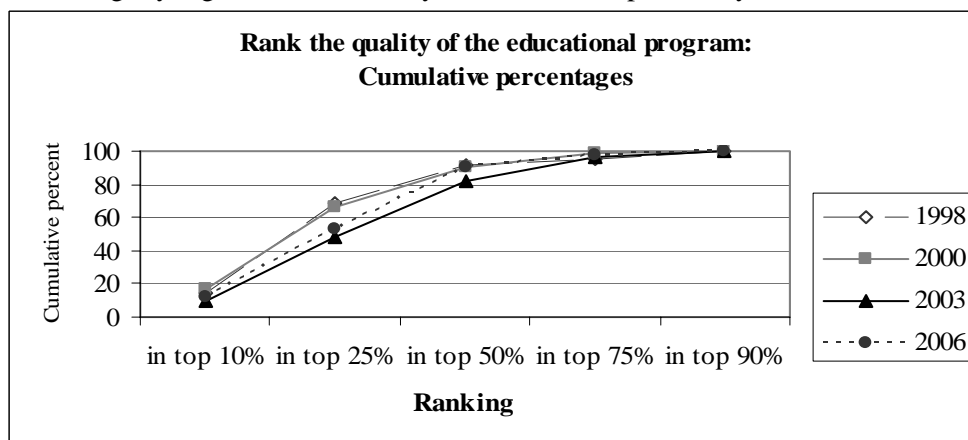


Figure 3. Employee ranking of the quality of the educational program

The third categorical item, “Athletic programs at EMU receive...”, provided response options of “too little emphasis”, “too much emphasis”, and “about the right emphasis”. The majority of employees responded that EMU places “about the right emphasis” on athletics. Figure 4 illustrates these findings.

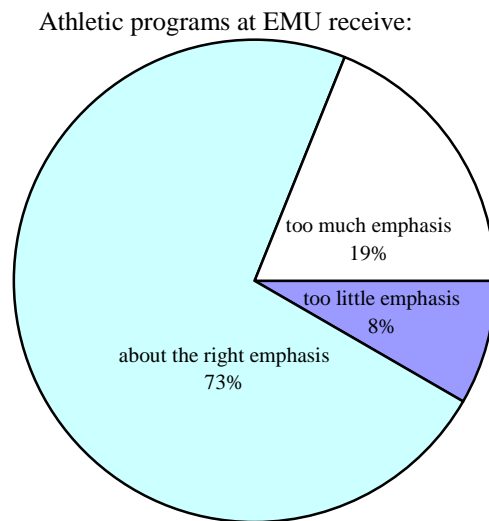


Figure 4. Emphasis on athletic programs

Resources

The resources area includes the categories of institutional advancement, financial resources, and physical resources. A total of 17 survey items fall in these categories. Four of the resources items were rated as *good*. Eighty-two percent of EMU employees agreed with “I am confident funds I contribute are used to strengthen University programs and services.” The majority of employees (>80%) agreed that EMU has adequate resources for student activities, intercollegiate varsity sports, and parking.

Five of the resources items were rated as *weak*. Seventy-five percent of EMU employees disagreed with the statement “EMU has adequate financial resources to support its growth and development”. Also rated as *weak* was “My ‘gut feeling’ is that EMU is presently in good, stable financial condition”. Both items were also rated as “weak” on the 2003 survey. In 2006, however, fewer employees selected *neutral* to the item stating that “EMU has adequate financial resources to support its growth and development.” Consequently, although a slightly higher percentage of employees disagreed with the statement, there was also a slightly higher percentage who agreed with the statement than in 2003. Although the item “My ‘gut feeling’ is that EMU is presently in good, stable financial condition” remained *weak*, slightly more employees agreed with the statement than in 2003. The adequacy of facilities for classroom instruction, student housing and public events were also rated as *weak*.

There were no significant differences between male and female responses to the resource items on the survey. Likewise, there were no significant differences between faculty and staff. When *only* faculty responses were examined, the average female faculty member response to the statement “Persons holding administrative positions at EMU are well qualified for their jobs” was significantly higher than the mean male faculty member response. Because several items were deleted from this section, means comparisons from earlier versions of the survey were not performed.

Work Environment

The categories in this area include administration and organization, employee’s organizational commitment, spiritual climate and job satisfaction. Two items meet the benchmark for *excellent*; an additional two items meet the benchmark for *good*; and, one item meets the benchmark for *weak*. Items rated as *excellent* involved the

ability to work without violating values or ethical principles, and knowing what is expected in one's work. Items rated as *good* involved integrating one's own faith into classroom teaching and having a good relationship with one's supervisor. The item "I am adequately compensated for my labor" was rated *weak*, with 41% of employees disagreeing with the statement.

There were no significant differences between male and female responses to items in the work environment section, when the entire sample of faculty and staff responses was analyzed. However, the mean response to the statement "I am satisfied with my workload" was significantly higher for male than female *faculty* members.

The largest difference between staff (3.74) and faculty (2.91) means was in response to "The administrative organization of EMU is clear to me" ($d = .91$). In general, staff members expressed more positive responses than faculty on the work environment items. Significantly *more staff* than faculty agreed with the statements:

- The administrative organization of EMU is clear to me.
- There are positive, effective working relationships across departments.
- I have sufficient resources to get my work done.
- I am satisfied with my total benefits package.
- EMU provides sufficient support to employees in their pursuit of professional development activities.
- I am satisfied with my workload.

Means between 2003 and 2006 administrations of the survey were similar. There were slight *increases* in agreement to the statements:

- I feel a high level of loyalty to the University (2003 mean = 3.88 and 73% agreement; 2006 mean = 4.02 and 77% agreement).
- Persons holding administrative positions at EMU are well qualified for their jobs (2003 mean = 3.68 and 74% agreement; 2006 mean = 3.83 and 79% agreement).
- I have adequate opportunities for participation in institutional decision-making processes (2003 mean = 3.51 and 58%; 2006 mean = 3.75 and 72% agreement).
- I have sufficient opportunity to make suggestions for improvements and changes at EMU (2003 mean = 3.56 and 62% agreement; 2006 mean = 3.77 and 74% agreement).

There was a slight *decrease* in agreement to the statements:

- I am adequately compensated for my labor (2003 mean = 3.24 and 56% agreement; 2006 mean = 2.92 and 39% agreement).
- The administrative organization of EMU is clear to me (2003 mean = 3.90 and 83% agreement; 2006 mean = 3.44 and 62% agreement).

Student Outcomes

Student outcomes items were reworded on the 2006 version of the survey, in order to align with the vision and mission of the university. For this reason, comparisons with prior years are unavailable. Several items of the 2006 reworded student outcomes items met benchmarks for *excellent* and *good*. Specifically, "EMU challenges students to pursue their life calling by developing students' ability to live in a global context" was rated as *excellent*. Items "EMU challenges students to pursue their life calling by providing opportunities to serve compassionately" and "EMU challenges students to pursue their life calling by encouraging students to walk boldly in the way of nonviolence and peace" were both rated as *good*.

The item "EMU enhances students' understanding of other cultures", which was also included on the 2003 version of the study, was rated as *excellent* both years. Also included on the 2003 survey, the item "I can enthusiastically recommend EMU to prospective students because of the quality of its academic program", met the benchmark for *good* both years.

There were no significant differences between male and female responses in this area. Likewise, there were no significant differences between faculty and staff responses to the student outcomes items. However, there were differences between male and female *faculty* responses. When faculty responses were analyzed by gender, the female mean response to the statement “I can enthusiastically recommend EMU to prospective students because of the quality of its academic program” was significantly higher than the male mean response. The average female faculty responses to student outcomes were also significantly higher than the average male faculty response to the items “EMU challenges students to pursue their life calling by...”

- promoting scholarly inquiry
- engaging students in artistic creation
- providing guided practice
- providing opportunities to serve compassionately

Significantly more employees who *had* attended EMU as either undergraduate, graduate or seminary student than those who *had not* attended EMU responded:

- EMU challenges students to pursue their life calling by promoting scholarly inquiry.
- I can enthusiastically recommend EMU to prospective students because of the quality of its academic program.

Support Services

Five different categories comprise this area: support services, bookstore, library, educational support and instructional technology. Six items qualify as *excellent*. Items meeting the *excellent* benchmark are listed below, with the items that were also *excellent* in 2003 in **bold**.

- **I receive good support and service from Information Systems.**
- **I receive good support and service from the Post Office.**
- I receive good support and service from University Registrar’s Office (item was added in 2006).
- **Inter-library loan services are adequate.**
- **When I need assistance I have no difficulty getting help from the library staff.**
- **I have adequate access to computer services on campus.**

Six items qualify as *good*. Items meeting the *good* benchmark are listed below; items that were also at least *good* in 2003 in **bold**.

- **I receive good support and service from Physical Plant (2003 = excellent)**
- **I receive good support and service from Student Accounts and Accounts Receivable (2003 = excellent)**
- **I receive good support and service from the Library.**
- **EMU commits adequate resources for information technology.**
- **I receive prompt and courteous service from bookstore staff when ordering texts.**
- **Instructional technologies (e.g., computer and network resources) are adequate.**

One item qualifies as *weak*, which was *not rated weak* in 2003:

- Pricing of textbooks for students is about right.

There are two items where the mean response for *males* is significantly higher than for females:

- I receive good support and service from Copying/Printing.
- Textbooks for students in the bookstore are readily available.

There are two items *staff* means are significantly higher than faculty means:

- I receive good support and services from Student Accounts & Accounts Receivable
- I receive good support and services from General Ledger & Financial Reporting

There is one item where *faculty* mean is significantly higher than staff means:

- I receive good support and services from University Registrar's Office

Differences between faculty and staff means may be, in part, due to differences in the amount of contact or usage of the department's services. For example, more faculty members utilize the services of the registrar's office, resulting in fewer "neutral" or blank responses.

Faculty Issues

Faculty issues include both faculty preparation and academic climate. Fourteen survey items are included in these categories, and all of the respondents are faculty or administrators who teach. Faculty perceptions of their level of preparation continue to be generally positive, and most items in this category met either *excellent* or *good* benchmark criteria. Ninety-three percent of faculty respondents agreed with the statement "The teaching skills of faculty are sufficient to provide a quality education". As in 2003, average responses to *academic climate* items were lower than the average response to *faculty preparation* items. With the exception of the resources and job satisfaction items, the *academic climate* section had some of the lowest means on the survey.

Because only faculty responded to these items, there are no significant differences between respondents in different job categories. There were, however, several significant gender differences among faculty member responses. Specifically, the average *female* response was significantly higher than the average male response to the items:

- EMU faculty members have appropriate credentials to provide quality education.
- EMU faculty scholarship is adequate for providing a quality educational experience.

Significantly more faculty who *had* attended EMU as either undergraduate, graduate or seminary student than those who *had not* attended EMU responded:

- EMU adequately supports and encourages integration of faith and learning in the classroom.
- The teaching skills of the faculty are sufficient to provide a quality education.
- I am adequately prepared to meet the following goals of academic advising: selection of appropriate courses and other educational experiences.
- I am adequately prepared to meet the following goals of academic advising: interpretation of institutional requirements.
- I am adequately prepared to meet the following goals of academic advising: increasing student awareness of available educational resources.
- Instructional technologies are adequate.

Two items that had been rated as *good* in 2003 no longer met the criteria; however, a majority of faculty continued to agree with the statements. Specifically, fewer faculty members in 2006 than in 2003 agreed that they were adequately prepared to meet the following goals of academic advising:

- increasing student awareness of available educational resources (87% agreement in 2003; 74% agreement in 2006).
- development of students' decision-making skills (81% agreement in 2003; 74% agreement in 2006).

Another substantial change was a decrease in agreement with the statement "There is a lively intellectual and scholarly climate on campus". Forty-three percent of faculty agreed, which, with the exception of statements related to financial resources, is one of the lowest agreement rates on the survey.

Conclusion

Although ratings were low, employee assessment of the financial health of EMU remained somewhat stable between 2003 and 2006. However, across all areas of the survey, the lowest ratings tended to involve financial or resource issues, in general. The findings are not surprising, given the overall economic climate. For example, faculty ratings of the cost of textbooks were low, yet cost is an external industry-wide factor outside of direct institutional control.

Financial concerns are also in congruence with the findings of other surveys conducted by the institution over the past year. For example, the Admitted Student Questionnaire (ASQ)², which surveyed both enrolling and non-enrolling first-time full-time students admitted to EMU for the 2006-07 academic year, noted an increase in financial concerns from students, as well (e.g., cost, financial aid, and affordability). Specifically, cost was the factor most highly rated as *important*. Consequently, there is not only downward pressure from students to contain costs, but there are increased pressures resulting from rising prices, salary increase mandates, and desire for improved services and facilities. As a result, there is tension surrounding financial concerns. Additionally, some of the continued concern for financial viability of the institution may be related to the prioritization process.

The 2003 report noted concern for the erosion of faculty and staff perceptions of quality of academic programs at EMU, in comparison to other institutions. Responses to the current survey reflected a slight increase in the perceptions of EMU, yet not as high as in 1998 and 2000. However, faculty ratings of the academic climate of EMU remained fairly low, suggesting continued low morale. Appendix 1 includes open-ended comments from faculty and staff.

References

Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2nd Ed.). Hillsdale, NJ: Erlbaum.

² 2006 *Admitted Student Questionnaire*. Report prepared by the Office of Institutional Research and Effectiveness, Eastern Mennonite University, spring 2007.

Eastern Mennonite University Faculty-Staff Survey 2003 and 2006

The Faculty-Staff Survey is an in-house survey of faculty and staff at EMU, measuring opinions about various aspects of the University's programs and mission, as well as job satisfaction. The survey was administered in August 2003, with a response rate of 79%, and in Fall 2006 with a response rate of 73%.

Items were rated on a scale of 5 (agree strongly) to 1 (disagree strongly)

Benchmarks were also evaluated as follows:

excellent = >90% agree/agree strongly

good = >80% agree/agree strongly

weak = >40% disagree/disagree strongly or mean <3.0

*=Item wording altered slightly from the 2003 version. Use care when making comparisons between years when item wording has been altered

**=Item added to 2006 survey

=Item was recoded in 2003.

Item#		Questions by Category	2003 EMU Faculty-Staff Survey				2006 EMU Faculty-Staff Survey						
			N	Mean	% Agree	% Disagree	Benchmark	N	Mean	%Agree	Neutral	% Disagree	Benchmark
		Institutional Advancement		3.83	68.6	5.6							
4		I am confident funds I contribute are used to strengthen University programs and services.	217	3.89	77.4	8.3		199	3.96	81.9	15.6	2.5	Good
14		EMU should put more emphasis on increasing its general endowment fund.	226	3.96	72.6	3.1							
17		The establishment of academic departmental endowed chairs is a desirable trend and should be continued.	220	3.64	55.9	5.5							
		Financial Resources		2.99	38.7	35.4							
3		My department receives its fair share of institutional funds.	224	3.40	59.8	25.0		210	3.21	52.4	20.5	27.1	
6		EMU has adequate financial resources to support its growth and development.	226	2.21	9.2	65.0	Weak	210	2.2	14.8	10.5	74.8	Weak
10		My "gut feeling" is that EMU is presently in good, stable financial condition.	227	2.37	16.8	62.6	Weak	212	2.76	28.8	24.1	47.2	Weak
11		EMU tuition and fees are set at appropriate levels.	225	3.05	40.5	30.7		208	3.37	54.8	27.9	17.3	
16	*	EMU's spending priorities reflect the institution's shared values. (*2003 = "core values")	223	3.24	49.8	23.8		209	3.25	51.2	23.0	25.8	
17		The establishment of academic departmental endowed chairs is a desirable trend and should be continued.	220	3.64	55.9	5.5							

Benchmarks: excellent = >90% agree/agree strongly
good = >80% agree/agree strongly
weak = >40% disagree/disagree strongly or mean <3.0
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Item# Physical Resources		2003 EMU Faculty-Staff Survey				
		N	Mean	% Agree	% Disagree	Benchmark
			3.71	71.2	12.8	
2	Plans for remodeling and constructing new facilities are consistent with the purposes of EMU.	227	3.70	68.8	9.3	
19	Emergency evacuation procedures are clearly displayed in all buildings.	222	3.43	55.0	19.8	
39a	EMU has adequate facilities for classroom instruction	222	3.25	55.0	29.7	
39b	EMU has adequate facilities for student study	219	3.68	68.9	7.8	
39c	EMU has adequate facilities for intercollegiate varsity sports	218	4.10	85.8	4.6	Good
39d	EMU has adequate facilities for student housing	214	3.76	72.0	8.9	
39e	EMU has adequate facilities for public events	222	3.10	49.1	37.4	
39f	EMU has adequate facilities for parking	224	3.83	77.6	12.5	
39g	EMU has adequate facilities for food service	221	3.97	84.6	2.7	Good
39h	EMU has adequate facilities for student activities	220	3.91	80.5	4.1	Good
40	EMU facilities are adequately maintained.	225	4.03	85.4	4.4	Good

2006 EMU Faculty-Staff Survey					
N	Mean	%Agree	Neutral	% Disagree	Benchmark
	3.52	65.9	12.0	22.1	
206	3.63	66.5	21.4	12.1	
204	2.75	36.8	9.3	53.9	Weak
196	3.38	55.1	24.0	20.9	
200	4.07	85.5	9.0	5.5	Good
197	2.95	45.7	12.2	42.1	Weak
206	2.94	47.1	7.8	45.1	Weak
210	3.97	82.4	6.7	11.0	Good
207	3.77	78.3	12.1	9.7	
200	3.9	82.0	11.0	7.0	Good
209	3.87	79.9	6.2	13.9	

Item# Work Environment: Administration and Organization		2003 EMU Faculty-Staff Survey				
		N	Mean	% Agree	% Disagree	Benchmark
			3.55	64.91	16.01	
1	Persons holding administrative positions at EMU are well qualified for their jobs.	226	3.68	73.9	15.5	
5	I have adequate opportunities for participation in institutional decision-making processes.	225	3.51	57.8	17.3	
8	I have sufficient opportunity to make suggestions for improvements and changes at EMU.	226	3.56	61.9	14.6	
9	I know whom to talk with when I have ideas or questions about administrative policy or actions.	225	3.80	76.0	12.0	
12	Personnel policies are implemented in an equitable, fair, and considered way.	222	3.35	59.0	21.2	
13	The philosophy and purpose of EMU are effectively executed in administrative processes.	222	3.41	58.1	17.6	
15	Decision-making follows agreed upon processes in my division.	226	3.60	65.5	12.4	
18	The administrative organization of EMU is clear to me.	228	3.90	82.5	6.1	Good
20	EMU has a fair and effective process for recruiting new employees.	226	3.26	53.1	23.5	
23	EMU makes an adequate attempt to hire persons of color.	221	3.32	54.3	20.8	
36	University policies and procedures are consistent with EMU's mission and values.	225	3.67	69.8	12.4	
83	Faculty rank and promotion policies are implemented in a fair and equitable way.	91	3.52	67.0	18.7	

2006 EMU Faculty-Staff Survey					
N	Mean	%Agree	Neutral	% Disagree	Benchmark
	3.59	67.3	16.8	15.9	
211	3.83	78.7	11.8	9.5	
210	3.75	71.9	17.1	11.0	
211	3.77	74.4	14.2	11.4	
210	3.77	78.1	7.1	14.8	
210	3.44	61.0	19.0	20.0	
208	3.56	66.8	18.3	14.9	
209	3.63	69.4	16.3	14.4	
209	3.44	62.2	14.8	23.0	
201	3.38	55.7	25.9	18.4	
203	3.35	54.2	25.1	20.7	
207	3.68	71.0	19.3	9.7	
78	3.44	64.1	12.8	23.1	

Benchmarks: excellent = >90% agree/agree strongly
 good = >80% agree/agree strongly
 weak = >40% disagree/disagree strongly or mean <3.0
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Items rated on a scale from 5=agree strongly to
 1=disagree strongly

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		2003 EMU Faculty-Staff Survey				
		N	Mean	% Agree	% Disagree	Benchmark
Item# Work Environment: Organizational Commitment				64.8	34.9	
34	I can do my work without violating any of my major values or ethical principles.	226	4.34	92.1	5.8	Excellent
37	I feel a high level of loyalty to the University.	226	3.88	73.4	8.4	
38#	I <i>do not</i> plan to look for work with another organization/institution within a year. (Note. In 2003 item did not include the "did not" wording and was reverse coded, in order to calculate % agree and % disagree.)	210	n/a	71.0	9.5	

2006 EMU Faculty-Staff Survey					
N	Mean	%Agree	Neutral	% Disagree	Benchmark
	4.05	66.3	36.3	30.8	
213	4.35	92.0	3.3	4.7	Excellent
211	4.02	76.8	14.7	8.5	
206	3.78	69.9	9.2	20.9	

		2003 EMU Faculty-Staff Survey				
		N	Mean	% Agree	% Disagree	Benchmark
Item# Work Environment: Spiritual Climate			3.96	78.5	9.2	
21	Faith commitment should be a significant factor in decisions regarding renewal of employment contracts.	224	3.96	74.6	9.4	
34	I can do my work without violating any of my major values or ethical principles.	226	4.34	92.1	5.8	Excellent
42	The undergraduate chapel program at EMU is beneficial to the spiritual atmosphere on campus.	217	3.64	68.7	11.5	
80	Faculty members at EMU adequately integrate faith and learning in the classroom.	92	3.73	71.7	12.0	
81	I regularly attempt to integrate faith into my classroom teaching.	92	4.25	89.1	2.2	Good
82	EMU adequately supports and encourages integration of faith and learning in the classroom.	92	3.87	75.0	14.1	

2006 EMU Faculty-Staff Survey					
N	Mean	%Agree	Neutral	% Disagree	Benchmark
	3.84	74.1	14.6	11.3	
210	3.81	68.1	19.0	12.9	
213	4.35	92.0	3.3	4.7	Excellent
204	3.52	59.3	24.0	16.7	
73	3.49	63.0	21.9	15.1	
76	4.17	85.5	10.5	3.9	Good
77	3.71	76.6	9.1	14.3	

		2003 EMU Faculty-Staff Survey				
		N	Mean	% Agree	% Disagree	Benchmark
Item# Work Environment: Job Satisfaction			3.62	64.05	22.47	
7	The grievance procedures of EMU are clear to me.	226	3.40	57.1	17.7	
24	I have a good working relationship with my supervisor.	221	4.19	83.2	8.1	Good
25	There are positive, effective working relationships across departments.	224	3.50	64.7	19.6	
26	I have sufficient resources to get my work done.	226	3.60	72.1	17.7	
27	I am adequately compensated for my labor.	225	3.24	55.6	29.3	
28	I am satisfied with my total benefits package.	221	3.24	54.3	28.5	
29	EMU provides sufficient support to employees in their pursuit of professional development activities.	219	3.14	44.8	32.0	
30	My department has adequate staff to effectively carry out assigned responsibilities.	226	3.18	55.3	35.8	
31	I am satisfied with my workload.	226	3.38	59.8	24.3	
32	The physical conditions under which I work are adequate.	225	3.92	84.5	12.0	Good
33	I know what is expected of me in my work.	226	4.11	90.3	4.4	Excellent
34	I can do my work without violating any of my major values or ethical principles.	226	4.34	92.1	5.8	Excellent
37	I feel a high level of loyalty to the University.	226	3.88	73.4	8.4	
38#	I <i>do not</i> plan to look for work with another organization/institution within a year. (Note. In 2003 item did not include the "did not" wording and was reversed coded, in order to calculate % agree and % disagree.)	210	n/a	9.5	71.0	Excellent

2006 EMU Faculty-Staff Survey					
N	Mean	%Agree	Neutral	% Disagree	Benchmark
	3.57	64.4	13.7	22.0	
208	3.35	50.0	30.8	19.2	
213	4.34	88.7	5.2	6.1	Good
212	3.45	59.9	18.9	21.2	
212	3.46	63.7	12.3	24.1	
213	2.92	38.5	20.2	41.3	Weak
213	3.23	53.5	15.5	31.0	
211	3.06	44.5	22.3	33.2	
213	3.03	46.5	15.0	38.5	
213	3.11	52.1	10.8	37.1	
214	3.71	73.8	8.4	17.8	
212	4.14	91.0	5.2	3.8	Excellent
213	4.35	92.0	3.3	4.7	Excellent
211	4.02	76.8	14.7	8.5	
206	3.78	69.9	9.2	20.9	

Benchmarks: excellent = >90% agree/agree strongly
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 1=disagree strongly

2006-07 AIER
Eastern Mennonite University

Item# Student Outcomes		2003 EMU Faculty-Staff Survey				
		N	Mean	% Agree	% Disagree	Benchmark
			3.90	78.75	4.85	
Academic						
35	I can enthusiastically recommend EMU to prospective students because of the quality of its academic program.	224	4.09	84.4	8.0	Good
47	EMU enhances students' understanding of other cultures.	225	4.36	92.9	2.7	Excellent
48a	EMU develops student's intellectual ability to observe, listen and read carefully.	218	3.89	81.7	2.8	Good
48b	EMU develops student's intellectual ability to think critically and creatively.	218	3.79	77.5	6.4	
48c	EMU develops student's intellectual ability to access and use information appropriately.	218	3.77	73.9	5.5	
48d	EMU develops student's intellectual ability to communicate effectively.	217	3.71	70.0	6.0	
48e	EMU develops student's intellectual ability to value and express artistic imagination.	218	3.77	72.9	4.6	
48h	EMU develops student's intellectual ability to engage in life-long learning.	218	3.84	76.7	2.8	
Spiritual/Social						
48f	EMU develops student's intellectual ability to understand and value cultural diversity.	219	4.05	86.3	4.1	Good
48g	EMU develops student's intellectual ability to appreciate one's own traditions.	218	3.73	72.1	6.4	
41	EMU places appropriate emphasis on intercollegiate athletics.	226	3.74	72.2	10.6	
49a	EMU nurtures students to grow in commitment to Christ and the church.	220	3.76	75.0	10.0	
49b	EMU nurtures students to grow in physical, emotional and spiritual well-being.	222	3.85	80.2	4.5	Good
49c	EMU nurtures students to grow in sense of self-worth and personal dignity.	220	3.85	78.2	1.4	
49d	EMU nurtures students to grow in integrity of faith and practice.	221	3.81	77.8	7.2	
49e	EMU nurtures students to grow in ability to pursue meaningful relationships.	219	3.90	83.1	0.9	Good
49f	EMU nurtures students to grow in self-awareness as whole persons within a diverse	220	3.80	78.2	4.5	
50a	EMU prepares students to make known the Gospel of Jesus Christ.	219	3.46	58.0	16.0	
50b	EMU prepares students to promote human transformation by working for peace through non-	221	4.05	89.1	1.8	Good
50c	EMU prepares students to create just social structures.	218	3.89	82.1	5.5	Good
50d	EMU prepares students to facilitate access to basic human resources for life and dignity.	217	3.94	83.8	0.5	Good
50e	EMU prepares students to respect and care for God's creation.	219	3.86	80.3	4.1	Good
51a	EMU fosters church commitment to the Mennonite Church in the pursuit of its mission and	220	3.75	72.7	6.4	
51b	EMU fosters church commitment to the broader Christian church and global community in	219	3.82	79.5	4.1	

2006 EMU Faculty-Staff Survey					
N	Mean	%Agree	Neutral	% Disagree	Benchmark
213	4.07	83.6	11.3	5.2	Good
211	4.52	97.2	1.9	0.9	Excellent
<p>This section was re-worded for the 2006 version of the EMU Faculty-Staff Survey, in order to reflect the current vision and mission of EMU (see below).</p>					

EMU challenges students to pursue their life calling by:		These items were not included on the 2003 version of the EMU Faculty-Staff Survey
48a	* developing students' ability to live in a global context.	
48b	* promoting scholarly inquiry.	
48c	* engaging students in artistic creation.	
48d	* providing guided practice.	
48e	* inviting each person to experience Christ and follow His call to witness faithfully.	
48f	* providing opportunities to serve compassionately.	
48g	* encouraging students to walk boldly in the way of nonviolence and peace.	

211	4.32	96.7	2.4	0.9	Excellent
209	3.80	75.6	16.3	8.1	
203	3.66	64.0	27.1	8.9	
201	3.82	73.1	22.4	4.5	
204	3.62	66.2	23.5	10.3	
208	4.07	87.5	10.1	2.4	Good
205	4.05	84.4	13.7	2.0	Good

Athletic Programs	
41	* Athletic programs at EMU receive

% responded "too little emphasis"	% responded "too much emphasis"	% responded "about the right emphasis"
8.3	18.9	72.8

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2006-07 AIER
Eastern Mennonite University

Item#	Support Services	2003 EMU Faculty-Staff Survey				2006 EMU Faculty-Staff Survey						
		N	Mean	% Agree	% Disagree	Benchmark	N	Mean	%Agree	Neutral	% Disagree	Benchmark
			3.95	80.02	4.68			3.90	75.4	17.8	6.8	
43	University Accord provides effective facilitation services to the EMU community.	221	3.62	63.3	7.2		167	3.32	43.7	41.3	15.0	
I receive good support and services from:												
44a	Information Systems	224	4.36	97.7	0.9	Excellent	206	4.38	94.2	2.4	3.4	Excellent
44b	Physical Plant	225	4.28	95.1	2.7	Excellent	209	4.21	88.0	7.7	4.3	Good
44c	Communications Department	201	3.77	73.1	7.5		197	3.84	73.6	18.8	7.6	
44d	Campus Ministries	184	3.77	66.9	2.2		177	3.79	67.8	27.7	4.5	
44e	Copying/Printing	204	3.86	77.5	2.9		183	3.82	73.2	16.9	9.8	
44f	Post Office	223	4.46	97.3	0.0	Excellent	207	4.38	92.8	6.3	1.0	Excellent
44g	Information Office	209	3.95	79.4	3.8		192	3.93	75.5	20.8	3.6	
44h	Student Accounts and Accounts Receivable	194	4.12	90.2	0.5	Excellent	175	4.03	82.9	13.7	3.4	Good
44i	Accounts Payable and Payroll	208	4.00	84.6	3.8	Good	201	3.82	78.6	9.0	12.4	
44j	General Ledger & Financial Reporting	193	3.96	80.9	3.1	Good	164	3.76	71.3	20.1	8.5	
44k	Bookstore	218	4.20	93.2	0.5	Excellent	188	3.81	72.9	20.2	6.9	
44l	Dining Services	206	4.02	85.0	3.4	Good	189	3.87	77.2	18.0	4.8	
44m	Human Resources	225	3.20	51.1	30.7		212	3.88	77.4	14.2	8.5	
44n	Library	216	4.05	87.1	2.8	Good	197	4.09	86.3	10.2	3.6	Good
44o	Institutional Research	183	3.87	69.4	2.7		167	3.79	68.3	23.4	8.4	
44p	Conferences & Events	188	3.76	68.6	4.8		151	3.57	57.6	32.5	9.9	
44q	** Alumni & Parent Relations						155	3.64	62.6	29.7	7.7	
44r	** Registrar's Office						193	4.32	90.2	9.3	0.5	Excellent

Item#	Support Services: Bookstore	2003 EMU Faculty-Staff Survey				2006 EMU Faculty-Staff Survey						
		N	Mean	% Agree	% Disagree	Benchmark	N	Mean	%Agree	Neutral	% Disagree	Benchmark
			3.95	77.83	8.18			3.51	62.9	17.6	19.5	
44k	I receive good support & service from Bookstore.	218	4.20	93.2	0.5	Excellent	188	3.81	72.9	20.2	6.9	
69	I receive prompt and courteous service from bookstore staff when ordering texts.	92	4.53	97.8	0.0	Excellent	74	4.07	87.8	12.2	0.0	Good
70	Pricing of textbooks for students is about right.	90	3.03	35.5	30.0		69	2.64	26.1	23.2	50.7	Weak
71	Textbooks for students in the bookstore are readily available.	92	4.02	84.8	2.2	Good	74	3.51	64.9	14.9	20.3	

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2006-07 AIER
Eastern Mennonite University

		2003 EMU Faculty-Staff Survey				
		N	Mean	% Agree	% Disagree	Benchmark
Item# Support Services: Library			3.90	78.94	7.94	
44n	I receive good support & service from Library.	216	4.05	87.1	2.8	Good
76	Library resources are adequate to support the programs of EMU.	91	3.55	67.0	16.5	
77	The Menno Simons Historical Library maintains adequate open hours.	77	3.31	49.4	18.2	
78	Inter-library loan services are adequate.	91	4.21	95.6	2.2	Excellent
79	When I need assistance I have no difficulty getting help from the library staff.	90	4.36	95.6	0.0	Excellent

2006 EMU Faculty-Staff Survey					
N	Mean	%Agree	Neutral	% Disagree	Benchmark
	3.88	76.6	14.0	9.4	
197	4.09	86.3	10.2	3.6	Good
75	3.65	77.3	8.0	14.7	
46	3.02	30.4	43.5	26.1	
71	4.25	91.5	7.0	1.4	Excellent
75	4.37	97.3	1.3	1.3	Excellent

		2003 EMU Faculty-Staff Survey				
		N	Mean	% Agree	% Disagree	Benchmark
Item# Educational Support Services			3.94	80.02	7.98	
63	Educational equipment (e.g. overhead, chalkboard, VCR) is adequate and readily accessible.	91	4.18	87.9	5.5	Good
72	The Academic Support Center helps meet student learning needs.	91	4.05	84.6	5.5	Good
76	Library resources are adequate to support the programs of EMU.	91	3.55	67.0	16.5	
77	The Menno Simons Historical Library maintains adequate open hours.	77	3.31	49.4	18.2	
78	Inter-library loan services are adequate.	91	4.21	95.6	2.2	Excellent
79	When I need assistance I have no difficulty getting help from the library staff.	90	4.36	95.6	0.0	Excellent

2006 EMU Faculty-Staff Survey					
N	Mean	%Agree	Neutral	% Disagree	Benchmark
	3.82	74.9	14.7	10.4	
72	3.79	77.8	13.9	8.3	
75	3.65	77.3	8.0	14.7	
46	3.02	30.4	43.5	26.1	
71	4.25	91.5	7.0	1.4	Excellent
75	4.37	97.3	1.3	1.3	Excellent

		2003 EMU Faculty-Staff Survey				
		N	Mean	% Agree	% Disagree	Benchmark
Item# Support Services: Information Technology, Resources and Systems			3.90	75.80	7.18	
22	A clear policy exists for the future direction and development of computer services.	220	3.39	43.6	9.1	
45	I have adequate access to computer services on campus.	220	4.34	95.0	1.4	Excellent
46	EMU commits adequate resources for information technology.	223	3.82	77.1	9.9	
64 *	Instructional technologies (e.g., computer and network resources) are adequate.	92	4.09	85.8	6.5	Good
75	Inservice and support for use of electronic information technology for teaching and learning is adequate.	89	3.87	77.5	9.0	

2006 EMU Faculty-Staff Survey					
N	Mean	%Agree	Neutral	% Disagree	Benchmark
205	4.32	94.6	2.4	2.9	Excellent
203	3.94	84.2	7.9	7.9	Good
74	3.92	85.1	6.8	8.1	Good
73	3.63	74.0	11.0	15.1	

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2006-07 AIER
Eastern Mennonite University

		2003 EMU Faculty-Staff Survey				
		N	Mean	% Agree	% Disagree	Benchmark
Item#	Faculty Issues: Faculty Preparation		3.99	83.64	5.25	
61	The teaching skills of the faculty are sufficient to provide a quality education.	92	4.08	90.3	2.2	Excellent
I am adequately prepared to meet the following goals of academic advising:						
62a	* exploration of students' life and career goals (in 2003 said "clarification of")	90	3.99	83.3	4.4	Good
62b	selection of appropriate courses and other educational experience	91	4.24	94.5	1.1	Excellent
62c	interpretation of institutional requirements	90	4.09	88.9	1.1	Good
62d	increasing student awareness of available educational resources	91	3.99	86.8	4.4	Good
62e	evaluation of students' progress toward established goals	91	4.03	86.8	2.2	Good
62f	development of students' decision-making skills	89	3.91	80.9	5.6	Good
62g	referral to other institutional and community support services	89	3.88	78.7	7.9	
65	EMU faculty members have appropriate credentials to provide quality education	92	4.28	94.6	1.1	Excellent
66	Faculty members benefit from administrative & peer evaluations based on personal observation of their teaching performance.	89	3.37	51.6	22.5	

2006 EMU Faculty-Staff Survey					
N	Mean	%Agree	Neutral	% Disagree	Benchmark
	3.95	81.4	10.3	8.3	
76	4.07	93.4	2.6	3.9	Excellent
75	4.13	85.3	8.0	6.7	Good
75	4.19	89.3	5.3	5.3	Good
75	4.04	84.0	9.3	6.7	Good
74	3.88	74.3	20.3	5.4	
71	3.93	81.7	12.7	5.6	Good
74	3.78	74.3	13.5	12.2	
75	3.93	81.3	12.0	6.7	Good
74	4.09	91.9	2.7	5.4	Excellent
73	3.45	58.9	16.4	24.7	

		2003 EMU Faculty-Staff Survey				
		N	Mean	% Agree	% Disagree	Benchmark
Item#	Faculty Issues: Academic Climate		3.40	58.30	23.73	
67	EMU faculty members have sufficient freedom to express their ideas and opinions.	92	3.47	66.3	23.9	
68	EMU faculty scholarship is adequate for providing a quality educational experience.	92	3.42	57.6	25.0	
73	The expectation for scholarly production is appropriate.	92	3.43	57.6	20.7	
74	There is a lively intellectual and scholarly climate on campus.	91	3.27	51.7	25.3	

2006 EMU Faculty-Staff Survey					
N	Mean	%Agree	Neutral	% Disagree	Benchmark
	3.28	54.5	14.6	30.9	
74	3.49	58.1	13.5	28.4	
75	3.39	60.0	12.0	28.0	
76	3.25	56.6	14.5	28.9	
76	3.00	43.4	18.4	38.2	

Benchmarks: excellent = >90% agree/agree strongly
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