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Michigan State University PH.D. 1982

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AN ASSESSMENT OF THE OPINIONS OF SELECTED MICHIGAN STATE UNIVERSITY ACADEMIC UNIT ADMINISTRATORS ON THE ISSUE OF THE FUTURE OF ACADEMIC UNIT ADMINISTRATION

By

Shahriar Ghoddousi

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ABSTRACT

AN ASSESSMENT OF THE OPINIONS OF SELECTED MICHIGAN STATE UNIVERSITY ACADEMIC UNIT ADMINISTRATORS ON THE ISSUE OF THE FUTURE OF ACADEMIC UNIT ADMINISTRATION

By

Shahriar Ghoddousi

This study is an opinion survey of a sample of deans of colleges, chairpersons of academic departments, and selected faculty members regarding the issues of the future of academic unit administration at Michigan State University. It is also an assessment of different policies suggested by unit administrators for coping with future changes.

Specifically, the study was designed

1. to collect detailed and factual information that describes the opinions of selected deans, chairpersons, and faculty members about the future of academic units and their perceptions of the future in the following areas: (a) faculty-related issues, (b) student-related issues, (c) program-related issues, (d) finance-related issues, and (e) physical-resources-related issues.

2. to collect information regarding different administrative policies and courses of action that academic unit administrators may suggest for coping with suggested future changes in the aforementioned areas.

3. to collect information that suggests administrative tools and techniques needed by academic administrators for coping with future changes.

4. to feed back a summary of findings of the study to academic units and central administration of the university for consideration in their respective policy decisions concerning long-range planning at Michigan State University.

The study was conducted in 15 colleges and 30 departments at Michigan State University. A two-phase survey technique was devised for the purpose of the study. The first phase comprised an unstructured questionnaire as well as unstructured interviews. The purpose of this phase was to collect information in an unstructured way about future issues and policies to cope with issues of the future of academic units. The second phase contained a structured questionnaire that was based on content analysis of the first-phase questionnaire.

The data were analyzed in terms of correlations, percentage, mean, mode, and frequencies. The principal findings were reported in 23 statements; based on these findings, three recommendations were suggested.

Dedicated and presented to

my wife,

Shamsdokht Shams

Special appreciation to

Dr. Richard L. Featherstone
Dr. Farhang Mehr
Dr. T. Harry McKinney
Dr. Tom M. Freeman
Dr. Mary Honora Kroger
Dr. Fred C. Tinning
Dr. Daniel P. Shoemaker

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CHAPTER I

INTRODUCTION TO THE STUDY

Background of the Problem

It is commonly believed that long-range planning is an essential function of academic unit administrators. Many academic unit administrators understand the necessity to chart the future course of their units and to determine how unit goals will be achieved. Thus, asking about events that may happen five to ten years in the future should be habitual to an academic administrator and has become a necessity for planners and planning agencies. Sturner (1974) expanded on his definition of planning by saying, "Planning fundamentally is a campaign to move an organization toward its image of the future, on a timetable that is both desirable and feasible" (p. 2).

Dalkey (1968) believed that identifying change is more important today than ever before. He wrote:

> Science, technology, and advanced administrative methods are rapidly extending the scope of public and private control over economic and social development. To use these new powers wisely, it is necessary to have a clear picture of the future--or more exactly of the possible futures. (p. 1)

After the 1960s, a new attitude toward the future emerged through the work of planning agencies and research groups. This new attitude has extended some planning horizons into a more distant fugure. Helmer (1967) expanded on the change in attitude toward planning for the future as follows:

> The change is manifesting itself in several ways: PHILOSOPHICALLY, in that there is a new understanding of what it means to talk about the future; PRAGMATICALLY, in that there is a growing recognition that it is important to do something about the future; and METHODOLOGICALLY, in that there are new and more effective ways of in fact doing something about the future. (p. 1)

Many administrators who are involved in the planning and administration of academic units (deans, chairpersons, and sometimes faculty members) have become well aware of the problem of maintaining quality and vitality while implementing change within the academic organization. The need for educational change has been brought about by increasing financial pressures and new political and social outlooks, which have altered somewhat radically the needs and demands of the many constituent groups. Consequently, administrators generally have been requesting more information that is pertinent to their own internal problem solving and that will also help them meet requests from coordinating agencies, governing boards, legislators, and other groups involved in the financing and control of higher education (Chaney, 1976).

At a National Conference on Higher Education, Kerr (1971) expressed his views of change in higher education as follows:

> Higher education in the United States is facing a period of uncertainty, confusion, conflict, and potential change, and it has little to guide it in its past experiences. For most of its three and one-third century history, it has had a manifest destiny and through the period from 1920-1970, was marked by rapid change and some student unrest. . . . Two factors remained constant: public belief in and support of higher education, and the campus and society were both changing, but in compatible ways. This is no longer so and higher education is faced with a staggering number of uncertainties: (1) the direction of change that will be taking place in a society that is ever more divisive, and in a world that is undergoing

> a cultural revolution; (2) the impact of the new educational technology; (3) its proper functions in terms of teaching, research, and services; (4) the governance of the institutions; and (5) financing. (Cited in Huckfeldt, 1972, p. 2)

In addition to the aforementioned concerns, academic unit administrators also are facing the problem of declining enrollments in institutions of higher education in the United States (Carnegie Commission on Higher Education, 1973). New projections by the federal government's National Center for Educational Statistics indicated that total college enrollment in 1988 will be about 5.5 percent below the present level (Magarrell, 1980). Magarrell reported:

> The projections indicate that private colleges and universities will be hit harder than public institutions. A projected increase in the enrollment of part-time students is more than offset by the projected loss of full-time students. For 1988, compared with 1979, the projections show:
>
> 1. Part-time enrollment up 3.7%; full-time enrollment down 9.3%.
> 2. Private institutions' enrollment down 7.4%; public institutions' enrollment down 3.1%.
> 3. Enrollment of men down 3.7%; of women down 4.3%. (p. 7)

Based on an analysis of the National Educational Statistics Center's projections, the total college enrollment reached its peak in the fall of 1981 and will decline 5.5 percent from that point by 1988. By 1988, total enrollment would be 11,048,000, a loss of nearly half a million students compared with this year's estimate of 11,500,000 (Magarrell, 1980).

Hecker and Ignatovich (1978) made projections of the number of high-school graduates in Michigan. These projections were made on the assumption that the average rates of attrition (cohort survival ratios) during the 1971-78 period would continue into the future.

Projected eleventh- and twelfth-grade enrollments in 1990-91, based on an enrollment of 327,193 in 1975-76, were as follows:

1. High projected enrollment = 233,686 or a decrease of 28.6% from 1975.
2. Most likely projected enrollment = 224,692 or a decrease of 31.3% from 1975.
3. Low projected enrollment = 2.5,010 or a decrease of 34.3% from 1975.

The above projection ranges are roughtly 14.5% of the most likely projection.

Projections at Michigan State University

Michigan State University, founded in 1855, was the first agricultural land-grant college in the United States. By the 1960s, it had established itself as both a premier land-grant institution and a strong member of the Association of American Universities. This is a distinction and challenge carried by a total of only 18 public institutions (MSU, 1980).

As Michigan State moves into the future (1990), the push toward growth and expansion based on new enrollments will disappear. Consequently, state support of higher education based on enrollments at the same relative levels as in the 1960s and 1970s is expected to diminish (MSU, 1980, p. 2).

Table 1 shows a forecast of projected enrollments at Michigan State University from 1980 to 1995. As shown in this forecast, the total number of undergraduates might decline from 35,335 to 27,766, or a decline of 21 percent, in a 15-year period (Office of Institutional

Table 1.--Student enrollments by admission status, Michigan State University (East Lansing campus, fall terms).

Enrollment	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
UNDERGRADUATE																
First-time	7,029	7,029	6,829	6,432	6,228	6,028	6,028	6,028	6,028	6,028	5,429	5,227	5,206	5,026	5,026	6,026
Transfer	2,702	2,703	2,600	2,600	2,408	2,305	2,202	2,202	2,202	2,202	2,202	2,202	1,946	1,849	1,899	1,899
Readmitted	1,345	1,344	1,345	1,246	1,246	1,144	1,144	1,144	1,144	1,144	1,144	1,038	941	941	941	941
Returns	24,259	24,147	24,084	23,857	23,412	23,017	22,493	22,161	21,946	21,851	21,819	21,397	20,960	20,425	20,062	19,900
TOTAL	35,335	35,223	34,858	34,135	33,486	32,597	31,970	31,535	31,320	31,225	30,594	29,864	28,973	28,271	27,928	27,766
GRAD PROF																
New to program	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84	84
Readmitted	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
Returning	1,017	1,022	1,025	1,027	1,028	1,029	1,030	0,031	1,032	1,033	1,034	1,035	1,036	1,037	1,038	1,039
TOTAL	1,116	1,121	1,124	1,126	1,127	1,128	1,129	1,130	1,131	1,132	1,133	1,134	1,135	1,136	1,137	1,138
MASTER-DOCTOR																
New to program	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317
Readmitted	490	490	490	490	490	490	490	490	490	490	490	490	490	490	490	490
Returning	5,043	5,031	5,029	5,030	5,033	5,037	5,042	5,047	4,052	5,059	5,066	6,073	6,080	6,087	6,094	6,101
TOTAL	6,850	6,838	6,836	6,837	6,840	6,844	6,849	6,854	6,859	6,866	6,873	6,880	6,887	6,894	6,901	6,908
CAMPUS																
New	11,132	11,132	10,830	10,433	10,229	9,837	9,734	9,631	9,631	9,631	9,032	8,830	8,423	8,326	8,326	8,326
Readmitted	1,850	1,850	1,850	1,751	1,649	1,649	1,649	1,649	1,649	1,649	1,649	1,543	1,446	1,446	1,446	1,446
Returning	30,319	30,200	30,138	29,914	29,473	29,083	28,565	28,239	28,030	27,943	27,919	27,505	27,076	26,529	26,194	26,040
TOTAL	43,301	43,182	42,818	42,098	41,453	40,569	39,948	39,519	39,310	39,223	38,600	37,878	36,945	36,301	35,966	35,812

Source: Office of Institutional Research, Michigan State University, "Analysis of Components Used in Projecting Future Enrollments" (East Lansing: Michigan State University, 1979).

Research, 1979). The total number of graduate professionals may increase slightly during the same period, from 1,116 to 1,138 or about 2 percent. Table 1 also shows that the projected number of enrollments for master's and doctoral students for the next 15 years will remain about the same. The total campus enrollment may decline 17 percent from 1980 to 1995.

Using birth statistics for the years up to 1979, Hecker and Ignatovich (1978) projected that twelfth-grade Michigan public school enrollments will show a decline of about 30 percent by 1995. Almost 66 percent of the decline was projected to occur during the period 1980 to 1985. The decline in twelfth-grade Michigan public school enrollment is of particular importance to Michigan State University because almost 90 percent of Michigan State's freshman enrollment flows directly from Michigan high schools (Office of Institutional Research, 1979).

Planning for the Future in Academic Unit Administration

The projected declines in enrollment presented thus far, plus external pressures from state agencies and the federal government concerning affirmative action, handicapped students, financial reporting, and more and more specific and standardized information about colleges and universities, may present academic unit administrators with the difficult but necessary task of developing coherent strategies and priorities for academic unit functions. Inflation and recession, acting together, have driven college costs upward and, simultaneously, the support dollars of private foundations such as the

National Science Foundation have been constrained (Shirly & Volkwein 1978). This situation will result in dramatic decreases in contracts and grants for research, instructional development, and medical education and in fellowships for graduate students (Breneman, 1975). In general, being aware of these problems is and/or should be a part of the academic unit administrator's job.

The ability to make assumptions about the future as well as predictions of future events that may change or affect an academic unit's functions are of crucial importance in making decisions in academic units. Almost all authorities on academic administration agree that planning functions should be an integral part of academic unit administration. Featherstone (1972) not only believed in legitimacy of planning and management, but he indicated that "planning and management functions of the department should be improved." He continued: "With more efficient operation and better planning, a substantial attack on higher education's problems can be made, and some of the distrust and false impressions now in evidence could be abated" (p. 12).

Program management is one of the essential functions of academic unit administrators. Shirly and Volkwein (1978) suggested some major factors to be considered in establishing the program profile of the academic unit. These factors are shown in Figure 1. In their paper, Shirly and Volkwein stated that, before offering any program, academic units within institutions should have a statement of that institution's mission or educational philosophy. They defined their view of an educational philosophy as "the basic values held by the

institution concerning the role of education in society, the role of basic and applied research, the purposes of a liberal education, the meaning of academic freedom, and similar educational premises" (p. 475).

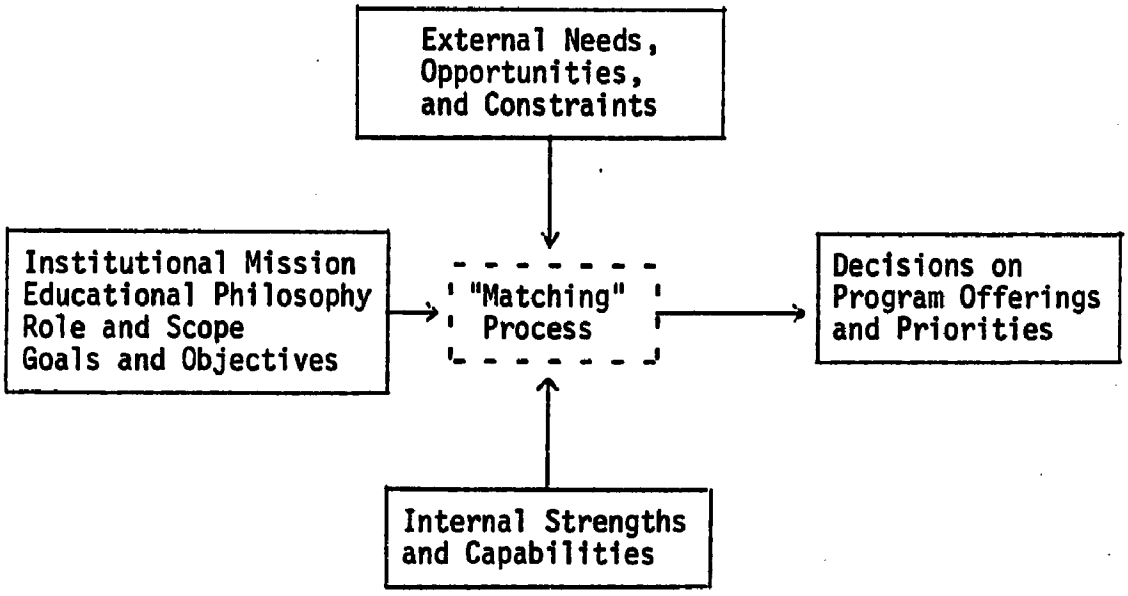

Figure 1.--Major inputs to decisions on campus program offerings and priorities. (From Robert C. Shirly and J. Fredericks Volkwein, "Establishing Academic Program Priorities," Journal of Higher Education 5 (1978): 49.)

Determining the role and scope of institutions in general, and of academic units in particular, is also necessary before developing program priorities. In formulating a statement of roles and priorities, the academic unit should focus on identifying limitations and general boundaries of intellectual activities. For example, should the attention of the department be placed on graduate or undergraduate studies or on a balance of teaching, research, and services? The objectives

of the department need to be viewed in relation to predictions of enrollment patterns and projections of financing for the academic unit. Thus it is almost mandatory that academic goals and objectives be established. The goals should be a by-product of the identified needs of the institution.

External needs, opportunities, and constraints (Figure 1) also have a major influence on program offerings. Shirly and Volkwein gave the following examples of such considerations:

> The social/demographic characteristic of the geographical area.
> Location in the area of unique institutions or organizations.
> The types of industry located in the area.
> The existence of other educational institutions, their missions, and the opportunities for collaboration.
> Other distinguishing characteristics or resources of the geogaphical area that may present unique opportunities.
> Distinguishing characteristics of the area that constrain the institution's ability to develop certain areas of knowledge. (p. 475)

The third factor shown in Figure 1 provides an indication of what the academic unit or institution can or cannot do to realize its goals. Academic quality is a worthy ideal for departments and colleges of the institution, and it can be reasonably argued that every academic unit should not only meet minimum qualitative standards but also strive for academic excellence (Roose, 1979).

The final factor to be considered in reaching a decision on program offerings and priorities is the matching process (Figure 1). The decision should be reached after the mission, external factors, internal factors, strengths and weaknesses, and capabilities are matched.

Although Shirly and Volkwein presented their model only for establishing academic-program priorities, the combination of their model and Featherstone's model could be applied to decision making in all functional areas of academic units, i.e., faculty, student, and finance. All the external and internal factors, as well as the missions and goals of the institution, should be considered in any long-range planning studies. The academic unit administrator should study the important issues that may face the institution in the long term and, where appropriate, make administrative policy recommendations for the educational leaders to consider. Such research should include studies of enrollment trends, social/demographic characteristics of the geographical area, studies of the quality and deployment of faculty, studies dealing with the adequacy and quality of staff in the present and in the future, and, finally, policies to attract new students during times of declining enrollment. The knowledge of all the above topics, as well as knowing how to cope with these problems and demanding and searching for the appropriate administrative tools to solve the problems, can make or destroy an institution.

Roach (1976) expressed his view on the role of the academic department chairperson as follows: "The academic department chairperson shifts from being a subject-matter specialist to a developer of departmental programs and a partner in shaping the educational mission of the school" (p. 13).

The foresight of academic unit administrators and the availability of administrative tools to manage different functions of the academic unit are the keys to the successful achievement of the unit's

mission. The lack of administrative tools and knowledge is not the controlling factor in higher education. Tools do not necessarily need to be invented, but administrators need to recognize the need for the tools and their applications. The controlling factor is to move the academic unit toward what it wants to be or, in Sturner's (1974) words, the "institution's image of the future." In moving the institution toward what it should be, there will be a need for different managerial tools, such as different forecasting techniques, forcefield analysis, and principles of management by objectives. These tools and many others have already been established. The point is, in order to recognize the goals and objectives established by constituents of academic units, what kinds of academic tools would be of help? The question of how to relate these tools with functions of the unit to recognize the image of the future should be answered by academic unit administrators.

Sturner gave five different types of inputs to be weighed during the goal-setting process (Figure 2). These five inputs are:

1. The FANTASIZED views of what the institution ought to be doing, based on idealistic standards, individual wish lists, or personal preferences and desires.

2. The REALISTIC IMAGES of the future, their desires of where they would like their institution or individual department to be in one, or five, or ten years.

3. The EXTRAPOLATION of the PRESENT PATTERNS into the FUTURE, assumed or documented, which would allow persons to understand what a

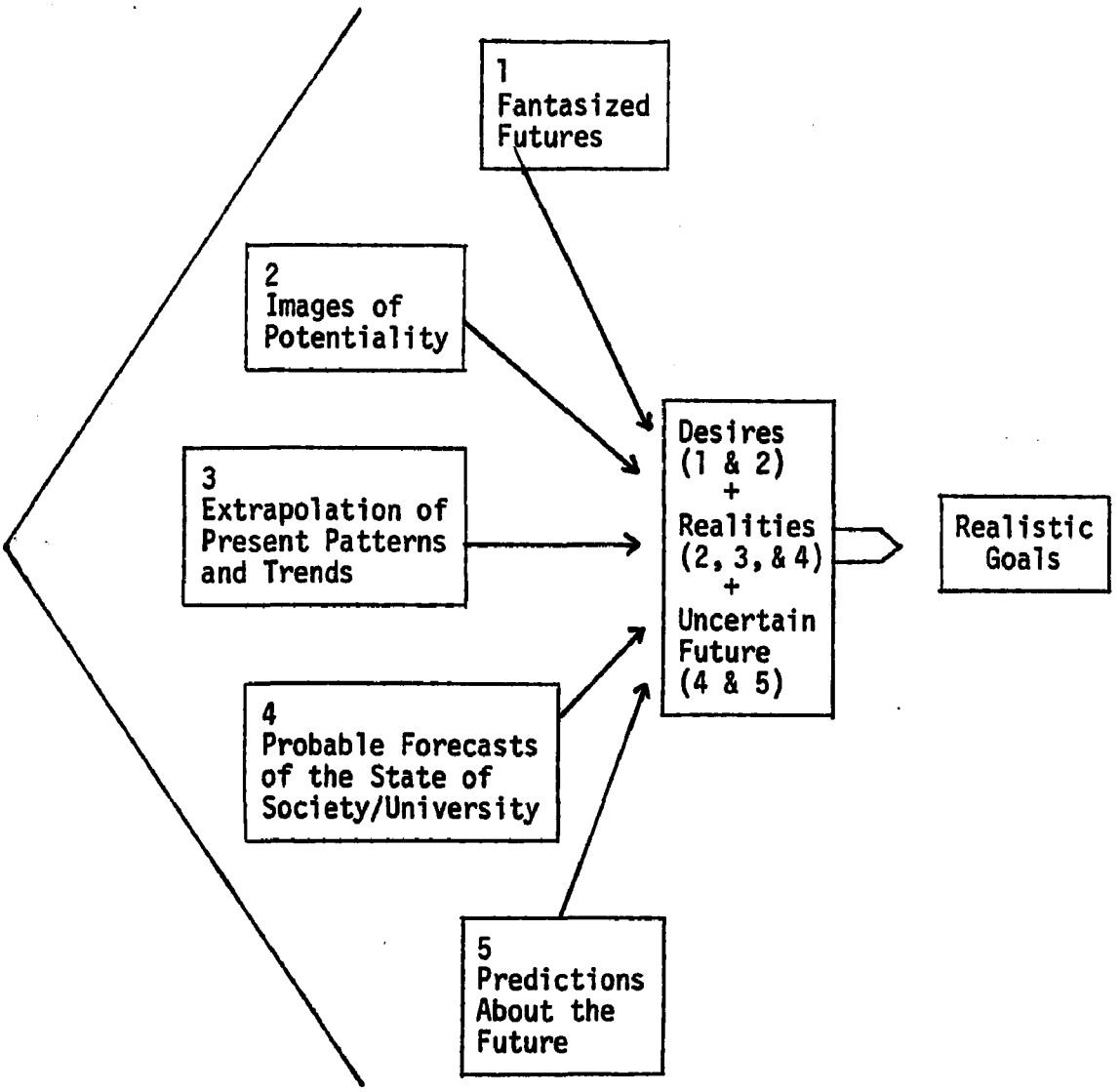

Figure 2.--Inputs in goal setting. (From William F. Sturner, Action Planning on the Campus [Washington, D.C.: American Association of State Colleges and Universities, 1974].)

straight-line continuance of the present patterns would look like in the future.

4. The FORECAST OF THE FUTURE PATTERNS or events, which would depend on an assessment of the "probability" of certain internal and external social forces (such as economic trends in the world at large

or changes in the students' curricular interests) being influential or controlling in the future.

5. PREDICTIONS about the controlling events and forces in an admittedly very "unknowable" future, as based on highly intuitive or "educated" guesses about the future (p. 12).

All five inputs in goal setting, which deal with persons, events, and forces, could be external or internal to the institution (Sturner, 1974). As shown in Figure 2, Step 1 (Fantasized Futures) is a highly internal phenomenon because it involves people internally attached to institutions or departments who have to move the unit toward a future image of the institution. Step 5 (Prediction About the Future) is highly external to the institution. External events or forces have to be predicted by intuition or "educated guesses." Events external to the institution are all state and federal regulations, all social and environmental changes, technological changes, and so on.

Academic units (colleges, schools, departments) seem to be not only a place for administration of current affairs, but also a decision-making level for the development of future educational programs and policies in shaping the goals of the academic unit. Robson (1976) quoted Toffler (1970), a futurist, in defining the administrator's role:

> [It is] no longer sufficient for Johnny to understand the past. It is not even enough for him to understand the present, for the here-and-now environment will soon vanish. Johnny must learn to anticipate the directions and rate of change. He must, to put it technically, learn to make repeated, probabilistic, increasingly long-range assumptions about the future.

Although Toffler's reference was to kindergarten through twelfth-grade students, his statement in many ways can be applied to higher education administrators, as well.

Statement of the Problem

Long-range planning is one of the most crucial functions of educational administration (Ohio Board of Regents, 1973). Most educational administrators recognize that there is a need to determine the future of their institutions. Different aspects of institutions of higher education and academic units within these institutions need to be forecast in a proper and systematic way so that the best course of action may be predetermined.

Three major areas must be considered when attempting to identify the best course of action for the future: (1) predictions about the future, (2) administrative roles in the management of academic units' functions in the future, and (3) the capabilities (leadership, technical, personality) necessary to solve the unit's future function.

1. Predictions about the future. Selecting criteria with which to identify the best course of action and to make predictions about the future is by no means an easy task. Science, technology, and administrative methods are rapidly changing. Political and social outlooks are changing at a much faster rate than ever before. The needs and demands of many constituent groups are also changing.

Exploration of the future should be done systematically. Some futurists have suggested that explorers of the future should use technology to create new methodologies for an effective prediction

of the future (Neiswender, 1966). Prediction of the future based merely on extrapolation of the past is no longer valid. Appropriate and effective predictions should not be based solely on one forecasting method but on different methods such as operational research techniques, construction of mathematical models, simulation procedures, and systematic use of expert opinions (Helmer, 1967).

2. Administrative roles in the management of academic units' functions. The administration of academic unit functions (program, student, faculty, facilities, finance) is not an easy task. Although an estimated 80 percent of all administrative decisions take place at the departmental level (Roach, 1976), it is difficult to make valid generalizations about the administration of the academic unit because leadership roles of the academic unit administrators vary so greatly, not only among institutions but within a particular institution.

Some questions that might be asked in devising policies to cope with anticipated events and their effect on the functions of academic units are: What should be the role of academic unit administrators in approaching the prediction that as many as 2,100 students (new enrollments) may be lost on the main campus of Michigan State University (Table 1)? Are they going to lay off faculty members? Are they going to go through marketing procedures to attract more students? Or will they choose to expand their educational programs in a way that more students will be attracted?

3. Supplying appropriate administrative tools and support to carry on the administrative tasks. In most academic units, unit administrators are key individuals in determining the success of the

institution. These administrators should be trained to offer some solutions to the many problems confronting the academic unit. Yet what is effective training? Training to do what? If future policies are approximately known, then the central administration of the university will be in a position to offer academic unit administrators an appropriate training program. It is today's training that will create tomorrow's ability to solve the problems. The primary goal of training is problem solving as well as preventing the occurrence of problems.

In summary, three major problems were addressed in this study: (1) insufficient information gathered in a systematic way regarding the future issues that may affect the administration of academic units at Michigan State University; (2) the lack of predetermined policies or courses of action based on relative consensus of academic unit administrators about the future issues that may affect different functions of academic units (students, faculty, finance, programs, and facilities); and (3) the lack of tools and support that might help academic unit administrators accomplish their administrative tasks.

Purposes of the Study

In essence, the main purpose of this study was to provide information related to each of the three problems of the research. Specific purposes of the study were as follows: (1) to collect detailed information describing the opinions of selected academic unit administrators and faculty members about the future of academic

units, (2) to collect information regarding different policies and courses of action that academic unit administrators might suggest for coping with future changes (five to ten years), (3) to collect suggestions about administrative tools and techniques needed by academic unit administrators that could be provided by the central administration of Michigan State University, and (4) to provide information to departments, colleges, centers, and central administration for consideration in their respective policy decisions concerning long-range planning at Michigan State University.

Importance of the Study

The study is important because

1. It addresses a recognized research need, as identified in the literature associated with goal setting and planning in academic units.

2. It will provide specific information to academic unit administrators and central administrators of Michigan State University concerning the future of higher education academic units and the administration of future issues on which the selected deans, chairpersons, and faculty were in agreement and those issues on which disagreement existed.

3. This kind of information will help academic unit administrators in improving their own position with regard to the issues of planning and the future of academic unit administration, and to recognize more completely the views of the other selected academic unit administrators within Michigan State University.

4. The information collected in this study will assist policy makers and central administrators in preparing for the future needs (data, information, tools, support) of academic unit administrators.

Definitions of Terms

The following terms are defined in the context in which they were used in this study.

Academic unit--The basic organizational unit within which the educational activities of an institution take place. Academic units in this study were the colleges and departments of Michigan State University.

Department--All components of larger institutional organization below the level of colleges, i.e., department, school, division, institute, interest areas (Featherstone, 1972).

Administration--"The overall management, coordination, and facilitation of the activity from its inception to its conclusion" (CES, 1978). Included in "management, coordination, and facilitation" are responsibility for planning, staffing, budgeting, publicizing, securing facilities and services, providing general supervision, and all other such tasks as are required. "Responsibility for planning, staffing, budgeting" means that the unit either does these things itself or sees to it that they are done.

Functions of academic units--Teaching courses, conducting research, servicing community, planning, leading, communicating, coordinating, representing (units, students, faculty), negotiating, and so on. In this study, the functions of academic units were

classified in five categories: student-related, faculty-related, resources-related, finance-related, and program-related functions.

a. Student: This function helps one recognize whom the academic unit will serve and the degree of effort (resources) required to carry out the activity. Total enrollment and the number of sections to offer for each course, as well as minorities, commuting students, etc., are the focus of attention in this function (Miyataki & Byers, 1976).

b. Faculty: Faculty availability and faculty assignment to the unit's tasks are the concern in this function (Miyataki & Byers, 1976). Deployment of faculty and policies on issues of tenure, work load, and collective bargaining were also categorized under this function.

c. Physical resources: Primary attention is devoted to investigation and assignment of facilities, supplies, and services to support the unit's operation (Miyataki & Byers, 1976).

d. Finance: This function involves investigating the sources and uses of a unit's funds and identifying the activities that will expand those funds and the activities in which funds are needed to accomplish the unit's operation (Miyataki & Byers, 1976).

e. Program: This function determines what the academic unit plans to offer through its operation. Most of the time, program is equivalent to curriculum. Program control, program duplication, and program make-up were the topics of interest in this function.

Experts--Deans and chairpersons with at least three years of experience in their current position were assumed to be experts for

the purpose of inclusion in this study. Faculty members were assumed to be qualified if they had actually participated in any kind of planning process at Michigan State University. The rank of the faculty member was not considered in the selection process because the actual knowledge of planning and the future was the concern in this study.

Limitations

The study was limited to the extent that research participants (academic unit administrators and faculty members) might not have been true experts in the field of academic administration. Also, the study was limited to the extent that some of the questionnaire respondents were not the actual decision makers in their respective colleges, departments, and centers. In addition, the results of the study can be generalized only to Michigan State University because only academic unit administrators and faculty members from Michigan State were included in the sample.

Design

A two-phase survey method was used to elicit the opinions of academic unit administrators on selected topics of concern in the present investigation. In the initial step, an unstructured survey questionnaire was mailed to the sample. The purpose of this questionnaire was to clarify respondents' opinions about the future of academic administration units and the management of future issues. Specifically, the following two types of information were sought:

1. The future changes that may take place in the functions (student, faculty, resources, finance, program) of an academic unit at Michigan State University.
2. The suggested policies to cope with future changes.

Based on examination of the responses to this questionnaire, published information available to the researcher, and information gathered from the Office of Institutional Research and experts in the field of study, the researcher prepared a tentative list of questions. These questions were incorporated into a structured questionnaire (the second phase of the study), which was used to collect data about the third stated purpose of the study: to collect information that suggests administrative tools and techniques needed by academic unit administrators that could be provided by the central administration of Michigan State University.

Overview

Chapter I included the background and statement of the problem, the importance and purposes of the study, definitions of terms, and the limitations and design of the research.

Chapter II contains a review of the literature related to the study.

The Delphi survey of academic unit administrators is discussed in Chapter III. The essential elements of the research methodology are spelled out in this chapter in a way that allows for maximum clarity and understanding of the analysis of results.

Chapter IV includes an analysis of the results of the Delphi survey eliciting the opinions of deans, chairpersons, and faculty members on issues of the future of academic unit administration at Michigan State University.

A summary of the entire study, followed by recommendations for further research, is found in Chapter V.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

Introduction

The research and literature related to several aspects of long-range planning and futurism are reviewed in this chapter. The chapter has two major parts:

1. In the first part of this chapter, the investigator explores the effect and importance of long-range planning in institutions of higher education, with an emphasis on campus-wide participatory planning. Also, the background and use of some related management information systems, forecasting, and planning tools and techniques are reviewed.

2. In the second part of the chapter, the principle of the future and futurism is discussed, concentrating on the problems that will confront higher education in the next 10 to 15 years. Also, some observations about the future of higher education administration and projected changes in different aspects of higher education in the next 10 to 15 years are reviewed.

Planning and Forecasting

Planning

Central Michigan University's 1979-1980 Guide to Academic Planning (1979) begins with the statement that

> To plan is to anticipate the future and to attempt to shape that future by intelligent action. What is at best difficult for an individual life takes on new complexity when many lives merge in an organization such as a university. The understanding of institutional purpose and the aspirations of members of the university community differ widely. Projections, however thoughtful, are highly fallible estimates of an uncertain future. But to fail to anticipate and plan is to face this uncertain future with no preparation, inadequate attention to alternatives, and with little conscious effort to determine the course of events. (p. v)

Essentially, planning refers to a process wehreby an institution defines its philosophy and mission, establishes goals in keeping with that philosophy, devises programs to attain that goal, marshalls its resources behind the programs, and evaluates the results (Salmon et al., 1969). In the past two decades, authorities have warned colleges and universities of the necessity to undertake long-range planning. Originally conceived as a tool for dealing with expanding enrollments (Harvey, 1971), long-range planning today is chiefly regarded as a means of wisely allocating increasingly limited resources.

One characteristic of the 1960s in the United States was the rapid growth and development of institutions of higher education. Not only did the college-age population rise to unprecedented numbers, but the proportion of students seeking higher education also rose steadily. In addition, there was a greater awareness and appreciation of the contribution of higher education to national growth and scientific development. This was followed by a concomitant rise in the level of state and federal appropriations for higher education, more private gifts, and increased student fees.

In the late 1960s, the signs of retrenchment were first observed; increasing numbers of institutions faced financial problems

(Chiet, 1971). In the foreword to The New Depression in Higher Education (Chiet, 1971), Clark Kerr, chairman of the Carnegie Commission on Higher Education, noted a clear connection between the extraordinary growth of higher education in the early 1960s and the financial stringency that began later in that decade:

> Not only had enrollment at both the undergraduate and graduate levels been mushrooming, but institutions had increased the quality and variety of their course offerings and had responded to the demand for greater equality of opportunity in higher education by increasing their expenditures on student aid and by developing special programs to facilitate participation in higher education of students with less than adequate preparation. Other highly significant factors in rising costs were the increase of graduate students as a proportion of the total enrollment and the rapid growth of expenditures. (p. 1)

Kerr concluded that all of the above factors, plus a much greater rate of inflation, contributed to a sharp increase in the costs of education per student.

It is questionable whether institutions of higher education, without comprehensive planning processes, will be able to continue to meet their responsibility to fund high-quality education (on a declining student tuition base), notwithstanding the fact that they must also augment declines in the availability of student aid and fund special educational services to students from minority groups and low-income families.

The planning process in education originated in the early 1960s, when there evolved increasing attention to systems analysis and long-range planning, particularly at the state level (Eble, 1978, p. 61). The development and implementation of planning and management techniques in institutions of higher education has been underway for

almost two decades. From this development has emerged an extensive body of literature that has outlined the applications of planning processes in postsecondary education. In this study, the researcher reviewed only the literature that was directly related to the present research.

Most of the literature deals with the management information systems and management techniques. The management and planning tools and techniques themselves have generated a number of technical and conceptual problems. Chiet (1973) pointed out that increased centralization of the decision-making process and centralized authority over the collected information could have negative effects on institutions of higher education, especially those with complex organizations. Poulton (1979) quoted Chiet's guarded conclusion that "management systems appear to have some short-term, though limited, benefits; they promise greater future benefits, but it will take several years to test that promise" (p. 18).

The results of the implementation of management systems and the promises made by their promoters have been subjected to very little scrutiny, and few investigators have reported on the identification and/or measurement of the ultimate outcomes of these planning and management techniques or the contributions they have made to the functioning and decision making of institutions of higher education.

The review of the research and literature in administration of institutions of higher education in the 1970s showed a continuous debate over the merits of various systems, as well as some questioning of the basic premises that underlie planning. Farmer (1970) pointed

out that

> a major problem in the application of modern management techniques to institutions of higher education is that of providing a clear understanding of the nature of the new techniques, their advantages for decision making, their approximate costs, the effects of their use, and how they are to be implemented. (p. iii)

Different management and planning techniques have been advocated for the potential improvement of organizational operations. Weathersby (1976) observed that the major problem in applying these managerial techniques in a university situation is that "more than a decade of study of actual decision-making process of the public sector in general, and of colleges and universities in particular, shows that rationality would be, at best, a very loose characterization of the decision-making process of these entities" (p. 98). In other words, many of the basic assumptions made by planning and management techniques are not applicable to institutions of higher education. Weathersby speculated that these techniques are based on a philosophy of scientific rationality with the following assumptions:

1. Objectives are articulated and understood.
2. Qualified priorities exist among these objectives.
3. Relationships between decisions and the accomplishment of objectives are understood.

In contrast, Cohen and March (1978) described institutions of higher education as "organized anarchies" with the following characteristics:

1. Goals and objectives are problematic and difficult to impute.

2. Technology of internal process is unclear.

3. Participation of individuals is fluid.

Shuck (1977) questioned goal setting, quantification, and model building, all fundamental aspects of formal planning. He wrote, "Many a faculty member has become cynical about involvement in planning when the end result seems so far from the original visions of accomplishments" (p. 598).

Lee and Bowen (1975) observed the problems of using management information systems. Their study indicated that during periods of fiscal stringency and declining enrollment, the use of planning and management techniques has increased; they suggested that even greater use of these techniques is expected in the future. However, in the study that Glenny et al. (1976) undertook, presidents of institutions of higher education did not indicate great emphasis on the use of planning and management techniques beyond university master plans. However, these presidents projected a substantial increase in the use of many planning and management techniques by 1980.

In his study of 41 selected colleges and universities, Chiet (1971) gave a number of reasons for the increased use of planning and management techniques by higher education institutions. Among them were:

1. The rate of increase in total revenue from state, federal, and private institutions began to decline in about 1967-68.
2. About three-fourths of the institutions were either headed toward or were already in financial difficulty.

3. Almost one-fourth of the institutions were classified as not in financial trouble.
4. Those headed for financial trouble were engaging in a variety of program cuts and changes in plans.
5. Those rated in financial difficulty had, by and large, gone more deeply into cost cutting, and some had begun to drop departments and graduate majors.
6. The almost universal response of all categories of schools was to seek more funds, especially from private sources.
7. Colleges and universities were rapidly increasing tuition.

In response to the question, "Has your financial condition produced desirable results?" Chiet concluded:

> The main beneficial impact of the money crisis on campus has been to make administrators, faculty, and students more cost conscious.
>
> The consequences of this new cost consciousness range from general willingness of faculty to accept higher enrollment (or abandon efforts for lighter teaching loads) as an economic necessity, to greater student and faculty participation in the budget process, to the prevention of undisciplined growth. (pp. 24-25)

Eble (1978) identified administrative leadership, vision, and skill as being vital to successful centralized planning, and vital also to carrying out long-range planning within colleges and departments. He suggested that "every academic unit should find ways of periodically backing off from everyday activities and short-range plans to consider long-range objectives" (p. 62). He also pointed out that the duty of academic administrators may be to help bridge the gap between systems of institutional planning and faculty efforts, for chairpersons and deans to become more directly involved at this

level of planning, and to see that the right questions are asked, that the necessary data are collected, and that the data be in the proper format and reach the right persons. Eble commented,

> A common failing in bringing a department or college faculty together to make decisions is that of not recognizing the importance of decision making at lower levels or among smaller bodies. The committee system is of fundamental importance in decision making. For, if committees are sufficiently representative and well chosen, debates that would tie up a large body for days can be resolved in an afternoon. (p. 127)

Whinfield (1975) wrote that good management is commensurate with common sense. He stated, "There are a number of management tools which can be used and it is important to note that they are not mutually exclusive" (p. 2). He mentioned different types of tools, such as PERT, PPBS, MBO, and critical path theory, to name a few.

Miyataki and Byers (1976) attempted to provide a systematic aid for planning and managing academic units. Their suggested process consisted of several different sets of techniques and procedures that could be used to examine internal operations. Their planning process depended heavily on the administrator's experience and judgment in applying these techniques effectively.

In a practical guide to planning published by the National Association of College and University Budgeting Officers (NACUBO, 1974), planning was introduced as a highly political and humanistic process (p. 3). In this document, NACUBO also suggested presidential leadership as the first step in achieving a logical, formal planning system, as well as the separation of the analytical studies team, which would be drawn primarily from faculty, and the planning team (mostly senior administrators).

Raas (1976) suggested a proper charge to the planning office as a means of achieving integrated planning. He further proposed that the role of the planning office should be clearly coordinative in nature--to the point where its only responsibility for actual planning should be in designing the planning process. Mandelbaum (1975) emphasized that public, coordinated faculty participation in the planning process could ensure that administrators allocating funds would be informed and guided by the wisdom of the faculty in areas of curriculum, instructional design, and performance measurement. As a challenge to both administration and faculty, he suggested that cooperation could result in stronger, more flexible academic programs and in budget decisions attentive to specific departmental objectives. Robl, Kalman, and Boggs (1976) pointed to the importance of maintaining both quality and vitality throughout the planning process. They suggested that this could be accomplished by encouraging all units of the university to evaluate their relative merit according to established criteria and by allowing them to compete for resources through the allocation of "excellence monies" (p. 1).

Yeager and Morrow (1974), quoting Eurich and Tickton (1973), identified several essential characteristics of an adequate institutional plan:

1. a description of the institution as it currently operates.
2. a statement of goals that limits functions and makes no unrealistic commitments.
3. a set of assumptions about the future.

4. projections of primary programs and of support programs for achieving the goals.
5. a procedure for periodic evaluation of accomplishments.
6. a statement of financial requirements for carrying out the plan.
7. provision for an adequate and regular accounting to the institution's constituency about how well or how poorly the institution is doing in carrying out its plan (p. 1).

Yeager and Morrow further expanded on the interrelationships of planning procedures by means of the diagram shown in Figure 3.

Responsibility	Unit	Component	Constituency
President & Provost	Institution	Mission, Goals & Assumptions	All Academic Units
		Input	
Provost & Deans	Colleges & Schools	Program Objectives	Academic Divisions
		Input	
Deans & Chairpersons	Divisions, Departments, Centers	Activities & Evaluation	Departments & Centers
		Input	

Figure 3.--Interrelationships of planning procedures. (From J. Yeager and P. Morrow, "Academic Planning in Higher Education," Management Forum 3 [September 1974].)

They also emphasized that modern planners must be particularly concerned with student numbers, attitudes, expectations, and needs.

Sturner (1974) expanded on goal setting and future expectations of institutions of higher education. He suggested five different types of inputs to be weighed during the goal setting process. These inputs are:

1. [the goal-setters'] fantasized view of what the institution ought to be doing, based on idealistic standards, individual wish-lists, or personal preferences and desires.
2. their realistic images of the future, their desires of where they would like their institution or individual departments to be in one or five or ten years.
3. the extrapolations of the present pattern into the future, assumed or documented, which would allow persons to understand what a straight-line continuance of the present patterns would look like in the future.
4. the forecast of the future patterns or events, which would depend on an assessment of the "probability of certain internal and external social forces (such as economic trends in the world at large, or the changes in student curricular interests) being influential or controlling in the future."
5. the predictions about the controlling events and forces in an admittedly very "unknowable" future, as based upon highly intuitive or "educated guesses" about the future. (p. 12)

All of the above inputs would, of course, incorporate references to persons, events, and forces that could be both internal and external to the university. Hanson (1976) also emphasized the relation of future trends to the planned change process by introducing a "market future" loop as a component of the planning process.

The fact that public and private institutions of higher education are experiencing serious financial problems that will continue throughout the 1980s was well documented in the literature. Increasing costs, decreasing enrollments, decreasing federal support of research, and growing public disenchantment with the process and outcomes of higher education are some of the factors leading to these problems. Current rhetoric and perceptions of the planning activity support the development of planning and management techniques.

Forecasting

Man's interest in the future dates from the earliest periods of recorded history. In 106-43 B.C., Marcus Tullius said, "Let us not go over the old ground, let us rather prepare for what is to come." Events that will take place in the next decade or so are of great interest to the planning officers of most governmental and private institutions, including institutions of higher education. The evolution of the field of operations research has moved business and industry toward the systematic use of forecasting techniques as well as prediction of future events.

Much attention and emphasis have recently been given to how the availability of alternative futures can affect dcision making in the present. Planning officers, those involved in decision making, have a stake in the pattern the future will assume as they make specific decisions today. How they act today will in part determine the shape of the future they will be confronted with tomorrow, and will in part be shaped by their expectations of what that future will be like (Adelson & Aroni, 1975).

Forecasting future events and developments is an integral and essential part of the planning process. Enzer (1969) expanded on the characteristics of forecasting as follows. Forecasters must

1. anticipate what occurrences are possible and assess their probabilities.
2. assess the interaction (cross-effects) among these occurrences.

3. identify the occurrences that can be controlled and the extent of such control.
4. evaluate alternative future possibilities, considering varying degrees of intervention that are within our power to control.
5. convert these outcomes into displays that provide us with an assessment of the impact of the possible future.

Governmental agencies increasingly have undertaken forecasting of future trends and developments. Many of the forecasting techniques are based on a linear extrapolation of past events to the future and on complex statistical constructs, but intuitive forecasting techniques are also used extensively. Among these techniques are scenario writing, cross-impact analysis, history analysis, and the Delphi technique (Lee, 1977).

Jantsch (1967) identified more than 100 distinguishable versions and elements of, and formal attitudes toward, forecasting techniques; he grouped them according to 20 different approaches in four broad areas:

1. intuitive thinking (Delphi Model).
2. exploratory forecasting.
3. normative forecasting.
4. feedback--interaction of exploratory and normative forecasting.

Much of the area of futures forecasting, especially the social science area, is in the realm of conjecture and opinion. The forecasting techniques themselves may allow bias to enter the forecasting

process. However, this does not preclude the possibility that the forecast may well be fairly accurate (Lee, 1977).

In his review of literature, Lee quoted Amara and Salancik (1972), who suggested that levels of forecasts could be defined as follows:

1. a statement about the future
2. a probabilistic statement about the future
3. a probabilistic, reasonably definite statement about the future
4. a probabilistic, reasonably definite statement about the future, based on an evaluation of alternative possibilities. (p. 112)

Kerr (1972) stated that well-defined information is a basis for making easier predictions about the future, but making predictions about the future of higher education, and the many uncertainties facing it, is much more difficult. However, this should not prohibit those responsible for planning and decision making from using the best available information on which to base policy development (pp. 20-21).

Bicker (1967) stated that what have been defined as complex forecasting models are often little more than intuition. He further suggested that as we design a model or establish a forecast, we adjust the results to meet our expectation of what we believe will occur. If the forecast, based on collected information, greatly varies from what we believe, we often use our "intuition" to alter the model to meet our perceptions. He further expressed that "few of us would like to admit, or even recognize, how much of our scholarly analytical effort is expended simply in dressing up intuition in proper clothes or in disguising it" (p. 59). Bicker also suggested that we look realistically at forecasting, that we do not claim it to be more

than it is, and that we use forecasting along with other methodologies in looking to the future (p. 61).

The Future and Futurism

Futurism in general, as well as individual studies about the future, is based on the assumption that there are many alternative futures and that the future that emerges will arise from forces and beliefs acting in the present. Allen (1974) wrote:

> There are many present forces which combine to constrain what education might be: lack of funding, racism, and disparate values in our society. But I believe that the greatest single obstacle to implement better education is made up of our beliefs about education and society. (p. 19)

In speculating about the future of higher education in general and of Michigan State University in particular during the next decade, a combination of images and extrapolations might be used. Havighurst (1974) defined images of the future as "more or less disciplined speculations of expectations that express my hopes and fears about the future" (p. 83). Extrapolations of the past to the future are extensions of well-established trends and should not be pushed very far; they can be used more for short-term and medium-range planning.

On the matter of images of the future, Havighurst further wrote:

> Images of the future determine present actions, but they do not determine future reality. Thus, we act on our notions of what is likely to happen, and what we want to happen, and our actions have some weight, but they are not sufficient to guarantee the shape of future reality. Events which we do not expect and cannot control have a major bearing on the future reality. Furthermore, we know too much to be confident about our predictions. Our view of the future is clouded by our knowledge, not by our ignorance. We have learned so much about social change--its complexity and the many interrelated forces--that we cannot

> say with any assurance what shape the future will take. Also, we have enough power to alter the man-made forces that partially control the future. But "we" are a diverse group of people, with diverse values and attitudes. (p. 84)

Weingartner (1974) quoted Arthur C. Clarke (1971), author of 2001: A Space Odyssey, as saying:

> One can only prepare for the unpredictable by trying to keep an open, unprejudiced mind--a feat which is extremely difficult to achieve, even with the best will in the world. Indeed, a completely open mind would be an empty one, and freedom from all prejudices and preconceptions is an unattainable ideal. Yet there is one form of mental exercise that can provide good basic training for would-be prophets: anyone who wishes to cope with the future should travel back in imagination a single lifetime--say to 1900--and ask himself just how much of today's technology would be, not merely incredible, but incomprehensible to the keenest scientific brains of that time. (pp. 16-17)

Decisions about future changes and decisions regarding future courses of action require information, and, as Frymier (1974) said, "information is readily available as a commodity today" (p. 51). Today, we are able to gather more facts, more knowledge, more concepts, and more information of every kind than ever before. Frymier further emphasized that

> access to information is part of the choice-making process today. But as the amount and availability of accurate information have increased, so too have the amount and availability of inaccurate information and of information-distorting phenomena. . . . (p. 51)

Hack et al. (1971) suggested several guidelines for the application of futurism in education:

1. The study and application of futurism is quite idiosyncratic since the future will be determined by how individuals and groups see it and believe in it. Individuals and groups must start with themselves and their given organization to ascertain and plan their own institution's future. Futuristic planning must be recognized as having a developmental character. The work is incremental. There are no fast or firm answers; very little work can be simply delegated and then

considered complete when the report is lodged. Instead, all opportunities for exchange of work, mutual critique, and interaction should be taken.

2. Given the above orientation to the work expectation, a team should be assembled. The members of the team should be diverse in orientation but have as a common concern the basic objective of planning futuristically for a given institution or organization.
3. Initially, team members should read widely in the literature of futurism.
4. The parameters of the futurism project should be defined but kept flexible.
5. The major components of the study should be sorted out and identified.
6. As the major components of the future of education in the study setting are tentatively determined, individuals or small groups will probably be the most effective units to review authoritative statements of significant research and to ascertain the alternative futures in each of the given component areas.
7. The next step is to develop policies and strategies enabling us to get from here to there, making proactivity on the part of the educator really meaningful.
8. And finally, the ultimate step in this series of guidelines for applying futurism in education is to make it work. (pp. 3-6)

Strategies for Change

Several circumstances make change difficult and bring about resistance to change. Complex organizational and communication structures in institutions of any type have been known to be a factor hindering change. Mood (1973) expanded on this issue by stating that authority is spread through an organization in very diffuse and complicated ways. The nature of authority is not widely understood; the majority of people accept the notion that "persons in authority" issue "orders" to "subordinates." However, Mood suggested that most of the time the reverse is true. "Authority is effective only when the subordinate believes that the order coming down from the person in authority is reasonable. He is the authority on whether the order is reasonable" (pp. 95-96). He concluded:

> The description of all these interlocking domains of authority together with their connections and boundaries is specified in increasing detail as the organization ages. Members of a bureaucracy never tire of refining these elaborate and delicate arrangements. Since they have become accustomed to lavishing attention on small details, it is no wonder that a proposal for change which might appear to be somewhat minor to an outsider will appear to be a cataclysm to a bureaucracy. It can find only madness in change that does not arise according to its own ground rules and survive its sequence of potential vetoes. (p. 96)

Resistance to change of any kind is almost a fight for survival. Change can cause an interruption in or even a destruction of emotional comfort and financial security for members of an organization. Institutions of higher education have additional severe problems that militate against change. The most obvious one is fundamental disagreement among educators about the primary goals of education (Mood, 1973, p. 97).

A second factor bringing about resistance to change is the absence of measurement of accomplishments, which stems directly from the vagueness of the mission (Mood, 1973). If one changes the goals and missions of higher education and also changes its direction, it is impossible to say how much difference those changes made.

Finally, Mood suggested that the complexity of the educational community itself is a factor that prevents educational changes from taking root. A change that seems to improve one part of the system can have unexpected deleterious effects on other parts that far outweigh the intended improvement. Quite often, a proposed change never gets further than the proposal stage because some individuals with personal interests at stake can foresee these deleterious effects and abort the proposal at once.

Mood suggested some strategies by which to bring about the desired change:

1. To drag the change in, kicking and screaming, by means of the budget. . . .
2. A quite different strategy for changing higher education via the budget would be to channel public support through students rather than through the bureaucratic structure. . . .
3. To create a competing, more effective, and efficient bureaucracy which would relentlessly chip away at the domain controlled by higher education. . . .
4. A much more useful strategy for students would be to demand a real voice in all administrative affairs of the college or university. . . .
5. Another, less friendly, strategy that students could carry out would be documented exposure of poorly taught courses. . . .
6. And finally, a much more telling tactic would be a nationwide strike against required courses. . . . (pp. 97-106)

A number of change projections in different areas of education have been made in the past decade. Although many questions have been raised about education in general, few people doubt that education is an important part of our social needs.

What the futurists really are concerned about is how the means are used to accomplish the end. Frymier (1974) wrote, "People are disturbed about the methods and the curricula--the means--that we have chosen to utilize" (p. 54). He expanded on the issue of curriculum development and curriculum change, saying that they are different in conception and implementation than they were in the past. He wrote:

> Our problem, our task, our challenge must be to learn what we can from the curriculum ventures of recent years, and to go beyond, far beyond, to a new and different conceptualization of what curriculum might become. To say it another way, our activities and our goals were far too modest in the years gone by. We need to find different conceptual handles with which to generate curriculum. We need new assumptions, new languages, new metaphors to think about the curriculum realities and curriculum

> ideals that are involved. We need new propositions, new analyses, and new insights into whatever it is that we refer to when we use the word curriculum. (p. 55)

Frymier's hope was that "professionals, as an intelligent, hard-working group, can find ways to work together to break out of our old ways of thinking and feeling and acting about curriculum so that we can generate some completely new theoretical possibilities and practical realities" (p. 55).

Frymier compared the characteristics of curriculum artifacts in today's schools with what they might be in the future, as shown in Figure 4.

CURRICULUM ARTIFACTS IN SCHOOLS TODAY	THEORETICAL DIMENSIONS	CURRICULUM ARTIFACTS IN SCHOOLS OF THE FUTURE
large, few	size of artifact	small, many
fixed	nature of sequencing	variable
few	combinations possible	many
boring	consequence for teacher	exciting
for scholar	purpose of organization	for teaching
storage	nature of organization	for retrieval
reliable, acceptable	quality of artifact	valid
irrelevant, delayed	significance of artifact	relevant, immediate
few	number of options possible	many
recognition, recall	purpose of artifact	understanding
teaching controlled	pacing of use	student controlled
certain	predictability	uncertain
tidy	physical appearance	messy
changing	focus	continuing
abstract	concreteness	concrete
disparate	relatedness	integrated
limited	availability	readily
most or all	extent to which used	some
maximal	degree of requirement	minimal
uniform	form of artifacts	varies

Figure 4.--Characteristics of curriculum artifacts in schools of today and what they might be in the future. (From Jack R. Frymier, "A Curriculum Manifesto," in The Future of Education: 1975-2000, ed. Theodore W. Hipple [California: Goodyear Publishing Co., Inc., 1974, p. 71].)

Future Trends in Higher Education

In his article "Economic Trends: What Do They Imply for Higher Education?" Breneman (1979) concluded,

> If economic analysis can suggest one key element to consider in planning for the 1980's it would be to stress accurate information and communication to all parties about the economic circumstances of higher education. (p. 4)

He stressed that there are some positive side effects to future changes in higher education. For example,

> Almost any bad situation has its brighter side, and this is true with the case of demography and its impact on colleges. The declining number of 18-21 year olds will translate by the mid-1980's into a much improved labor market for college graduates, all else being equal. When that happens, and the message filters down to students, the heavy vocational emphasis of recent years will subside and colleges can focus again on education rather than vocationally oriented training. (p. 1)

Breneman suggested the following prospects for higher education:

1. The nation's research universities will face continuing difficulties in financing graduate education, for the likelihood of increased graduate student support from either the federal government or private foundations is virtually nil.
2. Some financial relief may be in sight for the major research libraries for legislation creating a national periodicals center may be enacted in this or the next session of congress.
3. Many private colleges face an equally uncertain future, for their heavy dependence on tuition revenues makes them particularly vulnerable to enrollment losses.
4. The community colleges are particularly interesting, for the conventional wisdom seems to be that if there is one favored sector, it is the two-year colleges.
5. For undergraduate students, it should be emphasized that it is shortsighted to let current labor-market conditions dominate decisions about higher education.
6. For graduate students, all forms of graduate study should be viewed as professional education, with a related career path in mind. Second, graduate students who are enrolled in fields that have traditionally been oriented to academic employment should be counseled about alternative career possibilities and encouraged to be flexible in their views about employment opportunities.

7. The 1980's will be a difficult time to consider curriculum change, for a shifting pattern of enrollments will threaten faculty members, who will oppose change for the good and understandable reason of self-interest.
8. Administrators face the difficult task of preserving collegiality during an era when decision making will force more painful choices.
9. In its relations with the wider community in the 1980's, higher education must walk the fine line between responsible innovation and expedient hucksterism. (pp. 4-6)

Allen (1974) summarized his beliefs about changing educational systems to make them an integral part of society in order to solve future societal problems. He proposed the following model:

1. Education should be moved to the center of societal interaction by implementing cross-generational, nonformal, location-free social service programs.
2. Education should reorient itself to a new conception of information based on interdependence and cooperation and on a new psychology of man based on Maslowian principles. and diversity.
3. Our present values about educational change--sameness and objectivity--must be radically altered.
4. In the schools that remain after we have transposed to education for social service, flexible scheduling and differentiated staffing should be implemented. (p. 18)

In considering the future shape of schooling, Broudy (1974) expanded on the way educational services will be delivered and to whom. He drew two broad conclusions:

1. The amount and depth of general education will have to be increased for the bulk of the population.
2. The high degree of vocational specialization will make highly differential vocational education in the post-secondary years routine for virtually everyone. (p. 39)

In The Future of Higher Education, Some Speculations and Suggestions, Mood (1973) made a series of recommendations and suggestions that might be undertaken to move higher education toward the future. He recommended to the international community that "the global village desperately needs a number of international

universities" (p. 83) because he felt it was impossible to achieve balance in educational programs in the context of nationalistic biases. He also recommended that the United States government create a video university as a federal institution. He believed such a university to be the most effective means, within a realistic cost limit, of bringing educational opportunity to all citizens of all ages and all levels of educational preparation. Finally, Mood recommended that

> all, or essentially all, tax support for higher education be parceled out each year as education grants to high school graduates and high school dropouts in a manner that would equalize their financial capability, taking into consideration the financial resources of themselves and their families, to purchase advanced education. (p. 84)

Critical Issues Facing Higher Education in Michigan

Postsecondary education has always been one of Michigan's most valuable assets. The direct and indirect effects of higher education in Michigan are unique and far-reaching and affect the quality of life of every Michigan resident. Higher education provides opportunities for personal advancement as well as providing individual economic and social advancement. State Representative Dan Angel (1978) expanded on the value of higher education by saying:

> As the state and midwest region as a whole seek solutions to thorny problems such as the projected long-term slow down in the economic growth rate, outmigration (particularly among the 18-35 age group) to the Sunbelt, and some relative loss of industrial productivity vis-a-vis other states and nations, postsecondary education represents one of the most likely reservoirs to be of assistance in the process. (p. 4)

Angel outlined ten major policy questions related to higher education to prepare state decision makers and interested citizens

for the next decade. In outlining these policy issues, Angel explained the advantages and disadvantages of different options available for addressing each question. The ten questions Angel proposed are as follows:

1. Who should be Michigan's planning and coordinating agent in matters of higher education? (p. 7)
2. Should Michigan specifically define the role and mission of the different sectors of its higher educational community? (p. 10)
3. How should Michigan meet the challenge of projected enrollment declines? (p. 13)
4. Is Michigan getting enough out of its higher education investment to warrant the expense? (p. 17)
5. Does the state need a complete Community College system? (p. 20)
6. Should Michigan become part of a Midwest Postsecondary Educational Compact? (p. 24)
7. Should the state encourage the development of an External Degree Program, and, if so, what form should it take? (p. 27)
8. Should Michigan initiate a statewide tuition policy with uniform tuition rates for comparable public institutions? (p. 31)
9. Does Michigan presently have a fair and equitable funding process? (p. 34)
10. To what degree should Michigan provide financial support for private sector higher education institutions? (p. 37)

State Senator Gary Corbin (1979) introduced the following issues, which he felt should be addressed by the Michigan legislature:

1. Equality of access for traditional and nontraditional students in both urban and remote and rural geographical areas.
2. Priority of education in relation to other state demands.
3. The ratio of student contribution to other funding sources. (p. 30)

Corbin also suggested that Michigan higher education must face some difficult issues. These issues are as follows:

- quality of programming, planning and coordination;
- institutional adaptability to changing demands; and
- public service and community relation outreach and leadership.

Critical Issues Facing
Michigan State University

The Long-Range Planning Council, in its Report to the President (1978), addressed some of the most critical issues it saw facing Michigan State University. Individual Council members brought varied perspectives and viewpoints to these issues, and Provost Winder, the chairperson of this Council, expanded this mandate by saying, "Its deliberations mark a beginning and not the end of planning for the University's future" (p. iii). The ten major topics chosen for future consideration by the university's administration and academic governance systems are as follows:

1. undergraduate academic advising;
2. graduate-education improvement;
3. administration of shared or jointly administered departments and multidisciplinary programs;
4. criteria for defining colleges;
5. academic-calendar reevaluation;
6. a four-year general education program: a universitywide integrative approach;
7. admissions and student-body composition;
8. support services for research, instructional, and other scholarly activities.
9. lifelong education: a nontraditional program of credit courses leading to a baccalaureate degree; and
10. the future of long-range planning: basic philosophy--needs, assumptions, and perspectives.

CHAPTER III

METHODOLOGY

The purposes of this chapter are:

1. to describe the instrument and the procedure used in collecting the data,
2. to present a description of the individuals who participated in this study and the units they represented, and
3. to detail the method used in analyzing the data.

Instrumentation and Data Collection

The survey was conducted in two phases. In the first phase, an unstructured questionnaire and an unstructured interview were used. The unstructured questionnaire was divided into two separate limited-response items. The purpose of the first item was to collect detailed and factual information about the opinions of selected deans, chairpersons, and faculty members about the future of academic units at Michigan State University. This question was:

> List the three most important CHANGES which you feel will take place in each of the five areas of faculty, student, program, finance, and physical resources during the next ten years and which will affect your academic unit (including the direction and magnitude the change will take, i.e.: increasing, decreasing, large, small, . . .). If you feel that no important changes will occur in these specified areas during the next ten years, please indicate this and return the questionnaire.

The second question was intended to collect information regarding different strategies, policies, and courses of action that academic-unit administrators might use in coping with future changes (ten years), assuming that the changes did occur. The question was:

> After each of the five headings given below (Faculty, Student, Program, Finance, and Physical Resources), please list the most important administrative policies, strategies, and courses of action that your academic unit might use in coping with the future changes you indicated in Question I.

These open-ended questions were sent to a sample of 13 deans and 24 chairpersons as well as to selected faculty members with backgrounds in the planning process. The researcher contacted five faculty members who had participated on the Long-Range Planning Committee at Michigan State because they had or were supposed to have experience in the planning process or issues of the future. Four of them agreed to respond to the unstructured questionnaire. Table 2 depicts the distribution of responses to the questionnaire.

Table 2.--Distribution of responses to the phase-one questionnaire.

Group	Number Sent	Number Received	Return Percent
Deans	15	13	87
Chairpersons	25	24	96
Faculty members	5	4	80
Total	45	41	91

After performing a content analysis of the responses to the unstructured questionnaire, the investigator constructed an index of

more than 350 change statements submitted by these deans, chairpersons, and faculty members. A panel of judges, consisting of five experts in the field from the Office of Institutional Research at Michigan State University, reviewed these statements and classified them into 93 generic change statements. These 93 statements were further classified under the five categories of faculty, student, program, finance, and physical resources.

In the second phase of the study, because of the very high response rate in phase one, the researcher obtained the permission of his dissertation committee to increase the sample size and to add another category of respondent: staff members of the Office of Institutional Research. These individuals were selected because of their wide participation and experience in long-range planning as well as budget forecasting.

The staff of the Office of Institutional Research suggested that an additional topic of inquiry be added to the questionnaire. This question was intended to collect information that would suggest administrative support tools and techniques needed by academic unit administrators that could be provided by the central administration of Michigan State University. The question was:

> What kinds of Tools, Techniques, and Support can the central administration of MSU provide you to facilitate your administrative job in order to cope with future changes? Please prioritize your suggestions.

The researcher personally delivered the questionnaires to the deans, chairpersons, faculty members, and staff of the Office of Institutional Research. Included with each questionnaire was a cover

letter from the researcher with an explanation of the purpose of the study and a self-addressed return envelope. In each delivery, the researcher answered individual questions regarding the study and stressed the importance of the research. The researcher explained why the questionnaire was so long (it took an average of about one and one-half to two hours to complete). Further, each respondent was asked to contact the researcher for further clarification on any question or concern the respondent might have had regarding the questionnaire.

The collection of the data in the second phase took another three to four months. At three-week intervals, the investigator telephoned nonrespondents and encouraged them to return their completed questionnaires. The total response from all categories in phase two was 94 percent. Ninety-three percent of the deans, 90 percent of the chairpersons, 94 percent of the faculty members, and 86 percent of the staff in the Office of Institutional Research responded to the questionnaire (Table 3).

Table 3.--Distribution of responses to the phase-two questionnaire.

Group	Number Sent	Number Received	Return Percent
Deans	15	14	93
Chairpersons	30	27	90
Faculty members	54	51	94
Staff of Office of Institutional Research	7	6	86
Total	106	98	93

Description of the Participants and Selection of the Sample

The sample for the study comprised academic unit administrators and faculty members from selected colleges and departments at Michigan State University. Except for the deans of the Honors College and James Madison College, the total population of deans, as well as the director of the Office of Institutional Research and the acting director of Lifelong Education, was asked to participate in the study. Both directors and all deans except one agreed to participate in the project. The colleges and institutions that participated in this study are listed in Appendix D.

Participating deans were asked to select as many department chairpersons as they wished to represent the attitude of the total population of chairpersons in their college. The number of selected chairpersons ranged from zero in small colleges and offices to four chairpersons in large colleges. A total of 24 departments participated in the study; they are listed in Appendix E.

Each chairperson, in turn, selected faculty members to represent the faculty of that particular department. The number of faculty members participating from each department ranged from two to six, depending on the size of department and the homogeneity of faculty attitudes in that department. Deans and chairpersons were asked to pay special attention in the selection of chairpersons and faculty members. Two specific points were mentioned in the interviews with deans and chairpersons: (1) In the selection they should consider the experience of selected persons; at least three years' experience

in the position was suggested. (2) Chairpersons were asked to select faculty members from all ranks so as to include the viewpoints of all levels and categories of faculty members and academic unit administrators at Michigan State University.

Analysis of Data

As indicated previously, this investigator attempted to identify what the respondents considered to be future uncertainties and changes in higher education as well as the effect of those changes on the higher education community. The study was an appraisal of the future. This researcher relied more heavily on the experience and knowledge of the respondents and their intuitions about the future than on other types of surveys. The results of this study, therefore, relied heavily on the judgment of the respondents. The information derived from the questionnaires was analyzed and categorized according to the areas into which the questionnaires were subdivided, as well as by the types of respondents and different colleges participating in the study. Responses to the unstructured questions were analyzed on the basis of their content and classified into several categories as well as into change statements.

The researcher had originally planned to use a four-stage Delphi method to collect data in the study. However, although every effort was made in the interviews to explain the research design and the methodology for filling out the questionnaire, some of the respondents confined themselves only to their own academic units rather than to the entire universe of Michigan State University. Since the

responses of these individuals were more unit-based than campus-based, the sample became a heterogeneous group of experts rather than a homogeneous group of MSU academic unit administrators and faculty members. This unintended result, from the first-phase questionnaire, prevented continuation of the Delphi technique but suggested a second approach, which proved to be equally valuable.

The second approach was to collect the data through the use of a survey instrument. An instrument based on the review of literature as well as on data collected in the first phase of the study was designed and reviewed for validity by a panel of judges composed of staff members of the MSU Office of Institutional Research.

The data were analyzed in terms of correlation, percentage, mean, mode, and frequencies (relative and adjusted). The researcher and the staff of the Office of Institutional Research had developed computer software to analyze, tabulate, and present the data. This analysis, contained in Chapter IV, was based on the assumption that nonparametric correlation analysis, percentage, mean, mode, and frequencies were adequate ways of reporting responses for the purposes of this study.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The methodology used in collecting the data was described in Chapter III. Analysis of the survey responses is contained in this chapter. In analyzing the data, the writer considered the possible similarities as well as differences in opinions regarding future changes in factors that may affect the administration of the academic units as perceived by deans, chairpersons, faculty members, and staff of the Office of Institutional Research at Michigan State University. In this analysis and interpretation, the writer considered suggested policies to cope with changes having a high or very high likelihood of occurrence and very high or high impact. The last part of the analysis covers a variety of administrative tools and techniques reported by academic unit administrators as being needed to help them prepare for future challenges at Michigan State University.

Analysis of the Correlation Coefficient

The responses to each of the 93 change statements (hereafter referred to as changes) were analyzed for both Kendall and Spearman nonparametric correlations between likelihood and impact, likelihood and whether the change should occur, likelihood and time of the occurrence of the change, impact and whether the change should occur, impact

and time, and finally whether the change should occur and time of occurrence.

Neither the Spearman nor the Kendall rank-order correlation coefficient depends on a normal distribution. Both of these methods require at least an ordinal scale and numeric types of variables. The chief difference between Kendall's tau and Spearman's rho seems to be that the Kendall method is somewhat more meaningful when the data contain a large number of tied ranks. On the other hand, Spearman's procedure may yield a "closer approximation to product-moment correlation coefficients when the data are more or less continuous, i.e., not characterized by a large number of ties at each rank" (Nie et al., 1975, p. 289).

Table 4 shows the number of changes as well as the percentage of the changes that were found to have a significant correlation between the above-mentioned variables at both the .05 and .001 levels of significance, using both the Kendall and the Spearman procedures.

The result of the Kendall correlation analysis between likelihood and impact showed that nine changes (9.6 percent) had a significant correlation at the .05 level. At the .001 level, 80 changes (86 percent) showed a significant correlation on likelihood and impact. Spearman correlation showed almost identical results: 15 changes at the .05 level and 73 changes at the .001 level. Both methods of analysis showed that about 89 variables (95 percent) had a significant positive correlation between impact and likelihood at the .05 level or lower.

Table 4.--Comparison of levels of significance in the analysis of correlation using both Spearman and Kendall methodologies.

Method	Level of Signif.	Impact & Likelihood		Likelihood & Should Occur		Likelihood & Time		Impact & Should Occur		Impact & Time		Should Occur & Time	
		%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Kendall	.05	9.6	9	35	33	32	30	23	21	44	41	27	25
	.001	86	80	23	21	51	47	12	11	9	8	5	5
Spearman	.05	16	15	34	32	53	49	22	20	34	32	17	16
	.001	78	73	9	8	26	24	2	2	2	2	1	1
Total number of variables		100	93	100	93	100	93	100	93	100	93	100	93

The preceding observation of high incidence of correlation between impact and likelihood supported Huckfeldt's (1972) findings. A test of statistical significance was made of the correlation between the impact and time of the ocurrence items. The result showed that 41 changes (44 percent) had a significant correlation at the .05 level using the Kendall method, and 32 changes (34 percent) had a significant correlation at the .05 level using the Spearman method. At the .001 level, eight changes (9 percent) had a significant correlation using the Kendall method, and only two changes (2 percent) had a significant correlation using Spearman's rank-order correlation test.

The observed correlation between impact and time-frame items was much higher than Huckfeldt (1972) observed in his study (only about 2 percent at the .05 level). The correlation between the likelihood and time-frame responses was found to have 30 changes (32 percent) significant at the .05 level and 47 changes (51 percent) signifi significant at the .001 level. The similarity test (correlation) between the likelihood results and the percentage of the respondents (deans, chairpersons, faculty members, and OIR staff) who thought a change should occur was performed, and 33 changes (35 percent) were found to be significant at the .05 level and 21 changes (23 percent) were significant at the .001 level in Kendall's tau rank-order correlation test. This finding again supports Huckfeldt's hypothesis that "changes in higher education will take place when a critical mass of opinion develops that says the change should take place" (p. 26).

As was the case in Huckfeldt's study, this researcher concluded from the preceding tests and resultant findings that the study

participants often had difficulty distinguishing between the impact or "should the change occur" questions and the likelihood questions.

Criteria Used in Analyzing the Survey Test

Although a researcher must follow certain specific procedures and techniques in collecting data, once the data are collected no standard technique exists by which to analyze them. The choice of analysis method depends on the objectives of the study (Huckfeldt, 1972), on the time frame in which the study was conducted, and finally on the researcher's objectives.

A set of computer programs (Appendix B) was developed to analyze and summarize the data for each of the subgroups of respondents (deans, chairpersons, faculty members, and staff of the Office of Institutional Research). The responses to all 93 change statements as well as primary statistics are included in Appendix C to assist any other type of analysis of the survey.

In developing criteria for the analysis of the data, the panel of experts classified 25 of the 93 change statements as faculty related, 17 as student related, 20 as program related, 20 as finance related, and 11 as physical-resources related. To analyze the tabulated classifications, the mean values of the five groups of change statements were calculated for the likelihood, impact, and time-frame questions. The medians of the change statements were also calculated for the respondent group that most promoted the change as well as for the group that most resisted the change. The results of these analyses are presented later in this chapter.

Because of the large number of suggested change statements included in the study, the researcher recognized that interpretations of individual changes would be difficult and very time consuming and would not contribute to the significance of the study. Therefore, meaningful information is presented by grouping the change statements into the five change categories and viewing the data collectively. Several categories of classification were suggested in the literature, for example, looking at the changes with high likelihood and high impact. Other possible ideas were clustering the changes that deans, chairpersons, and faculty members felt should occur and those they thought should not occur; grouping the changes that would be most promoted by academic unit administrators as well as by faculty members; and grouping the changes that would be most resisted by the same respondents. The investigator decided to use a combination of these approaches as well as the five change categories (faculty related, student related, program related, finance related, and physical-resources related) in reporting data regarding the change statements.

Classification was straightforward when change statements were grouped according to those that should or should not occur. But analyzing the groups of related change statements involved the use of some statistical indices for each group. Means were calculated for all likelihood and impact questions, along with mode of response for all other questions (promote, hinder, time, and whether the change should occur). These statistics were used as a basis of comparing and analyzing change statements in terms of broad areas of concern in the administration of academic units.

Group statistics were used to compare each individual change statement within a particular group with the other statements in that group. Within-group analysis provided useful information and meaningful interpretations concerning the significance of the individual change statement relative to each other one. These comparisons were accomplished by classifying all related changes within a group on a scale with the mean value of the group shifted to the zero point on the scale (Huckfeldt, 1972).

Classification of Changes Into Likelihood Levels

Tables 5-9 show the five related groups' mean values on the zero-point scale. All change statements are presented in their relative positions on the scale. For the sake of simplicity, change statements are shown by their identification codes. The description of these codes is given in Appendix A, and the general summary of each individual change statement is found in Appendix C.

By setting the bounds among the five levels (very low, low, moderate, high, and very high), new levels of likelihood were calculated. Based on these revised boundaries, a new classification was suggested. Table 5 shows the classification of faculty-related changes into likelihood levels. As shown in this table, the new boundaries classified 8 percent of the faculty-related changes as very high in likelihood of occurrence relative to the other suggested changes, 24 percent as high likelihood, 52 percent as moderate likelihood, 8 percent as low likelihood, and 8 percent as very low likelihood.

Table 5.--Classification of faculty-related changes into likelihood levels.

Faculty Related Changes by Numeric Code	Change Statement Mean Value on the Likelihood Quest.		Revised Scale	Relative Level of Likelihood
23	4.3		+.9	
19	4.2		+.8	VERY HIGH
05	4.0		+.6	(8 percent)
08	4.0		+.6	
03	3.9		+.5	
21	3.9		+.5	HIGH
22	3.9		+.5	(24 percent)
17	3.8		+.4	
16	3.7		+.3	
01	3.6		+.2	
12	3.5		+.1	
13	3.5		+.1	
20	3.4	MEAN ----	0.0	
02	3.2		-.2	MODERATE
04	3.2		-.2	(52 percent)
06	3.2		-.2	
11	3.2		-.2	
14	3.2		-.2	
07	3.1		-.3	
15	3.1		-.3	
18	3.1		-.3	
24	3.0		-.4	LOW
10	2.9		-.5	(8 percent)
25	2.6		-.8	VERY LOW
09	2.5		-.9	(8 percent)

Table 6 shows the classification of student-related changes into likelihood levels. This table shows that 29 percent of the student-related changes had a very high chance of occurrence relative to other suggested changes, 12 percent had high likelihood, 24 percent moderate likelihood, 6 percent low likelihood, and 29 percent of the changes were categorized as having a very low likelihood of occurrence.

Table 6.--Classification of student-related changes into likelihood levels.

Student-Related Changes by Numeric Code	Change Statement Mean Value on the Likelihood Quest.		Revised Scale	Relative Level of Likelihood
32	3.8		+.7	
38	3.8		+.7	
42	3.8		+.7	VERY HIGH (29 percent)
28	3.7		+.6	
30	3.7		+.6	
34	3.5		+.4	HIGH (12 percent)
40	3.5		+.4	
37	3.2		+.1	
	3.1	Mean ----	0.0	MODERATE (24 percent)
29	3.0		-.1	
27	2.9		-.2	
41	2.9		-.2	
31	2.6		-.5	LOW (6 percent)
33	2.5		-.6	
36	2.5		-.6	VERY LOW (29 percent)
35	2.4		-.7	
39	2.4		-.7	
26	2.0		-.11	

Table 7 shows the classification of program-related changes into likelihood levels. The table shows that the group mean value was 3.2 on the standard scale. It also shows that 5 percent of the changes were classified as very high in likelihood of occurrence, 16 percent as high, 55 percent as moderate, 25 percent as low, and none was classified as very low in likelihood of occurrence.

Table 8 presents the classification of finance-related changes into likelihood levels. As shown in this table, 5 percent of the changes were classified as having very high likelihood of occurrence relative to other changes in this category. The table also shows that 30 percent of the changes were classified as high, 35 percent as moderate, 20 percent as low, and 10 percent as very low in likelihood of occurrence.

Table 9 shows the classification of physical-resources-related changes into likelihood levels. Very-high-likelihood changes accounted for 18 percent of the total changes; another 18 percent of the changes were high-likelihood changes, 27 percent were moderate, 9 percent were classified as low likelihood, and 27 percent were classified as very low in likelihood of occurrence.

Classification of Changes Into Impact Levels

In a similar fashion, limits were set to classify five levels of impact. Tables 10-14 present the classifications of the different levels of impact for each of the five related groups (faculty, student, program, finance, and physical resources).

Table 7.--Classification of program-related changes into likelihood levels.

Program-Related Changes by Numeric Code	Change Statement Mean Value on the Likelihood Quest.		Revised Scale	Relative Level of Likelihood
48	4.0		+.8	VERY HIGH (8 percent)
45	3.7		+.5	HIGH (15 percent)
44	3.5		+.3	
62	3.5		+.3	
47	3.4		+.2	MODERATE (55 percent)
51	3.4		+.2	
43	3.3		+.1	
52	3.3		+.1	
56	3.3		+.1	
60	3.3		+.1	
61	3.3		+.1	
46	3.2		0.0	
57	3.2	Mean -----	0.0	
59	3.2		0.0	
54	3.1		-.1	
58	2.9		-.3	LOW (25 percent)
55	2.8		-.4	
53	2.7		-.5	
49	2.6		-.6	
50	2.6		-.6	

Table 8.--Classification of finance-related changes into likelihood levels.

Finance-Related Changes by Numeric Code	Change Statement Mean Value on the Likelihood Quest.		Revised Scale	Relative Level of Likelihood
71	4.7		+.9	VERY HIGH (5 percent)
63	4.2		+.4	
75	4.2		+.4	
64	4.1		+.3	HIGH (30 percent)
68	4.1		+.3	
72	4.1		+.3	
76	4.1		+.3	
65	4.0		+.2	
81	4.0		+.2	
66	3.9		+.1	
78	3.9		+.1	MODERATE (35 percent)
69	3.8		0.0	
70	3.8	Mean -----	0.0	
77	3.6		-.2	
73	3.5		-.3	
74	3.5		-.3	LOW (20 percent)
67	3.3		-.5	
80	3.3		-.5	
82	3.0		-.8	VERY LOW (10 percent)
79	2.5		-.11	

Table 9.--Classification of physical-resources-related changes into likelihood levels.

Physical-Resources-Related Changes by Numeric Code	Change Statement Mean Value on the Likelihood Quest.		Revised Scale	Relative Level of Likelihood
89	4.3		+.7	VERY HIGH (18 percent)
84	4.2		+.6	
88	4.1		+.5	HIGH (18 percent)
87	4.0		+.4	
90	3.8		+.2	MODERATE (27 percent)
83	3.6		0.0	
93	3.6	Mean -----	0.0	
91	3.3		-.3	LOW (9 percent
85	3.0		-.6	VERY LOW (27 percent)
86	3.0		-.6	
92	2.6		-1.0	

Based on the boundaries set, Table 10 shows that 8 percent of the faculty-related changes were classified as very high impact, 12 percent as high impact, 56 percent as moderate, 8 percent as low, and 16 percent as very low impact.

Table 11 shows the classification of student-related changes into five levels of impact. Six percent of the changes were categorized as having a very high impact, 12 percent as having a high impact, 65 percent as moderate, 12 percent as low, and 6 percent as having a very low impact.

Table 10.--Classification of faculty-related changes into impact levels.

Faculty-Related Changes by Numeric Code	Change Statement Mean Value on the Impact Question		Revised Scale	Relative Level of Impact
21	4.0		+.6	VERY HIGH (8 percent)
16	3.9		+.5	
02	3.8		+.4	HIGH (12 percent)
14	3.7		+.3	
23	3.7		+.3	
05	3.6		+.2	
08	3.6		+.2	
12	3.6		+.2	
13	3.6		+.2	
19	3.6		+.2	
01	3.5		+.1	
03	3.5		+.1	
17	3.4		0.0	MODERATE (56 percent)
20	3.4	MEAN -----	0.0	
25	3.3		-.1	
04	3.2		-.2	
06	3.2		-.2	
11	3.2		-.2	
15	3.2		-.2	
10	3.1		-.3	LOW (8 percent)
24	3.0		-.4	
18	2.9		-.5	VERY LOW (16 percent)
07	2.8		-.6	
22	2.8		-.6	
09	2.4		-1.0	

Table 11.--Classification of student-related changes into impact levels.

Student-Related Changes by Numeric Code	Change Statement Mean Value on the Impact Question		Revised Scale	Relative Level of Impact
28	3.8		+.5	VERY HIGH (6 percent)
27	3.6		+.3	HIGH (12 percent)
33	3.6		+.3	
29	3.5		+.2	
38	3.5		+.2	
26	3.3		0.0	
39	3.3	MEAN ----	0.0	
30	3.2		-.1	
34	3.2		-.1	MODERATE (65 percent)
36	3.1		-.2	
37	3.1		-.2	
40	3.1		-.2	
41	3.1		-.2	
42	3.1		-.2	
31	3.0		-.3	LOW (12 percent)
32	3.0		-.3	
35	2.7		-.6	VERY LOW (6 percent)

Table 12 contains the classification of program-related changes into different levels of impact. Five percent of the 20 change statements in this category were classified as very high impact, another 5 percent were classified as high, 75 percent as moderate, 10 percent as low, and 5 percent as changes with a very low level of impact.

Table 12.--Classification of program-related changes into impact levels.

Program-Related Changes by Numeric Code	Change Statement Mean Value on the Impact Question		Revised Scale	Relative Level of Impact
48	4.0		+.7	VERY HIGH (5 percent)
51	3.6		+.3	HIGH (5 percent)
61	3.5		+.2	
62	3.5		+.2	
43	3.4		+.1	
44	3.4		+.1	
47	3.4		+.1	
52	3.4		+.1	
59	3.4		+.1	
45	3.3		0.0	MODERATE (75 percent)
46	3.3		0.0	
57	3.3	MEAN -----	0.0	
60	3.3		0.0	
50	3.1		-.2	
53	3.1		-.2	
56	3.1		-.2	
58	3.1		-.2	
49	3.0		-.3	LOW (10 percent)
54	2.9		-.4	
55	2.8		-.5	VERY LOW (5 percent)

The classification of the finance-related changes is presented in Table 13. Five percent of the finance-related changes were classified as very high impact, 25 percent as high impact, 50 percent as moderate, 5 percent as low, and the remaining 15 percent as very low impact in relation to other finance-related changes.

The classification of the physical-resource-related changes is shown in Table 14. Nine percent of the changes in this category were classified as very high impact, another 9 percent as high impact, 64 percent as moderate, 9 percent as low, and 9 percent as very low in impact.

Functions in Which the Change Will Occur

Table 15 presents the function-related changes, categorized according to the level of likelihood and impact. In this section, the analysis of the data pertains to the relationship of the total participants' opinions about the functional areas (faculty, student, program, finance, and physical resources) that would have a high impact and would be most likely to occur.

In terms of the likelihood of the occurrence of changes, the respondents suggested that changes in the finance-related category would have the highest likelihood of occurrence, and student-related changes would have the least likelihood of occurrence.

As Table 15 shows, there was no difference between the likelihood and impact questions. This means that the functions that ranked very high on likelihood of occurrence also ranked very high on impact, and the functions that ranked very low on likelihood of occurrence

Table 13.--Classification of finance-related changes into impact levels.

Finance-Related Changes by Numeric Code	Change Statement Mean Value on the Impact Question		Revised Scale	Relative Level of Impact
71	4.3		+.5	VERY HIGH (5 percent)
75	4.2		+.4	
76	4.2		+.4	
63	4.1		+.3	HIGH (25 percent)
65	4.1		+.3	
72	4.1		+.3	
64	3.9		+.1	
68	3.9		+.1	
77	3.9		+.1	
78	3.9		+.1	
66	3.8		0.0	
69	3.8	MEAN ------	0.0	MODERATE (50 percent)
70	3.8		0.0	
67	3.7		-.1	
73	3.7		-.1	
81	3.6		-.2	
82	3.4		-.4	LOW (5 percent)
74	3.2		-.6	
79	3.1		-.7	VERY LOW (15 percent)
80	2.9		-.9	

Table 14.--Classification of physical-resources-related changes into impact levels.

Physical-Resources-Related Changes by Numeric Code	Change Statement Mean Value on the Impact Question		Revised Scale	Relative Level of Impact
91	4.1		+.6	VERY HIGH (9 percent)
89	3.9		+.4	HIGH (9 percent
84	3.7		+.2	
92	3.5		0.0	
93	3.5	MEAN -----	0.0	
87	3.5		0.0	MODERATE (64 percent)
83	3.4		-.1	
88	3.4		-.1	
90	3.3		-.2	
85	3.2		-.3	LOW (9 percent)
86	2.7		-.8	VERY LOW (9 percent)

Table 15.--Respondents' opinions of the level of likelihood and impact of the five groups of function-related change statements.

High Likelihood	High Impact
Finance	Finance
Physical resources	Physical resources
Faculty	Faculty
Program	Program
Student	Student
Low Likelihood	Low Impact

also ranked very low in impact. This high correlation between impact and likelihood means that the respondents felt the changes with a high impact also had a high likelihood of occurrence.

The Most Likely Change Statements

Tables 16 through 22 present the changes categorized by most likely changes, least likely changes, the changes that will occur after 1985, and the changes that respondents felt should occur as well as those changes that they felt should not occur.

The changes that respondents felt would have a very high or high likelihood of occurrence as well as a very high or high impact are categorized in Table 16. The expected date by which the changes were expected to occur is also presented in this table. Responses to the "should or should not the change occur" question are presented as a percentage of respondents who felt the change should occur. Responses to the question concerning "who will most promote or hinder the change" are categorized and tabulated according to the group a majority of the respondents said would promote or hinder the specific change.

In Table 16, it is noteworthy to observe that faculty was mentioned most frequently as the hindering agent in almost 90 percent of the changes with a very high or high likelihood of occurrence as well as a very high or high level of impact. It should also be noted that about 50 percent of the forecasted changes in Table 16 are finance-related changes.

Table 16.--Statements with very high or high likelihood that also have very high or high impact.

Change Statement by Numeric Code[a]	Likelihood	Impact	Most Promoted By	Most Hindered by	% Responding Should Occur	Expected Date of Change
21	high	very high	faculty	provost	16	3-5 years
23	very high	high	provost	faculty	81	0-2 years
28	very high	very high	community	faculty	14	3-5 years
48	very high	very high	provost	faculty	58	3-5 years
63	high	high	state & federal	faculty	8	0-2 years
71	very high	very high	state & federal	faculty	4	0-2 years
72	high	high	state & federal	faculty	3	0-2 years
75	high	high	state & federal	faculty	16	0-2 years
76	high	high	state & federal	faculty	5	0-2 years
89	very high	high	state & federal	faculty	24	0-2 years

[a]For a description of coded change statements, see Appendix A.

The change statements predicted to have a very high or high likelihood of occurrence but a low or very low level of impact are presented in Table 17. It is interesting that in 80 percent of the cases, respondents suggested that faculty members would hinder the change. Most of the changes in this category (70 percent) were expected to occur between 1983 and 1985. Respondents felt that the other 30 percent would occur in the next two years. An unusual finding is that in two cases (change statements 5 and 62) faculty members were designated a promoting agent as well as a hindering force.

Table 18 presents all forecasted changes with a very low or low likelihood of occurrence. Faculty were mentioned as a hindering force in 72 percent of the cases. In 24 percent of the changes, students were mentioned as promoting agents, whereas in 12 percent of the cases they were suggested to be a hindering force. Sixteen percent of the changes were predicted to occur in the long term (six to ten years).

Table 19 shows the eight change statements that academic unit administrators and selected faculty members at Michigan State University identified as having a very high impact but not a high likelihood of occurrence. It should be observed that in almost all cases, the majority of respondents felt the high-impact-level changes mentioned in this category should not occur.

Table 20 presents all change statements that respondents felt would occur in the long term (six to ten years). Generally, there seemed to be a high association between likelihood of occurrence and time frame. If the respondents felt the questioned change was going

Table 17.--Change statements with very high or high likelihood, but very low or low impact.

Change Statement by Numeric Code	Likelihood	Impact	Most Promoted By	Most Hindered By	% Responding Should Occur	Expected Date of Change
19	very high	moderate	faculty	state & federal	85	0-2 years
05	very high	moderate	faculty	faculty	88	3-5 years
08	very high	moderate	provost, state & federal	faculty	34	3-5 years
03	high	moderate	provost	faculty	29	3-5 years
22	high	very low	state & federal	faculty	77	3-5 years
17	high	moderate	provost	faculty	65	3-5 years
32	very high	low	students	state & federal	53	3-5 years
38	very high	moderate	students	faculty	23	3-5 years
42	very high	moderate	students	faculty	51	3-5 years
30	very high	moderate	community	faculty	76	3-5 years

Table 17.--Continued.

Change Statement by Numeric Code	Likelihood	Impact	Most Promoted By	Most Hindered By	% Responding Should Occur	Expected Date of Change
43	high	moderate	students	faculty	68	3-5 days
40	high	moderate	state & federal	faculty	83	3-5 days
45	high	moderate	students	faculty	77	3-5 years
44	high	moderate	students	faculty	73	3-5 years
62	high	moderate	faculty	faculty	20	3-5 years
64	high	moderate	state & federal	students	17	3-5 years
68	high	moderate	provost	faculty	21	3-5 years
84	very high	moderate	faculty	provost	67	3-5 years
88	high	moderate	state & federal	faculty	62	3-5 years
87	high	moderate	state & federal	faculty	40	3-5 years

Table 18.--Change statements with very low or low likelihood of occurrence.

Change Statement by Numeric Code	Likelihood	Impact	Most Prevented By	Most Hindered By	% Responding Should Occur	Expected Date of Change
24	low	low	faculty	faculty	71	3-5 years
10	low	low	provost	faculty	60	6-10 years
25	very low	moderate	provost	faculty	86	6-10 years
09	very low	very low	faculty	faculty	65	3-5 years
31	low	low	students	faculty	24	3-5 years
33	very low	high	state & federal	state & federal	1	6-10 years
36	very low	moderate	students	faculty	76	3-5 years
35	very low	very low	students	community	66	3-5 years
39	very low	moderate	faculty	students	76	6-10 years
26	very low	moderate	faculty	students	26	3-5 years
58	low	moderate	provost	faculty	72	3-5 years
55	low	very low	faculty	faculty	58	3-5 years

Table 18.--Continued.

Change Statement by Numeric Code	Likelihood	Impact	Most Promoted By	Most Hindered by	% Responding Should Occur	Expected Date of Change
53	low	moderate	faculty	faculty	67	3-5 years
49	low	low	students	faculty	43	3-5 years
50	low	moderate	students	faculty	47	3-5 years
73	low	moderate	faculty	faculty	8	3-5 years
74	low	very low	students	state, fed., community	20	0-2 years
67	low	moderate	community	faculty	4	3-5 years
80	low	very low	provost	faculty	52	3-5 years
82	very low	low	community	faculty	11	3-5 years
79	very low	very low	provost	community	69	3-5 years
91	low	very high	state & federal	faculty	8	3-5 years
85	very low	low	faculty	provost	49	3-5 years
86	very low	very low	community	faculty	48	3-5 years
92	very low	moderate	state & federal	faculty	24	3-5 years

Table 19.--Change statements with very high or high impact but not a high or very high likelihood of occurrence.

Change Statement by Numeric Code	Likelihood	Impact	Most Promoted By	Most Hindered By	% Responding Should Occur	Expected Date of Change
16	moderate	very high	faculty	faculty	7	3-5 years
02	moderate	high	state & federal	faculty	5	3-5 years
14	moderate	high	faculty	faculty	6	3-5 years
27	moderate	high	provost	faculty	6	3-5 years
33	very low	high	state & federal	state & fed.	1	6-10 years
51	moderate	high	provost	faculty	16	3-5 years
65	moderate	high	state & federal	provost	5	0-2 years
91	low	very high	state & federal	faculty	8	3-5 years

Table 20.--Change statements that respondents suggested will occur in long term (6-10 years).

Change Statement by Numeric Code	Likelihood	Impact	Most Promoted By	Most Hindered By	% Responding Should Occur	Expected Date of Change
10	low	low	provost	faculty	60	6-10 years
15	moderate	moderate	faculty	provost	5	6-10 years
25	very low	moderate	provost	faculty	86	6-10 years
33	very low	high	state & federal	state & federal	1	6-10 years
39	very low	moderate	faculty	students	76	6-10 years
41	moderate	moderate	students	faculty	70	6-10 years

to occur in the too-distant future (six to ten years), they also felt the likelihood of occurrence of that change was low or very low. This finding supports Huckfeldt's observation that "if the panel thought the change was highly likely to occur, they also felt that it would occur in the not-too-distant future" (p. 47). Also, it was observed that in only 6 percent of the cases the respondents felt the change would occur in the long term (six to ten years).

The changes that the majority (80 percent or more) of the academic unit administrators, selected faculty members, and staff of the Office of Institutional Research thought should occur are presented in Table 21. Those changes that at least 80 percent of the respondents thought should not occur are presented in Table 22. The information in Tables 25 and 26 is presented as percentages of respondents who felt the specific change should or should not occur.

Tables 23 through 32 present the change statements that would be most promoted and most hindered by each influential group (faculty, student, provost, state & federal, and community). The change statements that more than 50 percent of the respondents felt would be promoted or hindered by a specific group are tabulated in these tables. The percentages of total respondents who felt each group would promote or hinder the change are also reported in each table.

Table 21.--Change statements that the majority of respondents (80 percent and higher) thought should occur.

Change Statement by Numeric Code	Likelihood	Impact	Most Promoted By	Most Hindered By	% Responding Should Occur	Expected Date of Change
06	moderate	moderate	provost	faculty	87	3-5 years
19	very high	moderate	faculty	state & federal	85	0-2 years
23	very high	high	provost	faculty	81	0-2 years
25	very low	moderate	provost	faculty	86	6-10 years
40	high	moderate	state & federal	faculty	83	3-5 years

Table 22.--Change statements that the majority of respondents (80 percent or higher) thought should not occur.

Change Statement by Numeric Code	Likelihood	Impact	Most Promoted By	Most Hindered By	% Responding Should Not Occur	Expected Date of Change
02	moderate	high	state & federal	faculty	95	3-5 years
05	very high	moderate	faculty	faculty	88	3-5 years
14	moderate	high	faculty	faculty	94	3-5 years
15	moderate	moderate	faculty	provost	95	6-10 years
16	moderate	very high	faculty	faculty	93	3-5 years
21	high	very high	faculty	provost	84	3-5 years
27	moderate	high	provost	faculty	94	3-5 years
28	very high	very high	community	provost	86	3-5 years
26	moderate	moderate	community	faculty	80	3-5 years
33	very low	high	state & federal	state & federal	99	6-10 years
51	moderate	high	provost	faculty	84	3-5 years
62	high	moderate	faculty	faculty	80	3-5 years
63	high	high	state & federal	faculty	92	0-2 years

Table 22.--Continued.

Change Statement by Numeric Code	Likelihood	Impact	Most Promoted By	Most Hindered By	% Responding Should Not Occur	Expected Date of Change
64	high	moderate	state & federal	students	83	0-2 years
65	moderate	high	state & federal	provost	95	0-2 years
67	low	moderate	community	faculty	96	3-5 years
69	moderate	moderate	provost	faculty	80	3-5 years
71	very high	very high	state & federal	faculty	96	0-2 years
72	high	high	state & federal	faculty	97	0-2 years
73	low	moderate	faculty	faculty	92	3-5 years
74	low	very low	students	faculty, community	80	0-2 years
75	high	high	state & federal	faculty	84	0-2 years
76	high	high	state & federal	faculty	95	0-2 years
77	moderate	moderate	state & federal	faculty	93	0-2 years
82	very low	low	community	faculty	89	3-5 years
91	low	very high	state & federal	faculty	92	3-5 years

Table 23.--Changes that will be most promoted by faculty group.

Change Statement by Numeric Code	Likelihood	Impact	% Responded Most Promoted By		% Responded Most Hindered By		% Responded Should Occur	Expected Time of Change
			Type	%	Type	%		
85	very low	low	faculty	94	provost	49	49	3-5 years
19	very high	moderate	faculty	93	st.&fed.	59	85	0-2 years
21	high	very high	faculty	89	provost	75	16	3-5 years
07	moderate	very low	faculty	76	provost	47	62	3-5 years
84	very high	moderate	faculty	76	provost	32	67	0-2 years
26	very low	moderate	faculty	64	students	65	26	3-5 years
55	low	very low	faculty	64	faculty	28	58	3-5 years
05	very high	moderate	faculty	61	faculty	45	12	3-5 years
15	moderate	moderate	faculty	61	provost	51	5	6-10 years
56	moderate	moderate	faculty	59	faculty	56	30	3-5 years
60	moderate	moderate	faculty	57	students	57	64	3-5 years
39	very low	moderate	faculty	56	students	52	76	6-10 years
61	moderate	moderate	faculty	55	faculty	61	79	3-5 years

Table 24.--Changes that will be most promoted by students.

Change Statement by Numeric Code	Likelihood	Impact	% Responded Most Promoted By		% Responded Most Hindered By		% Responded Should Occur	Expected Time of Change
			Type	%	Type	%		
31	low	low	students	95	faculty	87	24	3-5 years
37	moderate	moderate	students	95	provost	46	57	3-5 years
50	low	moderate	students	88	faculty	59	47	3-5 years
42	very high	moderate	students	86	faculty	33	51	3-5 years
32	very high	low	students	85	st.&fed.	67	53	3-5 years
38	very high	moderate	students	84	faculty	80	23	3-5 years
46	moderate	moderate	students	76	faculty	65	70	3-5 years
34	high	moderate	students	75	faculty	48	68	3-5 years
35	very low	very low	students	73	commun.	33	66	3-5 years
41	moderate	moderate	students	70	faculty	46	70	6-10 years
49	low	low	students	67	faculty	69	43	3-5 years
47	moderate	moderate	students	65	faculty	95	69	3-5 years
36	very low	moderate	students	60	faculty	47	76	3-5 years
43	moderate	moderate	students	55	faculty	64	75	3-5 years

Table 25.--Changes that will be most promoted by the provost.

Change Statement by Numeric Code	Likelihood	Impact	% Responded Most Promoted By		% Responded Most Hindered By		% Responded Should Occur	Expected Time of Change
			Type	%	Type	%		
23	very high	high	provost	85	faculty	94	81	0-2 years
58	low	moderate	provost	83	faculty	92	72	3-5 years
48	very high	very high	provost	79	faculty	97	58	3-5 years
13	moderate	moderate	provost	74	faculty	85	22	3-5 years
90	moderate	moderate	provost	73	faculty	88	70	0-2 years
68	high	moderate	provost	71	faculty	80	21	0-2 years
78	moderate	moderate	provost	71	faculty	87	39	0-2 years
81	moderate	moderate	provost	66	faculty	88	27	0-2 years
11	moderate	moderate	provost	63	faculty	66	58	3-5 years
80	low	very low	provost	63	faculty	67	52	3-5 years
18	moderate	very low	provost	62	faculty	69	70	3-5 years
69	moderate	moderate	provost	58	faculty	83	20	3-5 years
03	high	moderate	provost	55	faculty	89	29	3-5 years
51	moderate	high	provost	53	faculty	80	16	3-5 years
10	low	low	provost	52	faculty	69	60	6-10 years

Table 26.--Changes that will be most promoted by state and federal.

Change Statement by Numeric Code	Likelihood	Impact	% Responded Most Promoted By		% Responded Most Hindered By		% Responded Should Occur	Expected Time of Change
			Type	%	Type	%		
55	moderate	high	st.&fed.	91	provost	39	5	0-2 years
91	low	very high	st.&fed.	85	faculty	47	8	3-5 years
71	very high	very high	st.&fed.	84	faculty	84	4	0-2 years
64	high	moderate	st.&fed.	77	students	68	17	0-2 years
02	moderate	high	st.&fed.	75	faculty	85	5	3-5 years
75	high	high	st.&fed.	68	faculty	84	16	0-2 years
87	high	moderate	st.&fed.	68	faculty	42	40	0-2 years
76	high	high	st.&fed.	66	faculty	60	5	0-2 years
63	high	high	st.&fed.	62	faculty	53	8	0-2 years
22	high	very low	st.&fed.	57	faculty	85	77	3-5 years
77	moderate	moderate	st.&fed.	57	faculty	69	7	0-2 years
88	high	moderate	st.&fed.	54	faculty	66	62	0-2 years

Table 27.--Changes that will be most promoted by community.

Change Statement by Numeric Code	Likelihood	Impact	% Responded Most Promoted By		% Responded Most Hindered By		% Responded Should Occur	Expected Time of Change
			Type	%	Type	%		
86	very low	very low	commun.	79	faculty	44	48	3-5 years
67	low	moderate	commun.	74	faculty	53	4	3-5 years
82	very low	very low	commun.	60	faculty	67	11	3-5 years
28	very high	very high	commun.	54	provost	49	14	3-5 years
12	moderate	moderate	commun.	52	provost	46	51	3-5 years

Table 28.--Changes that will be most hindered by faculty group.

Change Statement by Numeric Code	Likelihood	Impact	% Responded Most Promoted By		% Responded Most Hindered By		% Responded Should Occur	Expected Time of Change
			Type	%	Type	%		
48	very high	very high	provost	79	faculty	97	58	3-5 years
01	moderate	moderate	provost	49	faculty	96	31	3-5 years
08	very high	moderate	provost, st.&fed.	34	faculty	95	34	3-5 years
47	moderate	moderate	students	65	faculty	95	69	3-5 years
23	very high	high	provost	85	faculty	94	81	0-2 years
17	high	moderate	provost	44	faculty	93	65	3-5 years
58	low	moderate	provost	83	faculty	92	72	3-5 years
70	moderate	moderate	provost, st.&fed.	49	faculty	90	37	3-5 years
03	high	moderate	provost	55	faculty	89	29	0-2 years
81	moderate	moderate	provost	66	faculty	88	27	0-2 years
90	moderate	moderate	provost	73	faculty	88	70	0-2 years
31	low	low	students	95	faculty	87	24	3-5 years
78	moderate	moderate	provost	71	faculty	87	39	0-2 years
02	moderate	high	st.&fed.	75	faculty	85	5	3-5 years
13	moderate	moderate	provost	74	faculty	85	22	3-5 years
22	high	very low	st.&fed.	57	faculty	85	77	3-5 years
71	very high	very high	st.&fed.	84	faculty	84	4	0-2 years
75	high	high	st.&fed.	68	faculty	84	16	0-2 years

Table 28.--Continued.

Change Statement by Numeric Code	Likelihood	Impact	% Responded Most Promoted By		% Responded Most Hindered By		% Responded Should Occur	Expected Time of Change
			Type	%	Type	%		
69	moderate	moderate	provost	58	faculty	83	20	3-5 years
38	very high	moderate	students	84	faculty	80	23	3-5 years
51	moderate	high	provost	53	faculty	80	16	3-5 years
68	high	moderate	provost	71	faculty	80	21	0-2 years
06	moderate	moderate	provost	30	faculty	79	87	3-5 years
24	low	low	faculty	47	faculty	76	71	3-5 years
27	moderate	high	faculty	64	faculty	75	26	3-5 years
10	low	low	provost	52	faculty	69	60	6-10 years
18	moderate	very low	provost	62	faculty	69	76	3-5 years
49	low	low	students	65	faculty	69	43	3-5 years
77	moderate	moderate	st.&fed.	57	faculty	69	7	0-2 years
45	high	moderate	students	34	faculty	67	77	3-5 years
80	low	very low	provost	63	faculty	67	52	3-5 years
82	very low	low	commun.	66	faculty	67	11	3-5 years
11	moderate	moderate	provost	63	faculty	66	58	3-5 years
20	moderate	moderate	faculty	33	faculty	66	35	3-5 years
30	very high	moderate	commun.	32	faculty	66	76	3-5 years
88	high	moderate	st.&fed.	54	faculty	66	62	0-2 years
46	moderate	moderate	students	76	faculty	65	70	3-5 years

Table 28.--Continued.

Change Statement by Numeric Code	Likelihood	Impact	% Responded Most Promoted By		% Responded Most Hindered By		% Responded Should Occur	Expected Time of Change
			Type	%	Type	%		
43	moderate	moderate	students	55	faculty	64	75	3-5 years
66	moderate	moderate	provost	44	faculty	62	23	0-2 years
61	moderate	moderate	faculty	55	faculty	61	79	3-5 years
92	very low	moderate	st.&fed.	43	faculty	61	24	3-5 years
44	high	moderate	students	28	faculty	60	73	3-5 years
76	high	high	st.&fed.	66	faculty	60	5	0-2 years
50	low	moderate	students	88	faculty	59	47	3-5 years
53	low	moderate	faculty	47	faculty	59	67	3-5 years
62	high	moderate	faculty	49	faculty	59	20	3-5 years
09	very low	very low	faculty	41	faculty	57	65	3-5 years
56	moderate	moderate	faculty	59	faculty	56	30	3-5 years
89	very high	high	faculty	44	faculty	54	24	0-2 years
25	very low	moderate	provost	39	faculty	53	86	6-10 years
63	high	high	st.&fed.	62	faculty	53	8	0-2 years
67	low	moderate	commun.	74	faculty	53	4	3-5 years
83	moderate	moderate	faculty	40	faculty	53	51	3-5 years
14	moderate	high	faculty	43	faculty	51	6	3-5 years
29	moderate	moderate	commun.	41	faculty	51	20	3-5 years
59	moderate	moderate	faculty	43	faculty	51	61	3-5 years

Table 29.--Changes that will be most hindered by students.

Change Statement by Numeric Code	Likelihood	Impact	% Responded Most Promoted By		% Responded Most Hindered By		% Responded Should Occur	Expected Time of Change
			Type	%	Type	%		
64	high	moderate	st.&fed.	77	students	68	17	0-2 years
26	very low	moderate	faculty	64	students	65	26	3-5 years
60	moderate	moderate	faculty	57	students	57	64	3-5 years
39	very low	moderate	faculty	56	students	52	76	6-10 years

Table 30.--Changes that will be most hindered by the provost.

Change Statement by Numeric Code	Likelihood	Impact	% Responded Most Promoted By		% Responded Most Hindered By		% Responded Should Occur	Expected Time of Change
			Type	%	Type	%		
21	high	very high	faculty	89	provost	75	16	3-5 years
15	moderate	moderate	faculty	61	provost	51	5	6-10 years

Table 31.--Changes that will be most hindered by state and federal.

Change Statement by Numeric Code	Likelihood	Impact	% Responded Most Promoted By		% Responded Most Hindered By		% Responded Should Occur	Expected Time of Change
			Type	%	Type	%		
19	very high	moderate	faculty	93	st.&fed.	59	85	0-2 years
32	very high	low	students	85	st.&fed.	67	53	3-5 years

Table 32.--Changes that will be most hindered by community.

Change Statement by Numeric Code	Likelihood	Impact	% Responded Most Promoted By		% Responded Most Hindered By		% Responded Should Occur	Expected Time of Change
			Type	%	Type	%		
none	none	none	none		none		none	none

Suggested Policies to Cope With Future Changes

In the second question in phase one of the study, an attempt was made to collect information about how to cope with potential future changes in the administration of academic units. The total number of changes, as well as the number of administrative policies needed to cope with them, was so large that it was impossible to cover them all in this study. Therefore, only those changes that were ranked "very high" or "high" in likelihood of occurrence, as well as "very high" or "high" in impact, were considered in this analysis. The suggested policies are discussed under the five categories of changes used in the study.

Faculty-Related Changes

The administrative policies suggested to cope with the faculty-related changes with "very high" likelihood and impact are as follows:

Potential change:

Pressure for collective bargaining and unionization will increase.

Suggested administrative policies:

1. Pretrain academic unit administrators to work with unions.
2. Make faculty-administrative relationships businesslike, with clearly drawn lines of authority. All agreements, decisions, and activities should be documented.
3. Hire more and more temporary (nontenure stream) faculty members.
4. Study reorganization of academic units since unions would require thorough restructuring of departmental administration.

5. Develop a faculty-development program with better communication.

6. Encourage faculty to diversify their areas of expertise and interest.

7. Give full administrative support for retraining and for job contracts to faculty members interested in redirecting their careers outside the university.

8. Involve faculty members in important career decisions that will affect their professional future.

Potential change:

There will be more stringent review prior to attaining tenure and promotion.

Suggested administrative policies:

1. Establish improved procedures for faculty review.

2. Completely familiarize younger faculty with guidelines for promotion and very careful implemetation of review procedures.

3. Provide time for younger faculty to perform necessary activities for tenure and other promotions.

4. Use promotions, merit increases, professional opportunities, and penalties systematically and responsibly.

Student-Related Changes

The potential change with "very high" likelihood of occurrence as well as "very high" impact and the administrative policies to cope with it in the area of student-related changes are as follows:

Potential change:

Michigan State University undergraduate enrollment will decrease.

Suggested administrative policies:

1. Continue undergraduate-related programs with different levels as at present.

2. Undertake a university/college graduate (alumni) analysis to improve offered curriculum, rapid response to student demand, and relevance of programs to job market. All of the above will determine future student enrollments.

3. Recognize need for increased dollars for student support. Attention should be given at the university level to recruitment of covered groups.

4. Give attention to efficient and effective recruitment, especially of minority groups.

5. Increase emphasis and attention on recruitment of freshmen and first-time students.

6. Build a program of general education that is attractive and simultaneously establish a sound liberal-arts education.

7. Set up programs for upgrading and retraining professionals by soliciting professional organizations.

8. Set up a more precisely directed evening or weekend college for working adults who wish to work on a degree program.

9. Provide programs for students demanding programs that will actually train them for whatever they wish to do in the future.

10. Try to insure that undergraduates understand the long-term value of a liberal education.

11. Evaluate better recruitment techniques.

12. Create an atmosphere (teachers, curriculum, facilities) in which education can flourish.

13. Provide more student financial aid.

14. Involve faculty members in recruitment of undergraduate as well as graduate students.

15. Develop better programs to help a new student and to remove academic deficiencies.

16. Improve the quality of no-preference support services.

17. Be responsive to students' demands for more information about the nature of academic programs, the job opportunities available to them, and options open to them other than higher education.

18. Help and support departments that are working to recruit adult audiences and help them identify new pockets of potential students for whom the program could be adapted.

19. Provide greater diversity in academic level of course offerings.

20. Help faculty members adjust to student changes.

21. Help the central administration of the university to recognize that career orientation is the attitude of today's student.

22. Improve physical facilities to better accommodate students and faculty.

23. Increase flexibility in course scheduling to accommodate working students.

24. Be prepared to recognize a shift to the liberal-arts tradition.

25. Make it possible for faculty to experiment with teaching strategies to fill the variety of learning styles.

Respondents made some other interesting suggestions on how to cope with declining enrollments. One academic dean suggested, "Without adequate funds, what's the use of seeking more students?" And a department chairperson wrote, "These trends cannot be stopped; do not waste your time."

Program-Related Changes

In the area of program-related changes, the potential change with "very high" likelihood of occurrence and "very high" impact and the administrative policies to cope with it are as follows:

Potential change:

The central administration of the university will increase its quantitative judgment of programs. Efficiency and product will be viewed critically.

Suggested administrative policies:

1. Evaluate the programs for relevance.
2. Use an advisory group from the community.
3. Improve assessment procedures and processes.
4. Experiment with innovative instructional techniques using staff talent.
5. Increase recognition that units are to offer quality instruction, not merely expanded curriculum.

Finance-Related Changes

Respondents identified the following "high" likelihood, "high" impact finance-related changes and the suggested administrative policies to cope with them:

Potential changes:

1. Budget constraints will reduce support services.
2. Salary increases will not keep pace with inflation.
3. Supplies-and-services costs will increase dramatically as a result of inflation and the acceptance of training grants.
4. There will be fiscal pressure to reduce faculty size.
5. The total budget of the university will be much less flexible.

Suggested administrative policies:

1. Academic units should actively seek grant funds.
2. The central administration of the university should eliminate unnecessary jobs in the overall administrative bureaucracy.
3. Instead of giving in to every federal dictate, the university should challenge them where additional funds are to be expended.
4. The president of the university should stay out of academia and press the legislature for funds. He needs to spend all of his time in finance.
5. Faculty salary should be released by a shift to outside "soft" support.
6. The criteria and procedures for salary adjustments should be clarified.

7. More systematic and rigorous budgeting and justification of expenditures in all areas is necessary.

8. Work harder on public relations with citizens of Michigan and their legislative representatives.

9. University and colleges should put financial support behind faculty who go out and attract research funds and should reward success with salary raises and promotions.

10. Actively pursue external funds for new programs.

11. Increase the use of temporary faculty for reduced financial reasons.

12. Units should be more cost effective in general education programs.

13. Develop solid data to substantiate the need.

14. Make more and better contracts with outside agencies.

15. Learn to live with less.

Physical-Resources-Related Changes

Finally, in the area of most likely changes in physical resources and suggested administrative policies to cope with them, the following emerged:

Potential change:

There will be increased competition for physical resources both within colleges and within the total university.

Suggested administrative policies:

1. Unused space in some units, due to decreased student enrollments, should be made available to faculty who are now poorly

accommodated. Space should be reallocated and renovated within the university.

2. Increase the effectiveness of the use of facilities.

3. Articulate space and equipment needs based on a long-range plan (five to ten years).

4. Share equipment and physical resources within the college.

5. A space-allocation system must be functional at the university level, not merely at the central level.

6. Develop the rationale and support (student, faculty, advisory groups) for reallocated space on campus.

Analysis of Needed Tools, Techniques, and Support From Central Administration

In this part of the data analysis, academic unit administrators' perceived need for managerial tools, techniques, and support is analyzed. Forty-seven percent of the total sample, including faculty (N = 105), and 83 percent of the academic unit administrators (deans and chairpersons) (N = 45) responded to this question.

1. About 50 percent of all the respondents expressed a need for electronic and computer equipment. Their demand ranged from computers to analyze data to electronic clerical equipment. Other examples of the responses in this area are:

- organizational support for computerized teaching-support programs
- improved data-processing access and procedures
- computer-based information systems
- computer facilities to assist advising of undergraduate students at the departmental level

- automation and computerization of record keeping and provision of trained personnel or service training for existing personnel

- modernization of student matriculation and record keeping--scheduling, enrollment, and registration procedures are enormously expensive at this university

2. Although it had been emphasized that respondents should not directly demand funds in this question, about 19 percent of them had some kind of request that was almost directly fund related, such as:

- salary and facilities support to attract and keep qualified faculty

- budget for new equipment and materials

- additional funding to cope with inflation

- internal funds for research

3. About 26 percent asked for different faculty-related support, such as:

- better faculty benefits

- faculty development programs

- competitive and cost-of-living salaries for faculty

- support to retrain faculty for new competencies

- greater concern for faculty work load and conditions of employment

- support for phased faculty early retirements

- administrative policies that upgrade the quality of faculty

- training in how and where to get things published

4. Thirty percent of the academic unit administrators asked for general support services as well as equipment, such as:

- more adequate space

- new equipment for teaching and research

- maintenance of buildings
- greater regulation and control of physical plant services
- increased support for supplies and services
- repair and replacement of laboratory equipment
- new building to meet federal safety requirements

5. Thirty-five percent of the respondents complained about the amount of paperwork and red tape, as well as duplication of effort:

- reduction in paperwork and red tape
- fewer forms to fill out on how faculty spend their time
- simplification and reduction of redundancy in reporting
- clear and rational (logical) system of university management
- streamlined and simplified university personnel policy and procedures--make it more flexible
- elimination of redundant requests for information

6. Twenty-one percent of the research participants (deans and chairpersons only) asked for a better system of planning as well as participation in the planning process. A sample of these requests is as follows:

- long-range planning
- clear statement of priorities in resource allocations
- more specific goals and objectives
- demand-prediction models
- role in planning
- more support for the involvement of faculty in true long-range planning, which would involve thoughtful analysis of critical societal issues and demands for the kinds of persons required in the twenty-first century

7. Nineteen percent of the academic administrators asked for clerical support, such as:

- clerical support for faculty work and additional personnel
- less-rigid restrictions on selecting, promoting, and firing clerical personnel
- more supporting staff to assist in the development of proposals for grants for teaching and research
- increased clerical/technical/professional support to handle increasing accountability load
- hardware and software to increase C/T productivity while maintaining constant CT-pool size

8. It was interesting that 17 percent of the deans and chairpersons involved in this study complained about lack of communication between themselves and central administration. The following are a sample of such responses:

- accurate information about present operations and probable future parameters
- clear and timely instructions as to the intentions of central administration
- a better system of communication between administration and academic units, particularly concerning priorities and planning
- provide information concerning university intention and actions on problems and issues
- clear and repeated delegation of authority to match responsibilities

9. About 17 percent of the respondents asked for greater flexibility in administrative bureaucracy, such as:

- greater flexibility in allocation of resources
- more flexibility in hiring outside the tenure stream in the academic tract

- flexibility in personnel decisions at unit level; minimize centralization of procedures

- more flexibility between fund categories

- assignment of full responsibilities in budget within the college--to maximize flexibility

10. Eleven percent asked for more cooperation between central administration and academic units. Examples of these requests are:

- more rapid handling of position postings

- allow us to replace people lost over the years in order to reduce the faculty/student ratio to reasonable levels

- more responsive people in central administration

- assumption of more responsibility in complying with federal regulations--as contrasted with simply directing colleges and departments to comply

11. Eighteen percent asked for workshops and training as well as general support. Examples of these requests are as follows:

- workshops in managerial techniques

- workshops and consultations for new administrators

- training and assistantships in grantsmanship to secure funding for research opportunities

- better tools for budgeting, scheduling, and enrollment projections

- greater support for cross-departmental, college, and discipline cooperation rather than competition, which now seems to be the mode

- careful evaluation of peripheral, low-productivity groups such as centers; consideration of reallocation of resources from unproductive groups

- allocation of time to pursue research opportunities

12. Finally, 11 percent of the academic unit administrators asked for additional support for graduate assistantships.

Chapter V contains a summary of the study, findings, and recommendations for further research.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Summary

This research project was directed at identifying (1) a set of highly likely changes in the areas of faculty, students, program, finance, and physical resources; (2) a series of feasible administrative policy suggestions to cope with the suggested changes; and finally (3) the appropriate administrative tools and techniques as well as those nonmonetary supports that the academic unit administrators need in order to carry on their responsibilities at Michigan State University through the 1980s.

Those identifications were made by assessing the attitudes of academic deans, chairpersons, selected faculty members, and staff of the Office of Institutional Research (OIR) at Michigan State University through a series of interviews and questionnaires. The investigator intended to address and to answer a series of administrative needs recognized in the literature associated with long-range planning, futurism, and planning by using experts' opinions (Delphi method) to focus on the combined expertise and interests of those academic unit administrators and faculty members who influence directly or indirectly, in an official or unofficial way, the decision-making process of the University.

The purposes of the study were (1) to collect detailed information describing the opinions of selected academic deans, chairpersons, and faculty members, as well as staff of the OIR, about the future of the academic units at MSU; (2) to collect detailed information regarding different administrative policies and courses of action that academic unit administrators might suggest for coping with future changes (five to ten years); (3) to collect suggestions about administrative tools and techniques needed by academic administrators that could be provided by MSU's central administration; and (4) to provide information to colleges, departments, centers, and central administration for consideration in their respective policy decisions concerning long-range planning at Michigan State University.

The survey was conducted in two phases. In the first phase, a short interview was conducted with each respondent, and afterwards an unstructured questionnaire was personally delivered to them. This questionnaire was divided into two sections. The purpose of the first section was to collect information describing the opinions of the selected deans, chairpersons, and faculty members about the future of academic units at MSU. The second section was designed to collect information regarding different strategies, policies, and courses of action that academic unit administrators might use in coping with future changes, assuming that the changes did occur.

The first-phase questionnaire was delivered to a sample of 13 deans and 24 chairpersons as well as to five selected faculty members who had had experience in the planning process. The rate of response to the first-phase questionnaire was 91 percent, which was well above

the guidelines established in the survey-research literature as being a very good return rate for analysis and reporting purposes. Based on an examination and analysis of the first-phase responses, the researcher compiled an index of more than 350 change statements submitted by the respondents. A panel of judges, consisting of five experts in the field from the OIR at MSU, reviewed these statements and classified them into 93 generic change statements. These 93 statements were further classified under the five categories of faculty, student, program, finance, and physical resources.

In the second phase of the study, because of the very high response rate in phase one, the researcher obtained the permission of his dissertation committee to increase the sample size (N = 105) and to add another category of respondent: staff members of the Office of Institutional Research. The staff members of the OIR suggested that an additional question be added to the second-phase questionnaire that would address administrative support tools and techniques needed by academic unit administrators and that could be provided by central administration.

The questionnaires again were personally delivered to the respondents. During each delivery, the researcher answered all questions regarding the study. In this phase, the total response from all categories of participants was 94 percent.

Analysis of the data from the survey was reported in descriptive and summary statistical formats with accompanying narrative. As indicated previously, this study was a comprehensive attempt to identify what the respondents considered to be future uncertainties

and changes as well as the effect of those changes on the MSU community. The analysis of the data considered the possible similarities as well as differences in opinions regarding future changes in factors that may affect the administration of academic units as perceived by deans, chairpersons, faculty members, and the staff of the OIR. Also, this analysis and interpretation considered suggested policies to cope with changes having a high and very high likelihood and impact with regard to administration of academic units. The last part of the analysis covered a variety of administrative tools and techniques suggested by academic unit administrators as being needed to equip them for future challenges at MSU.

The analysis of the results of the survey of the attitudes of academic deans, chairpersons, selected faculty members, and staff of the OIR was directed at understanding the respondents' views on the following questions:

1. Is there consensus regarding future changes that might occur at MSU that would have a high impact on the administration of academic units?

2. Is there consensus regarding the administrative policies to cope with the suggested changes?

3. What are the nonmonetary supports, as well as administrative tools and techniques, that could be provided to academic unit administrators by central administration to make them better equipped to cope with future uncertainties?

Findings

The first phase of this study dealt with future changes that might occur in different areas of higher education and affect the administration of academic units. The following findings are based on the opinions expressed by the majority of respondents in phase one of the study.

1. There will be increasing pressure for collective bargaining and unionization. The majority of respondents thought this change would have a significant impact on the administration of academic units. They suggested that this change would be most promoted by faculty members and would be most hindered by the Provost's Office. Only a minority of respondents (16 percent) thought this change should occur. Respondents felt this change would occur in the next three to five years.

2. There will be more stringent review before attaining tenure and promotions. Respondents suggested that the likelihood of this change was very high and that its occurrence would have a high impact on academic functions. It was suggested that the Provost's Office would most promote this change and that faculty members would be the hindering agent. About 80 percent of the respondents thought this change should occur. Respondents expected this change to occur in the next two years.

3. MSU's undergraduate enrollment will decrease. Study participants ranked the likelihood of this change as very high and its impact as very high also. Respondents suggested that the main reason for declining enrollment is the community, meaning the lack of enough

college-age students. They also suggested that faculty members, in general, are the group that attempt to come up with alternative means to offset the declining enrollments. Only 14 percent of the respondents thought this change was appropriate. They felt this change would occur in the next three to five years.

4. Central administration will increase its quantitative judgment of programs, and efficiency and product will be viewed critically. Both the likelihood of occurrence and the impact of this change were ranked very high. The Provost's Office was identified as the promoting agent for this change, and faculty members were suggested as the hindering force. Almost 60 percent of the respondents thought this change should occur and expected it to take place in the next three to five years.

5. Budgetary constraints will reduce support services. Respondents felt this high-likelihood and high-impact change would be promoted by state and federal policies and that faculty members would by the group resisting the change in general. Eight percent of the respondents thought this change should occur. It was suggested that this change had already begun and would continue through the next two years.

6. Salary increases will not keep pace with inflation. Study participants suggested that state and federal policies would be responsible for the occurrence of this change and that faculty members would resist it and be the hindering factor. Four percent of the respondents thought this change should occur. The next two years were suggested as the expected date of change.

7. Supplies and services costs will increase dramatically. Respondents felt this high-likelihood change would have a high impact on the administration of academic units. State and federal agencies and their policies, as well as inflation, were seen as promoting this change, and faculty were viewed as the hindering agent. The expected date of change was suggested to be the next two years.

8. There will be fiscal pressure to reduce faculty size. Again, federal and state policies were pointed out to be the promoting factor for this change, and faculty were identified as the hindering agents. About 16 percent of the respondents suggested that this change should occur. Respondents thought the change would occur in the next two years.

9. The total budget of the university will be much more flexible. It was suggested that this change would have a high impact if it did occur. Respondents believed federal and state policies would promote this change and that faculty, as a group, would resist the occurrence of the change, which may come about in the next two years.

10. There will be increased competition for physical resources both within colleges and within the total university environment. Respondents felt that the likelihood of occurrence of this change was very high, and its impact was said to be high. Study participants said state and federal policies would promote the occurrence of this change and that it would be most hindered by the faculty. Only 24 percent of the respondents thought this would be an appropriate change. Expected date of change would be the next two years.

In the second phase of the research study, data from the first phase were analyzed. The following findings were developed concerning administrative policies to cope with suggested changes with very high likelihood and impact.

11. Pretraining academic unit administrators in working with unions and in collective bargaining was suggested as an appropriate policy to cope with the pressures of collective bargaining.

12. Establishing improved procedures for faculty review was recommended if more stringent review before attaining tenure and promotions is to occur in the future.

13. To cope with declining enrollments at the undergraduate level, the majority of respondents thought the university should continue the related variety of programs with different levels, as at present.

14. Evaluation of programs for relevance and the use of an advisory group from the community were suggested as appropriate policies to deal with the increased quantitative judgment of programs.

15. To cope with budgetary problems and constraints, the majority of respondents thought academic units should actively seek grant funds.

16. To respond to increased competition for physical resources both within the colleges and within the total university, the majority of respondents thought that the space in some units that is unused because of decreased student enrollments should be made available to faculty who are now poorly accommodated. Space should be reallocated and renovated within the university.

That last part of the study concerned demands for nonmonetary support as well as different types of managerial tools and techniques that would be of use to academic unit administrators. The following findings were based on data collected in this part of the survey.

17. Participants saw a need for electronic and computer equipment, which ranged from computers to analyze data to electronic clerical equipment.

18. There is a need for a variety of faculty-related support, such as faculty benefits, faculty-development programs, faculty workload considerations, and so on.

19. Respondents perceived a need for better general support services as well as more space and equipment.

20. There is a need for less paperwork, red tape, and duplication of effort.

21. Respondents felt that a better system of planning as well as participation in the planning process was needed.

22. A need for better communication between academic unit administrators and central administration was expressed.

23. Study participants stated a need for greater flexibility in the administrative bureaucracy.

Recommendations

On the basis of the information collected in this survey and the findings that resulted from this research project, the following recommendations are made:

1. Further research should be conducted, involving all groups of academic administrators as well as selected representatives of the student body and the central policy makers in a similar study of only the ten top change statements listed in the findings of this study.

2. Central administrators should examine and evaluate their current approach to planning and improve the current nonparticipatory planning process. Further, policy makers of MSU should accord particular attention to the areas of futurism, long-range planning, and a better system of communicating these issues and the resulting policies with academic unit administrators as well as with the faculty and student body.

3. Central administrators, as well as academic and nonacademic deans and chairpersons, should emphasize the principle of futurism and encourage the constituents of the university to think in a futuristic fashion.

APPENDICES

APPENDIX A

LIST OF CODED CHANGE STATEMENTS

List of the Changes That May Occur at Michigan State University in the Next Ten Years

Faculty-Related Changes

1. Faculty workload will increase; less faculty time will be self-assigned.
2. Financial rewards commensurate with professional training will decrease.
3. Faculty members will decrease as faculty members retire.
4. An increased number of faculty will leave higher education for positions in business and industry.
5. There will be less faculty mobility, less faculty turnover, and greater desire for job security.
6. Faculty will become more attuned to the academic needs of older students and willing to try new methodologies to meet needs of individual students and groups in new settings.
7. There will be more "outside" activities for nonuniversity employment, i.e., consulting, patient care, etc.
8. There will be increasing criticism of the principle of tenure.
9. Faculty will be more socially concerned.
10. There will be a change in retirement patterns; more early retirement will occur.
11. There will be greater value placed on research and publication of a national scope.
12. There will be greater competition with industry for highly qualified faculty.
13. Temporary faculty will make up a larger percentage of the total faculty.
14. Faculty will be increasingly dissatisfied with their career.
15. The average age of faculty group will pass an acceptable level.
16. Opportunities to add younger faculty will decrease.
17. There will be more accountability with regard to teaching mission.

18. There will be a greater number of faculty exchanges and joint appointments between colleges and departments.

19. Faculty will demand salary adequate to keep up with inflation.

20. There will be a concentration of faculty efforts on professional education vs. general education.

21. Pressure for collective bargaining and unionization will increase.

22. There will be more women and minorities on the faculty.

23. There will be more stringent review prior to attaining tenure and promotion.

24. More faculty members will seek retraining as it becomes apparent that their present specialty lacks career prospects.

25. The quality of faculty members will increase relative to present

Student-Related Changes

26. The percentage of student failure will increase significantly.

27. Admission standards will decline, reducing the quality of entering students.

28. Michigan State University undergraduate enrollment will decrease.

29. Michigan State University graduate and graduate professional enrollment will decrease.

30. There will be a larger percentage of nontraditional students.

31. Students will demand a greater role in determining curricular content and format.

32. Students' demand for subsidies, fellowships, scholarship, etc., will rise.

33. Financial problems will bring about movement toward a student body composed of the socioeconomic elite.

34. The student profile will change--more applicants will seek second professional skills.

35. Students will be more socially concerned and involved.

36. For maximum flexibility in job market, the students will demand a broader general education as well as skill training.

37. Students will become increasingly protective and assertive of their rights as customers and citizens, and intolerant of red tape and bureaucracy.

38. Students will be increasingly dedicated to the attainment of practical, employable skills rather than ideas.

39. The quality of students who will complete a degree program will be of a considerably higher level.

40. The student population will have a greater representation of women and minorities.

41. Student interest will cover disciplines and majors not presently offered.

42. The number of students who take more than four years to complete an undergraduate degree program will increase.

Program-Related Changes

43. The curriculum will constantly change to address available job markets for graduates.

44. The professional and technical areas will be expanded to meet pressing needs of our society.

45. More "nontraditional" courses will be offered (e.g., short courses, new time frames, etc.).

46. Study and work will be combined, a change from present pattern of education followed by work.

47. More stringent and exacting evaluation and accountability of courses and programs will be demanded by those who pay for them.

48. The central administration of the university will increase its quantitative judgment of programs. Efficiency and products will be viewed critically.

49. To make programs more flexible and adaptable, more elective courses that will be counted toward graduation will be offered.

50. More programs will be tailored for the individual students.

51. There will be pressure for a reduction in number of high-cost teaching models, i.e., labs.

52. There will be an increasing emphasis on quality research programs, particularly research applied to social needs.

53. Research will be tied more closely to instruction.

54. There will be more choice of general education courses.

55. There will be an increase in research and teaching in the behavioral sciences.

56. The disagreements over the value of a liberal versus a technical/professional education will increase in intensity.

57. There will be more emphasis on graduate work.

58. Competing courses (course duplication) will be eliminated.

59. Computer science instruction will become a part of all educational programs.

60. There will be an increase in quantitative emphasis in many curricula.

61. There will be a more holistic approach to problem solving and an increase in team research.

62. There will be an increasing pressure to popularize courses to attract students.

Finance-Related Changes

63. Budget constraints will reduce support services.

64. Students will have to carry a larger share of the cost of education (increased tuition).

65. State and federal support will be increasingly difficult to get.

66. There will be increased reliance on outside funding, i.e., grants and contracts.

67. There will be less private money for research.

68. There will be increasing pressure for departments to obtain funding from outside sources other than general funds.

69. There will be increased dependence on faculty-generated funds, gifts, grants, contracts, consultations, and patient care.

70. More rigorous budgeting concepts (zero-base budgeting) will be necessary in all areas.

71. Salary increases will not keep pace with inflation.

72. Supplies and services costs will increase dramatically as a result of the inflation and the acceptance of training grants.

73. There will be severe competition between the sciences and the humanities for state support of instruction.

74. The board of trustees will continue to consider political issues in management of investments.

75. There will be fiscal pressure to reduce faculty size.

76. The total budget of the university will be much less flexible.

77. There will be less support for graduate teaching assistantships.

78. MSU resources will be allocated to those programs that attract the most students.

79. Support and funding of construction programs from alumni and friends of higher education will increase.

80. New revenue sources will be sought, i.e., from sales of patents, publications, products, and services.

81. Funding policies by colleges and departments will be increasingly conservative.

82. There will be more influence and control by outside agencies because of the financial support that private business and industry will give to MSU.

Physical-Resources-Related Changes

83. There will be greater emphasis on electronic/computer teaching material.

84. There will be greater demand for computer usage and facilities.

85. There will be rising pressure for specialized libraries and separate research buildings.

86. There will be more public, nonuniversity use of facilities.

87. Only vitally needed, modest, and high-priority new construction will take place following the completion of the Communication Arts and the Performing Arts buildings.

88. Campus-wide remodeling, refurnishing, and improvement of old buildings will have priority over new ones.

89. There will be increased competition for physical resources both within colleges and the total university.

90. There will be a greater sharing of physical resources.

91. Physical facilities will become obsolete due to lack of adequate maintenance.

92. Research expertise will be traded for new equipment.

93. Clerical tasks will be facilitated by the usage of modern equipment.

APPENDIX B

COMPUTER PROGRAM LISTING OF THE SOFTWARE DEVELOPED IN THIS STUDY FOR THE ANALYSIS OF THE DATA

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1000=       PROGRAM CSCOMP (INPUT,
1010=       INTEGER DATMAT (37,10,93)
1020=       INTEGER SET,CARD,CRDCOL(77),CRDPTR,CSPTR,DCPTR
1030=       INTEGER VBASE(6),VNORSP(6),VARPTR,ID,NRFLAG
1040=       INTEGER START,STOP,ROWPTR,RRN,LPCT
1045=       INTEGER NTAB(37)
1046=       REAL MEAN
1050=       COMMON DATMAT
1055=       DATA NTAB/0,7*7,7*14,7*21,7*28,3*32,5*36/
1060=       DATA VBASE/1,8,15,22,30,33/
1070=       DATA VNORSP/6,6,6,6,2,3/
1080=       DO 130 I=1,37
1090=       DO 120 J=1,10
1100=       DO 110 K=1,93
1110=       DATMAT(I,J,K)=0
1120=110    CONTINUE
1130=120    CONTINUE
1140=130    CONTINUE
1150=       DO 800 SET=1,100
1160=       CSPTR=0
1170=       DO 700 CARD=1,10
1180=       READ(10,200) (CRDCOL(I),I=1,77)
1190=200    FORMAT(77I1)
1200=       IF(EOF(10)) 900,250
1210=250    DO 600 CRDPTR=7,70,7
1220=       IF(CARD.EQ.10.AND.CRDPTR.GT.21) GOTO 800
1230=       CSPTR=CSPTR+1
1240=       IF((CARD+CRDPTR).NE.8) GOTO 300
1250=       ID=CRDCOL(1)
1260=       DCPTR=2*ID-1
1270=300    DATMAT(1,ID,CSPTR)=DATMAT(1,ID,CSPTR)+1
1280=       CATMAT(1,5,CSPTR)=DATMAT(1,5,CSPTR)+1
1290=       DO 500 VARPTR=1,6
1300=       NRFLAG=0
1310=       IF(CRDCOL(CRDPTR+VARPTR).EQ.9) NRFLAG=1
1311=       IF(CRDCOL(CRDPTR+VARPTR).EQ.() CRDCOL(CRDPTR+VARPTR)=
1312=      +VNORSP(VARPTR)
1320=       DATMAT((VBASE(VARPTR)+CRDCOL(CRDPTR+VARPTR)),DCPTR,CSPTR)=
1330=      +DATMAT((VBASE(VARPTR)+CRDCOL(CRDPTR+VARPTR)),DCPTR,CSPTR)+1
1340=       IF(NRFLAG.EQ.1) GOTO 350
1350=       DATMAT((VBASE(VARPTR)+CRDCOL(CRDPTR+VARPTR)),DCPTR+1,CSPTR)=
1360=      +DATMAT((VBASE(VARPTR)+CRDCOL(CRDPTR+VARPTR)),DCPTR+1,CSPTR)+1
1370=350    DATMAT((VBASE(VARPTR)+CRDCOL(CRDPTR+VARPTR)),9,CSPTR)=
1380=      +DATMAT((VBASE(VARPTR)+CRDCOL(CRDPTR+VARPTR)),9,CSPTR)+1
1390=       IF(NRFLAG.EQ.1) GOTO 500
1400=       DATMAT((VBASE(VARPTR)+CRDCOL(CRDPTR+VARPTR)),10,CSPTR)=
1410=      +DATMAT((VBASE(VARPTR)+CRDCOL(CRDPTR+VARPTR)),10,CSPTR)+1
1420=500    CONTINUE
1430=600    CONTINUE
1440=700    CONTINUE
1450=800    CONTINUE
```

```
1460=900    DO 915 K=1,93
1470=       DO 910 I=2,37
1480=       DO 905 J=1,10
1490=       ID=(J+1)/2
1500=       IF(DATMAT(1,ID,K).EQ.0) GOTO 905
1501=       IN=DATMAT(1,ID,K)
1502=       IF(J.EQ.2.OR.J.EQ.4.OR.J.EQ.6.OR.J.EQ.8.OR.J.EQ.10)
1503=      +IN=DATMAT(1,ID,K)-DATMAT(NTAB(I),J-1,K)
1504=       IF(IN.EQ.0) GOTO 905
1510=       DATMAT(I,J,K)=(FLOAT(DATMAT(I,J,K))/
1520=      +FLOAT(IN)+.005)*100.
1530=905    CONTINUE
1540=910    CONTINUE
1550=915    CONTINUE
1560=       DO 940 K=1,93
1570=       DO 935 J=2,10,2
1580=       ID=J/2
1590=       DO 930 VARPTR=1,6
1600=       IF(VARPTR.EQ.5) GOTO 930
1610=       START=VBASE(VARPTR)+1
1620=       STOP=VBASE(VARPTR)+VNORSP(VARPTR)
1630=       IF(VARPTR.EQ.6) START=VBASE(VARPTR)
1640=       RRN=0
1650=       LPCT=0
1655=       MEAN=C.
1660=       DO 925 I=START,STOP
1670=       RRN=RRN+1
1680=       IF(VARPTR.LT.3) GOTO 920
1690=       IF(DATMAT(I,J,K).LE.LPCT) GOTO 925
1700=       LPCT=DATMAT(I,J,K)
1710=       DATMAT(STOP+1,ID,K)=RRN*10
1720=       GOTO 925
1730=920    MEAN=MEAN+FLOAT(RRN)*(FLOAT(DATMAT(I,J,K))/100.)
1750=925    CONTINUE
1755=       IF(VARPTR.LT.3) DATMAT(STOP+1,ID,K)=(MEAN+.05)*10.
1760=930    CONTINUE
1770=935    CONTINUE
1780=940    CONTINUE
1790=       DO 950 CSPTR=1,93
1800=950    CASS SUMARY(CSPTR)
1810=       WRITE(11,960)
1820=960    FORMAT("1"," ")
1830=       CALL EXIT
1840=       END
```

```
1000=       SUBROUTINE SUMMARY(CSTATE)
1010=       INTEGER DATMAT(37,10,93)
1020=       REAL DAT(5)
1030=       INTEGER CSTATE
1040=       INTEGER HORZED(7),BAR(7),LINE(7),BLKLIN(7)
1050=       INTEGER HEAD1(7),HEAD1A(&),HEAD2(7),HEAD3(7)
1060=       INTEGER COL1(36),COL2(36),HEDBL(7)
1070=       COMMON DATMAT
1080=       DATA BAR/6*"!========","!========!"/
1090=       DATA HORZED/"*---------",5*"----------","---------*"/
1100=       DATA LINE/6*"---------","!--------!"/
1110=       DATA BLKLIN/6*"!         ","!                          !"/
1120=       DATA HEDBL/"!         ","           ",4*"!          ","!    !"/
1130=       DATA HEAD1/"! CHANGE S","TATEMENT  ","! DEANS  ",
1140=      +"!CHAIRPERS","! FACULTY","! O.I.R. ","! TOTAL  !"/
1150=       DATA HEAD1A/2*"!         ",4*"!REL FREQ ","!REL FREQ!"/
1160=       DATA HEAD2/"!VARIABLE","! VALUE  ",4*"!  (PCT)  ",
1170=      +"! (PCT)  !"/
1180=       DATA HEAD3/2*"!          ",4*"! ABS ADJ","! ABS ADJ!"/
1190=       DATA COL1/"!         ","!LIKELIHD  ","!  OF  ","!OCCURANCE",
1200=      +4*"!       ","! IMPACT  ","! OF THE  ","! CHANGE  ",
1210=      +4*"!       ","!GRP MOST ","!PROMOTING","! THIS    ",
1220=      +"! CHANGE  ",3*"!       ","!GRP MOST ","!HINDERING",
1230=      +=! THIS    ","! CHANGE  ",2*"!       ","!SHOULD IT",
1240=      +"! OCCUR?  ",2*"!    ","!ESTIMATED","! TIME OF  ",
1250=      +"!OCCURANCE","!    "/
1260=       DATA COL2/"!NONE     ","!LOW      ","!MODERATE  ","!HIGH    ",
1270=      +"!GREAT      ",
1280=      +"!NO RESP   ","!MEAN RESP","!NONE     ","!LOW     ",
1290=      +"!MODERATE ","!HIGH     ","!GREAT     ","!NO RESP   ",
1300=      +"!MEAN RESP","!FACULTY    ",
1310=      +"!STUDENT  ","!PROVOST  ","!ST + FED ","!COMMUNITY",
1320=      +"!NO RESP ","!MODE RESP","!FACULTY ","!STUDENT ",
1330=      +"!PROVOST ","!ST + FED ","!COMMUNITY","!NO RESP ",
1340=      +"!MODE RESP","! YES    ","!NO       ","!NO RESP ",
1350=      +"!0-2 YRS","!3-5 YRS ","!6-10 YRS ","!NO RESP ","!MODE RESP"/
1360=       WRITE(11,90)
1370=90     FORMAT("1",10(/," "))
1380=       WRITE(11,150) (HORZED(I),I=1,7)
1390=       WRITE(11,150) (HEDBL(J),J=1,7)
1400=       WRITE(11,150) (HEAD1(I),I=1,7)
1410=       WRITE(11,150) (HEDBL(J),J=1,7)
1420=150    FORMAT(" "12X,7A10)
1430=       WRITE(11,200) CSTATE,(DATMAT(1,I,CSTATE),I=1,5)
1440=200    FORMAT(" "12X,"!  NUMBER: ",I2,5X,4("! N =",1X,I2,1X,1X),
1450=      +"! N =",1X,I2,1X,"!")
1460=       WRITE(11,150) (HEDBL(J),J=1,7)
1470=       WRITE(11,150) (BAR(I),I=1,7)
1480=       WRITE(11,150) (BLKLIN(J),J=1,7)
1490=       WRITE(11,150) (HEAD1A(J),J=1,7)
1500=       WRITE(11,150) (HEAD2(I),I=1,7)
1510=       WRITE(11,150) (HEAD3(I),I=1,7)
```

```
1520=       WRITE(11,150) (BLKLIN(J),J=1,7)
1530=       WRITE(11,150) (BAR(I),I=1,7)
1540=       DO 400 I=1,36
1550=       IF(I.EQ.8.OR.I.EQ.15.OR.I.EQ.22.OR.I.EQ.29.OR.I.EQ.32)
1560=      +WRITE(11,150) (LINE(J),J=1,7)
1570=       IF(I.EQ.7.OR.I.EQ.14.OR.I.EQ.21.OR.I.EQ.28.OR.I.EQ.36)
1580=      +GOTO 250
1590=       WRITE(11,240) COL1(I),COL2(I),(DATMAT(I=1,J,CSTATE),J=1,10)
1600=240    FORMAT(" ",12X,2A10,4("!",2(1X,I3),1X,),"!",2(1X,I3),"!"
1610=       GOTO 400
1620=250    WRITE(11,150) (BLKLIN(J),J=1,7)
1621=       DO 255 K=1,5
1622=255    DAT(K)=FLOAT(DATMAT(I+1,K,CSTATE))/10.
1630=       WRITE(11,260) COL1(I),COL2(I),(DAT(J),J=1,5)
1640=260    FORMAT(" ",12X,2A10,4("!",2X,F4.1,3X),"!",2X,F4.1,2X,"!")
1650=400    CONTINUE
1660=       WRITE(11,150) (HORZED(I),I=1,7)
1670=       RETURN
1680=       END
```

APPENDIX C

GENERAL SUMMARY OF THE RESPONSES TO EACH CHANGE STATEMENT BY THE TYPES OF RESPONDENTS

#1 Faculty work-load will increase; less faculty time will be self assigned

CHANGE STATEMENT NUMBER : 1		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	0	0	0	0	1	1
	LOW	14	15	22	22	12	12	0	0	14	15
	MODERATE	21	23	30	30	29	30	17	17	28	28
	HIGH	29	31	37	37	37	38	67	67	38	39
	GREAT	29	31	7	7	20	20	17	17	17	18
	NO RESP	7	0	0	0	2	0	0	0	2	0
	MEAN RESP	3.8		3.2		3.7		4.0		3.6	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	14	15	11	11	4	4	17	17	8	8
	MODERATE	36	38	52	52	41	42	17	17	42	43
	HIGH	43	46	33	33	41	42	67	67	41	42
	GREAT	0	0	4	4	12	12	0	0	7	7
	NO RESP	7	0	0	0	2	0	0	0	2	0
	MEAN RESP	3.3		3.3		3.6		3.5		3.5	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	7	7	0	0	0	0	2	2
	STUDENT	0	0	4	4	0	0	0	0	1	1
	PROVOST	50	58	37	37	51	52	67	67	48	49
	ST + FED	36	42	44	44	47	48	33	33	44	45
	COMMUNITY	0	0	7	7	0	0	0	0	2	2
	NO RESP	14	0	0	0	2	0	0	0	3	0
	MODE RESP	3.0		4.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	93	100	93	93	94	96	100	100	94	96
	STUDENT	0	0	4	4	0	0	0	0	1	1
	PROVOST	0	0	4	4	0	0	0	0	1	1
	ST + FED	0	0	0	0	4	4	0	0	2	2
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	7	0	0	0	2	0	0	0	2	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	29	31	74	74	78	80	33	33	67	69
	YES	64	69	26	26	20	20	67	67	31	31
	NO RESP	7	0	0	0	2	0	0	0	2	0
ESTIMATED TIME OF OCCUR	0-2 YRS	14	15	37	38	18	19	33	33	23	25
	3-5 YRS	50	54	48	50	53	57	67	67	52	55
	6-10 YRS	29	31	11	12	22	23	0	0	18	20
	NO RESP	7	0	4	0	8	0	0	0	5	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#2 Financial rewards commensurate with professional training will decrease

CHANGE STATEMENT NUMBER : 2		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	14	15	11	12	2	2	0	0	6	6
	LOW	29	31	22	23	18	18	0	0	19	20
	MODERATE	36	38	26	27	27	28	33	33	29	29
	HIGH	14	15	26	27	33	34	17	17	28	28
	GREAT	0	0	11	12	18	18	50	50	15	16
	NO RESP	7	0	4	0	2	0	0	0	3	0
	MEAN RESP	2.5		3.1		3.5		4.2		3.2	
IMPACT OF THE CHANGE	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	0	0	4	4	6	6	17	17	5	5
	MODERATE	43	55	15	15	24	24	33	33	24	26
	HIGH	29	36	56	58	41	42	33	33	43	45
	GREAT	7	9	22	23	25	26	17	17	21	23
	NO RESP	21	0	4	0	2	0	0	0	5	0
	MEAN RESP	3.5		4.0		3.8		3.5		3.8	
GRP MOST PROMOTING THIS CHANGE	FACULTY	7	8	4	4	0	0	0	0	2	2
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	21	23	4	4	12	12	0	0	10	11
	ST + FED	36	38	78	81	78	80	83	83	72	75
	COMMUNITY	29	31	11	12	8	8	17	17	12	13
	NO RESP	7	0	4	0	2	0	0	0	3	0
	MODE RESP	4.0		4.0		4.0		4.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	50	58	78	81	86	92	100	100	80	85
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	29	33	15	15	6	6	0	0	11	12
	ST + FED	7	8	4	4	2	2	0	0	3	3
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	14	0	4	0	6	0	0	0	6	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	71	77	89	96	96	98	100	100	91	95
	YES	21	23	4	4	2	2	0	0	5	5
	NO RESP	7	0	7	0	2	0	0	0	4	0
ESTIMATED TIME OF OCCUR	0-2 YRS	21	30	33	41	37	40	33	33	34	38
	3-5 YRS	36	50	33	41	37	40	50	50	37	42
	6-10 YRS	14	20	15	18	20	21	17	17	17	20
	NO RESP	29	0	19	0	6	0	0	0	12	0
	MODE RESP	2.0		1.0		1.0		2.0		2.0	

#3 Faculty members will decrease as faculty members retire

CHANGE STATEMENT NUMBER : 3		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	0	0	0	0	1	1
	LOW	7	8	19	19	8	8	0	0	10	11
	MODERATE	14	15	19	19	22	22	17	17	19	20
	HIGH	36	38	22	23	37	38	17	17	32	33
	GREAT	36	38	33	35	31	32	67	67	35	36
	NO RESP	7	0	4	0	2	0	0	0	3	0
	MEAN RESP	4.0		3.7		3.9		4.5		3.9	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	29	31	15	15	10	10	17	17	14	15
	MODERATE	50	54	26	27	27	29	50	50	32	33
	HIGH	14	15	33	35	39	41	17	17	33	34
	GREAT	0	0	22	23	20	20	17	17	17	18
	NO RESP	7	0	4	0	4	0	0	0	4	0
	MEAN RESP	2.8		3.7		3.7		3.4		3.5	
GRP MOST PROMOTING THIS CHANGE	FACULTY	7	8	4	4	4	4	0	0	4	4
	STUDENT	0	0	0	0	2	2	0	0	1	1
	PROVOST	43	46	48	50	57	59	67	67	53	55
	ST + FED	43	46	44	46	31	33	33	33	37	38
	COMMUNITY	0	0	0	0	2	2	0	0	1	1
	NO RESP	7	0	4	0	4	0	0	0	4	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	79	85	85	92	82	87	100	100	84	89
	STUDENT	14	15	4	4	6	6	0	0	6	7
	PROVOST	0	0	4	4	6	6	0	0	4	4
	ST + FED	0	0	0	0	0	0	0	0	0	0
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	7	0	7	0	6	0	0	0	6	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	43	46	81	85	71	73	50	50	68	71
	YES	50	54	15	15	25	27	50	50	28	29
	NO RESP	7	0	4	0	4	0	0	0	4	0
ESTIMATED TIME OF OCCUR	0-2 YRS	29	31	37	40	31	34	67	67	35	37
	3-5 YRS	43	46	44	48	45	49	33	33	44	47
	6-10 YRS	21	23	11	12	16	17	0	0	14	15
	NO RESP	7	0	7	0	8	0	0	0	7	0
	MODE RESP	2.0		2.0		2.0		1.0		2.0	

#4 An increase number of faculty will leave higher education for positions in business and industry.

CHANGE STATEMENT NUMBER : 4		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	2	2	0	0	2	2
	LOW	21	23	19	19	20	21	17	17	19	20
	MODERATE	36	38	48	50	29	31	50	50	37	39
	HIGH	36	38	22	23	31	33	17	17	29	30
	GREAT	0	0	4	4	12	12	17	17	8	9
	NO RESP	7	0	4	0	6	0	0	0	5	0
	MEAN RESP	3.1		3.0		3.3		3.4		3.2	
IMPACT OF THE CHANGE	NONE	7	8	4	4	2	2	33	33	5	5
	LOW	36	38	11	12	14	15	0	0	15	16
	MODERATE	21	23	37	40	39	42	50	50	37	39
	HIGH	29	31	37	40	18	19	0	0	23	25
	GREAT	0	0	4	4	22	23	17	17	13	14
	NO RESP	7	0	7	0	6	0	0	0	6	0
	MODE RESP	2.8		3.3		3.5		2.7		3.2	
GRP MOST PROMOTING THIS CHANGE	FACULTY	43	50	33	35	45	49	83	83	44	47
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	0	0	0	0	8	9	0	0	4	4
	ST + FED	29	33	26	27	27	30	0	0	26	27
	COMMUNITY	14	17	37	38	12	13	17	17	19	21
	NO RESP	14	0	4	0	8	0	0	0	7	0
	MODE RESP	1.0		5.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	36	45	26	29	39	51	17	20	34	42
	STUDENT	0	0	7	8	10	13	0	0	7	9
	PROVOST	14	18	33	37	24	31	50	60	27	33
	ST + FED	7	9	15	17	2	3	0	0	6	8
	COMMUNITY	21	27	7	8	2	3	17	20	7	9
	NO RESP	21	0	11	0	24	0	17	0	19	0
	MODE RESP	1.0		3.0		1.0		3.0		1.0	
SHOULD IT OCCUR ?	NO	57	67	81	85	76	83	50	50	73	79
	YES	29	33	15	15	16	17	50	50	19	21
	NO RESP	14	0	4	0	8	0	0	0	7	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	9	15	18	22	24	17	17	17	20
	3-5 YRS	50	64	52	64	47	52	83	83	51	59
	6-10 YRS	21	27	15	18	22	24	0	0	18	21
	NO RESP	21	0	19	0	10	0	0	0	13	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#5 There will be less faculty mobility, less faculty turnover, and greater desire for job security.

CHANGE STATEMENT NUMBER : 5		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	14	15	4	4	10	11	0	0	8	9
	MODERATE	7	8	22	24	12	13	17	17	14	15
	HIGH	29	31	37	40	39	43	17	17	36	38
	GREAT	43	46	30	32	31	34	67	67	35	37
	NO RESP	7	0	7	0	8	0	0	0	7	0
	MEAN RESP	4.1		4.0		4.0		4.5		4.0	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	8	7	8	14	15	17	17	11	12
	MODERATE	36	38	26	28	29	31	17	17	29	30
	HIGH	43	46	37	40	39	42	50	50	40	42
	GREAT	7	8	22	24	12	12	17	17	14	15
	NO RESP	7	0	7	0	6	0	0	0	6	0
	MEAN RESP	3.5		3.8		3.5		3.7		3.6	
GRP MOST PROMOTING THIS CHANGE	FACULTY	43	46	59	67	49	60	83	83	53	61
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	7	8	15	17	14	17	0	0	12	14
	ST + FED	29	31	15	17	20	24	0	0	18	21
	COMMUNITY	14	15	0	0	0	0	17	17	3	4
	NO RESP	7	0	11	0	18	0	0	0	13	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	21	27	37	45	41	54	17	20	36	45
	STUDENT	0	0	4	5	2	3	0	0	2	3
	PROVOST	29	36	19	23	25	33	33	40	24	31
	ST + FED	21	27	19	23	6	8	33	40	13	17
	COMMUNITY	7	9	4	5	2	3	0	0	3	4
	NO RESP	21	0	19	0	24	0	17	0	21	0
	MODE RESP	3.0		1.0		1.0		3.0		1.0	
SHOULD IT OCCUR ?	NO	86	92	81	92	78	83	100	100	82	88
	YES	7	8	7	8	16	17	0	0	11	12
	NO RESP	7	0	11	0	6	0	0	0	7	0
ESTIMATED TIME OF OCCUR	0-2 YRS	36	38	33	41	37	40	33	50	36	41
	3-5 YRS	43	46	44	55	41	45	33	50	42	48
	6-10 YRS	14	15	4	5	14	15	0	0	10	12
	NO RESP	7	0	19	0	8	0	33	0	12	0
	MODE RESP	2.0		2.0		2.0		1.0		2.0	

#6 Faculty will become more attuned to the academic needs of older students, and willing to try new methodologies to meet needs of individual students and groups in new settings.

CHANGE STATEMENT NUMBER : 6		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	2	2	17	17	2	2
	LOW	50	54	26	29	18	19	50	50	27	29
	MODERATE	36	38	26	29	25	28	17	17	27	29
	HIGH	0	0	22	25	37	40	0	0	26	28
	GREAT	7	8	15	17	10	11	17	17	11	12
	NO RESP	7	0	11	0	8	0	0	0	8	0
	MEAN RESP	2.6		3.3		3.4		2.5		3.2	
IMPACT OF THE CHANGE	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	21	25	19	22	24	26	50	50	23	26
	MODERATE	29	33	26	30	31	35	33	33	30	33
	HIGH	29	33	30	35	27	30	17	17	28	31
	GREAT	7	8	11	13	6	7	0	0	7	8
	NO RESP	14	0	15	0	10	0	0	0	11	0
	MEAN RESP	3.2		3.4		3.1		2.7		3.2	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	15	17	12	13	17	17	11	12
	STUDENT	29	31	19	21	27	30	0	0	23	26
	PROVOST	29	31	30	33	24	26	50	50	28	30
	ST + FED	0	0	0	0	4	4	17	17	3	3
	COMMUNITY	36	38	26	29	25	28	17	17	27	29
	NO RESP	7	0	11	0	8	0	0	0	8	0
	MODE RESP	5.0		3.0		2.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	86	92	59	73	61	76	83	100	65	79
	STUDENT	0	0	4	5	8	10	0	0	5	6
	PROVOST	0	0	4	5	4	5	0	0	3	4
	ST + FED	7	8	15	18	8	10	0	0	9	11
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	7	0	19	0	20	0	17	0	17	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	7	8	7	8	18	19	0	0	12	13
	YES	86	92	81	92	75	81	100	100	80	87
	NO RESP	7	0	11	0	8	0	0	0	8	0
ESTIMATED TIME OF OCCUR	0-2 YRS	14	15	19	21	24	26	17	20	20	22
	3-5 YRS	57	62	44	50	47	51	33	40	47	52
	6-10 YRS	21	23	26	29	22	23	33	40	23	26
	NO RESP	7	0	11	0	8	0	17	0	9	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#7 There will be more "outside" activities for non-university employment, i.e., consulting, patient care, etc.

CHANGE STATEMENT NUMBER : 7		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	0	0	0	0	1	1
	LOW	14	15	30	33	29	38	33	40	28	33
	MODERATE	50	54	15	17	24	31	33	40	26	31
	HIGH	29	31	26	29	18	23	17	20	21	26
	GREAT	0	0	15	17	6	8	0	0	7	9
	NO RESP	7	0	11	0	24	0	17	0	17	0
	MEAN RESP	3.2		3.2		3.0		2.8		3.1	
IMPACT OF THE CHANGE	NONE	0	0	4	4	4	5	0	0	3	4
	LOW	29	31	19	21	29	39	33	40	27	32
	MODERATE	64	69	44	50	25	34	50	60	38	46
	HIGH	0	0	19	21	12	16	0	0	11	14
	GREAT	0	0	4	4	4	5	0	0	3	4
	NO RESP	7	0	11	0	25	0	17	0	18	0
	MEAN RESP	2.7		3.0		2.7		2.6		2.8	
GRP MOST PROMOTING THIS CHANGE	FACULTY	50	54	59	70	65	85	67	100	61	76
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	7	8	0	0	2	3	0	0	2	3
	ST + FED	14	15	7	9	4	5	0	0	6	8
	COMMUNITY	21	23	19	22	6	8	0	0	11	14
	NO RESP	7	0	15	0	24	0	33	0	19	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	21	25	0	0	10	13	0	0	8	10
	STUDENT	0	0	11	14	6	8	0	0	6	8
	PROVOST	21	25	41	50	39	51	33	50	37	47
	ST + FED	29	33	19	23	18	23	33	50	20	26
	COMMUNITY	14	17	11	14	4	5	0	0	7	9
	NO RESP	14	0	19	0	24	0	33	0	21	0
	MODE RESP	4.0		3.0		3.0		3.0		3.0	
SHOULD IT OCCUR ?	NO	50	54	33	41	22	29	50	60	31	38
	YES	43	46	48	59	53	71	33	40	49	62
	NO RESP	7	0	19	0	25	0	17	0	20	0
ESTIMATED TIME OF OCCUR	0-2 YRS	14	15	26	35	20	27	50	60	22	29
	3-5 YRS	64	69	33	45	31	43	17	20	36	47
	6-10 YRS	14	15	15	20	22	30	17	20	18	24
	NO RESP	7	0	26	0	27	0	17	0	23	0
	MODE RESP	2.0		2.0		2.0		1.0		2.0	

#8 There will be increasing criticism of the principle of tenure

CHANGE STATEMENT NUMBER : 8		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	4	4	0	0	2	2
	LOW	0	0	11	12	4	4	17	17	6	6
	MODERATE	7	8	22	23	22	22	0	0	18	19
	HIGH	43	46	33	35	33	34	33	33	35	36
	GREAT	43	46	30	31	35	36	50	50	36	37
	NO RESP	7	0	4	0	2	0	0	0	3	0
	MEAN RESP	4.4		3.9		3.9		4.2		4.0	
IMPACT OF THE CHANGE	NONE	0	0	0	0	4	4	0	0	2	2
	LOW	14	15	15	16	16	16	0	0	14	15
	MODERATE	21	23	22	24	18	18	17	17	19	20
	HIGH	50	54	44	48	37	39	33	33	41	43
	GREAT	7	8	11	12	22	22	50	50	18	19
	NO RESP	7	0	7	0	4	0	0	0	5	0
	MEAN RESP	3.5		3.6		3.6		4.3		3.6	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	4	4	4	4	0	0	3	3
	STUDENT	0	0	4	4	4	4	0	0	3	3
	PROVOST	21	23	30	31	37	38	33	33	33	34
	ST + FED	43	46	37	38	25	26	50	50	33	34
	COMMUNITY	29	31	22	23	27	28	17	17	26	26
	NO RESP	7	0	4	0	2	0	0	0	3	0
	MODE RESP	4.0		4.0		3.0		4.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	93	100	85	92	92	94	100	100	91	95
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	0	0	4	4	6	6	0	0	4	4
	ST + FED	0	0	4	4	0	0	0	0	1	1
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	7	0	7	0	2	0	0	0	4	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	50	54	59	64	73	74	33	33	63	66
	YES	43	46	33	36	25	26	67	67	33	34
	NO RESP	7	0	7	0	2	0	0	0	4	0
ESTIMATED TIME OF OCCUR	0-2 YRS	29	31	19	21	24	25	0	0	21	23
	3-5 YRS	50	54	48	54	47	50	83	83	50	54
	6-10 YRS	14	15	22	25	24	25	17	17	21	23
	NO RESP	7	0	11	0	6	0	0	0	7	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#9 Faculty will be more socially concerned

CHANGE STATEMENT NUMBER : 9		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	7	8	7	9	4	5	17	20	6	7
	LOW	50	58	30	35	39	48	50	60	39	46
	MODERATE	29	33	41	48	29	36	17	20	32	38
	HIGH	0	0	7	9	8	10	0	0	6	7
	GREAT	0	0	0	0	2	2	0	0	1	1
	NO RESP	14	0	15	0	18	0	17	0	16	0
	MEAN RESP	2.2		2.6		2.6		2.0		2.5	
IMPACT OF THE CHANGE	NONE	14	17	7	9	8	10	0	0	8	10
	LOW	21	25	30	36	37	45	67	80	35	42
	MODERATE	50	58	41	50	35	43	17	20	38	46
	HIGH	0	0	4	5	2	2	0	0	2	2
	GREAT	0	0	0	0	0	0	0	0	0	0
	NO RESP	14	0	19	0	18	0	17	0	17	0
	MEAN RESP	2.4		2.5		2.4		2.2		2.4	
GRP MOST PROMOTING THIS CHANGE	FACULTY	29	33	33	43	35	44	17	25	33	41
	STUDENT	21	25	7	10	12	15	0	0	11	14
	PROVOST	7	8	0	0	4	5	0	0	3	4
	ST + FED	0	0	7	10	2	2	0	0	3	4
	COMMUNITY	29	33	30	38	27	34	50	75	30	37
	NO RESP	14	0	22	0	20	0	33	0	20	0
	MODE RESP	1.0		1.0		1.0		5.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	43	55	41	58	35	53	67	100	40	57
	STUDENT	0	0	11	16	2	3	0	0	4	6
	PROVOST	7	9	4	5	14	21	0	0	9	13
	ST + FED	7	9	7	11	8	12	0	0	7	10
	COMMUNITY	21	27	7	11	8	12	0	0	9	13
	NO RESP	21	0	30	0	33	0	33	0	31	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	36	42	26	33	29	37	0	0	28	35
	YES	50	58	52	67	51	63	67	100	52	65
	NO RESP	14	0	22	0	20	0	33	0	20	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	9	15	18	12	17	0	0	11	15
	3-5 YRS	50	64	44	55	43	61	17	33	43	58
	6-10 YRS	21	27	22	27	16	22	33	67	19	26
	NO RESP	21	0	19	0	29	0	50	0	27	0
	MODE RESP	2.0		2.0		2.0		3.0		2.0	

#10 There will be a change in retirement patterns; more early retirement will occur.

CHANGE STATEMENT NUMBER : 10		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	14	15	4	4	8	9	0	0	7	8
	LOW	21	23	44	46	35	38	50	50	37	39
	MODERATE	29	31	15	15	20	21	33	33	20	22
	HIGH	7	8	26	27	18	19	0	0	17	18
	GREAT	21	23	7	8	12	13	17	17	12	13
	NO RESP	7	0	4	0	8	0	0	0	6	0
	MEAN RESP	3.0		2.9		2.9		2.8		2.9	
IMPACT OF THE CHANGE	NONE	0	0	0	0	2	2	17	17	2	2
	LOW	21	23	15	15	14	15	33	33	16	17
	MODERATE	50	54	41	42	55	60	33	33	49	52
	HIGH	21	23	37	38	20	21	17	17	24	26
	GREAT	0	0	4	4	2	2	0	0	2	2
	NO RESP	7	0	4	0	8	0	0	0	6	0
	MEAN RESP	3.0		3.3		3.1		2.5		3.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	21	23	19	19	41	45	17	17	31	33
	STUDENT	0	0	0	0	2	2	0	0	1	1
	PROVOST	64	69	44	46	43	47	83	83	49	52
	ST + FED	0	0	33	35	4	4	0	0	11	12
	COMMUNITY	7	8	0	0	2	2	0	0	2	2
	NO RESP	7	0	4	0	8	0	0	0	6	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	71	77	63	65	53	69	67	67	59	69
	STUDENT	0	0	4	4	2	3	0	0	2	2
	PROVOST	7	8	15	15	10	13	0	0	10	12
	ST + FED	14	15	7	8	8	10	17	17	9	11
	COMMUNITY	0	0	7	8	4	5	17	17	5	6
	NO RESP	7	0	4	0	24	0	0	0	14	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	21	23	37	38	43	48	17	17	37	40
	YES	71	77	59	62	47	52	83	83	56	60
	NO RESP	7	0	4	0	10	0	0	0	7	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	8	4	4	10	12	17	20	8	9
	3-5 YRS	43	46	52	56	29	35	33	40	38	43
	6-10 YRS	43	46	37	40	45	53	33	40	42	48
	NO RESP	7	0	7	0	16	0	17	0	12	0
	MODE RESP	2.0		2.0		3.0		2.0		3.0	

#11 There will be greater value placed on research and publication of a national scope.

CHANGE STATEMENT NUMBER : 11		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	7	8	4	4	8	8	0	0	6	7
	LOW	14	15	26	29	20	20	33	50	21	23
	MODERATE	14	15	26	29	33	33	17	25	28	29
	HIGH	50	54	19	21	22	22	17	25	24	26
	GREAT	7	8	15	17	18	18	0	0	14	15
	NO RESP	7	0	11	0	0	0	33	0	6	0
	MEAN RESP	3.4		3.2		3.2		2.7		3.2	
IMPACT OF THE CHANGE	NONE	7	8	0	0	0	0	0	0	1	1
	LOW	21	23	11	12	24	24	17	33	19	21
	MODERATE	36	38	41	46	33	34	33	67	36	39
	HIGH	29	31	30	33	33	34	0	0	30	32
	GREAT	0	0	7	8	8	8	0	0	6	7
	NO RESP	7	0	11	0	2	0	50	0	8	0
	MEAN RESP	2.9		3.3		3.3		2.7		3.2	
GRP MOST PROMOTING THIS CHANGE	FACULTY	14	15	22	25	18	18	33	67	19	21
	STUDENT	0	0	0	0	2	2	0	0	1	1
	PROVOST	64	69	56	62	63	64	17	33	58	63
	ST + FED	14	15	11	12	12	12	0	0	11	12
	COMMUNITY	0	0	0	0	4	4	0	0	2	2
	NO RESP	7	0	11	0	2	0	50	0	8	0
	MODE RESP	3.0		3.0		3.0		1.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	71	83	59	73	53	60	17	33	55	66
	STUDENT	14	17	7	9	14	16	0	0	11	13
	PROVOST	0	0	0	0	4	4	17	33	3	4
	ST + FED	0	0	7	9	14	16	17	33	10	12
	COMMUNITY	0	0	7	9	4	4	0	0	4	5
	NO RESP	14	0	19	0	12	0	50	0	16	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	43	46	22	25	45	47	33	67	38	42
	YES	50	54	67	75	51	53	17	33	53	58
	NO RESP	7	0	11	0	4	0	50	0	9	0
ESTIMATED TIME OF OCCUR	0-2 YRS	36	42	11	14	10	11	17	50	14	17
	3-5 YRS	36	42	48	59	55	61	17	50	48	57
	6-10 YRS	14	17	22	27	25	28	0	0	21	26
	NO RESP	14	0	19	0	10	0	67	0	16	0
	MODE RESP	1.0		2.0		2.0		1.0		2.0	

#12 There will be greater competition with industry for highly qualified faculty.

CHANGE STATEMENT NUMBER : 12		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	7	9	2	2	17	17	4	5
	LOW	29	36	7	9	16	19	17	17	15	18
	MODERATE	14	18	19	22	16	19	17	17	16	19
	HIGH	29	36	37	43	29	35	50	50	33	39
	GREAT	7	9	15	17	22	26	0	0	16	19
	NO RESP	21	0	15	0	16	0	0	0	15	0
	MEAN RESP	3.1		3.5		3.7		3.0		3.5	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	21	25	7	8	12	14	0	0	11	13
	MODERATE	21	25	33	37	24	28	50	60	28	32
	HIGH	29	33	37	42	31	37	33	40	33	38
	GREAT	14	17	11	12	18	21	0	0	14	17
	NO RESP	14	0	11	0	16	0	17	0	14	0
	MEAN RESP	3.4		3.5		3.6		3.4		3.6	
GRP MOST PROMOTING THIS CHANGE	FACULTY	21	25	22	26	37	45	17	20	30	35
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	0	0	0	0	6	7	17	20	4	5
	ST + FED	0	0	15	17	4	5	0	0	6	7
	COMMUNITY	64	75	48	57	35	43	50	60	44	52
	NO RESP	14	0	15	0	18	0	17	0	16	0
	MODE RESP	5.0		5.0		1.0		5.0		5.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	0	0	15	19	18	29	0	0	13	19
	STUDENT	0	0	11	14	4	6	0	0	5	7
	PROVOST	36	50	33	43	27	45	50	60	32	46
	ST + FED	14	20	19	24	6	10	33	40	12	18
	COMMUNITY	21	30	0	0	6	10	0	0	6	9
	NO RESP	29	0	22	0	39	0	17	0	32	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
SHOULD IT OCCUR ?	NO	50	58	59	67	31	38	33	40	42	49
	YES	36	42	30	33	51	62	50	60	43	51
	NO RESP	14	0	11	0	18	0	17	0	15	0
ESTIMATED TIME OF OCCUR	0-2 YRS	14	18	22	27	18	24	17	20	18	24
	3-5 YRS	43	55	41	50	39	54	33	40	40	52
	6-10 YRS	21	27	19	23	16	22	33	40	18	24
	NO RESP	21	0	19	0	27	0	17	0	23	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#13 Temporary faculty will make up a larger percentage of the total faculty.

CHANGE STATEMENT NUMBER : 13		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	7	8	4	4	6	7	0	0	5	6
	LOW	7	8	22	24	12	13	17	17	14	16
	MODERATE	29	31	22	24	29	33	0	0	26	28
	HIGH	29	31	26	28	24	26	33	33	26	28
	GREAT	21	23	19	20	20	22	50	50	21	23
	NO RESP	7	0	7	0	10	0	0	0	8	0
	MEAN RESP	3.6		3.4		3.5		4.2		3.5	
IMPACT OF THE CHANGE	NONE	7	8	4	4	4	4	0	0	4	4
	LOW	7	8	11	12	6	7	33	33	9	10
	MODERATE	50	54	33	36	16	17	17	17	26	28
	HIGH	29	31	26	28	41	46	33	33	35	38
	GREAT	0	0	19	20	24	26	17	17	18	20
	NO RESP	7	0	7	0	10	0	0	0	8	0
	MEAN RESP	3.1		3.5		3.8		3.3		3.6	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	4	4	6	7	0	0	4	5
	STUDENT	0	0	0	0	2	2	0	0	1	1
	PROVOST	71	83	67	75	59	67	100	100	65	74
	ST + FED	14	17	19	21	18	20	0	0	16	18
	COMMUNITY	0	0	0	0	4	4	0	0	2	2
	NO RESP	14	0	11	0	12	0	0	0	11	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	86	100	63	71	75	86	100	100	74	85
	STUDENT	0	0	15	17	6	7	0	0	7	8
	PROVOST	0	0	11	12	4	5	0	0	5	6
	ST + FED	0	0	0	0	2	2	0	0	1	1
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	14	0	11	0	14	0	0	0	12	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	43	50	74	80	78	87	50	50	70	78
	YES	43	50	19	20	12	13	50	50	20	22
	NO RESP	14	0	7	0	10	0	0	0	9	0
ESTIMATED TIME OF OCCUR	0-2 YRS	43	50	19	21	22	26	17	17	23	27
	3-5 YRS	43	50	63	71	33	40	83	83	46	53
	6-10 YRS	0	0	7	8	29	35	0	0	17	20
	NO RESP	14	0	11	0	16	0	0	0	13	0
	MODE RESP	1.0		2.0		2.0		2.0		2.0	

#14 Faculty will be increasingly dissatisfied with their career.

CHANGE STATEMENT NUMBER : 14		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	7	8	11	12	4	5	0	0	6	7
	LOW	36	38	15	15	18	20	17	17	19	21
	MODERATE	21	25	37	38	33	39	17	17	32	35
	HIGH	29	31	19	19	18	20	33	33	20	22
	GREAT	0	0	15	15	14	16	33	33	13	15
	NO RESP	7	0	4	0	14	0	0	0	9	0
	MEAN RESP	2.8		3.1		3.2		3.8		3.2	
IMPACT OF THE CHANGE	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	29	31	11	12	6	7	0	0	10	11
	MODERATE	21	23	26	27	33	40	0	0	28	31
	HIGH	29	31	41	42	24	28	50	50	31	34
	GREAT	14	15	19	19	20	23	50	50	20	23
	NO RESP	7	0	4	0	16	0	0	0	10	0
	MEAN RESP	3.3		3.7		3.6		4.5		3.7	
GRP MOST PROMOTING THIS CHANGE	FACULTY	57	62	37	42	27	37	33	50	35	43
	STUDENT	0	0	7	8	6	8	0	0	5	6
	PROVOST	7	8	7	8	22	29	17	25	15	19
	ST + FED	7	8	22	25	18	24	17	25	17	22
	COMMUNITY	21	23	15	17	2	3	0	0	8	10
	NO RESP	7	0	11	0	25	0	33	0	19	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	21	27	41	46	45	61	33	50	40	51
	STUDENT	7	9	19	21	12	16	0	0	12	16
	PROVOST	36	45	22	25	14	18	17	25	19	25
	ST + FED	0	0	0	0	2	3	17	25	2	3
	COMMUNITY	14	18	7	8	2	3	0	0	5	6
	NO RESP	21	0	11	0	25	0	33	0	21	0
	MODE RESP	3.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	93	100	85	88	80	95	100	100	85	94
	YES	0	0	11	12	4	5	0	0	5	6
	NO RESP	7	0	4	0	16	0	0	0	10	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	8	15	17	8	11	50	60	12	15
	3-5 YRS	57	67	52	58	51	70	33	40	51	64
	6-10 YRS	21	25	22	25	14	19	0	0	16	21
	NO RESP	14	0	11	0	27	0	17	0	20	0
	MODE RESP	2.0		2.0		2.0		1.0		2.0	

#15 The average age of faculty group will pass an acceptable level.

CHANGE STATEMENT NUMBER : 15		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	7	9	11	19	6	11	0	0	7	12
	LOW	14	18	19	31	12	21	17	33	14	24
	MODERATE	7	9	11	19	18	32	0	0	13	22
	HIGH	29	36	11	19	12	21	17	33	14	24
	GREAT	21	27	7	12	8	14	17	33	10	17
	NO RESP	21	0	41	0	45	0	50	0	41	0
	MEAN RESP	3.5		2.7		3.0		3.6		3.1	
IMPACT OF THE CHANGE	NONE	0	0	4	6	2	4	0	0	2	4
	LOW	14	20	26	44	8	16	0	0	13	24
	MODERATE	29	40	15	25	16	32	50	100	19	35
	HIGH	14	20	11	19	18	36	0	0	14	26
	GREAT	14	20	4	6	6	12	0	0	6	11
	NO RESP	29	0	41	0	51	0	50	0	45	0
	MEAN RESP	3.4		2.7		3.4		3.0		3.2	
GRP MOST PROMOTING THIS CHANGE	FACULTY	36	56	37	62	27	64	17	50	31	61
	STUDENT	0	0	4	6	0	0	0	0	1	2
	PROVOST	7	11	7	12	10	23	0	0	8	16
	ST + FED	21	33	7	12	6	14	17	50	9	18
	COMMUNITY	0	0	4	6	0	0	0	0	1	2
	NO RESP	36	0	41	0	57	0	67	0	50	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	0	0	15	27	16	36	17	50	13	27
	STUDENT	0	0	7	13	6	14	0	0	5	10
	PROVOST	57	80	26	47	18	41	17	50	26	51
	ST + FED	14	20	7	13	2	5	0	0	5	10
	COMMUNITY	0	0	0	0	2	5	0	0	1	2
	NO RESP	29	0	44	0	57	0	67	0	50	0
	MODE RESP	3.0		3.0		3.0		1.0		3.0	
SHOULD IT OCCUR ?	NO	71	91	52	87	51	100	50	100	54	95
	YES	7	9	7	12	0	0	0	0	3	5
	NO RESP	21	0	41	0	49	0	50	0	43	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	10	19	31	0	0	0	0	6	12
	3-5 YRS	36	50	22	37	18	39	0	0	20	39
	6-10 YRS	29	40	19	31	27	61	33	100	26	49
	NO RESP	29	0	41	0	55	0	67	0	48	0
	MODE RESP	2.0		2.0		3.0		3.0		3.0	

#16 Opportunities to add younger faculty will decrease.

CHANGE STATEMENT NUMBER : 16		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	2	2	0	0	2	2
	LOW	14	17	19	22	14	15	0	0	14	16
	MODERATE	7	8	19	22	20	21	0	0	16	18
	HIGH	36	42	26	30	37	40	50	50	35	39
	GREAT	29	33	19	22	20	21	50	50	22	25
	NO RESP	14	0	15	0	8	0	0	0	10	0
	MEAN RESP	3.9		3.4		3.6		4.5		3.7	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	8	7	9	4	4	17	17	6	7
	MODERATE	21	25	19	22	27	30	0	0	22	25
	HIGH	14	17	41	48	35	38	50	50	35	39
	GREAT	43	50	19	22	25	28	33	33	27	30
	NO RESP	14	0	15	0	8	0	0	0	10	0
	MEAN RESP	4.1		3.9		3.9		4.0		3.9	
GRP MOST PROMOTING THIS CHANGE	FACULTY	36	42	30	36	29	35	50	60	32	38
	STUDENT	0	0	4	5	4	5	0	0	3	4
	PROVOST	7	8	22	27	27	33	0	0	21	26
	ST + FED	29	33	26	32	24	28	33	40	26	30
	COMMUNITY	14	17	0	0	0	0	0	0	2	2
	NO RESP	14	0	19	0	16	0	17	0	16	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	21	27	30	40	39	48	17	20	33	41
	STUDENT	0	0	7	10	18	21	17	20	12	15
	PROVOST	50	64	26	35	22	26	33	40	28	35
	ST + FED	7	9	4	5	4	5	17	20	5	6
	COMMUNITY	0	0	7	10	0	0	0	0	2	3
	NO RESP	21	0	26	0	18	0	17	0	20	0
	MODE RESP	3.0		1.0		1.0		3.0		1.0	
SHOULD IT OCCUR ?	NO	86	100	74	87	82	93	100	100	82	93
	YES	0	0	11	13	6	7	0	0	6	7
	NO RESP	14	0	15	0	12	0	0	0	12	0
ESTIMATED TIME OF OCCUR	0-2 YRS	14	17	22	27	16	19	33	40	18	22
	3-5 YRS	43	50	44	55	45	55	50	60	45	54
	6-10 YRS	29	33	15	18	22	26	0	0	19	23
	NO RESP	14	0	19	0	18	0	17	0	17	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#17 There will be more accountability with regard to teaching mission.

CHANGE STATEMENT NUMBER : 17		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	8	7	8	14	15	0	0	10	11
	MODERATE	50	54	30	32	22	23	17	17	28	29
	HIGH	14	15	30	32	35	37	33	33	31	33
	GREAT	21	23	26	28	24	25	50	50	26	27
	NO RESP	7	0	7	0	6	0	0	0	6	0
	MEAN RESP	3.5		3.8		3.7		4.3		3.8	
IMPACT OF THE CHANGE	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	7	8	11	12	18	19	17	17	14	15
	MODERATE	57	62	48	52	31	34	33	33	40	43
	HIGH	21	23	22	24	33	36	0	0	27	29
	GREAT	7	8	11	12	8	9	50	50	11	12
	NO RESP	7	0	7	0	8	0	0	0	7	0
	MEAN RESP	3.3		3.4		3.3		3.8		3.4	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	0	0	4	4	0	0	2	2
	STUDENT	7	8	15	16	16	17	0	0	13	14
	PROVOST	57	62	33	36	37	40	67	67	41	44
	ST + FED	21	23	37	40	25	28	17	17	28	30
	COMMUNITY	7	8	7	8	10	11	17	17	9	10
	NO RESP	7	0	7	0	8	0	0	0	7	0
	MODE RESP	3.0		4.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	86	92	93	100	80	89	100	100	86	93
	STUDENT	0	0	0	0	6	7	0	0	3	3
	PROVOST	7	8	0	0	2	2	0	0	2	2
	ST + FED	0	0	0	0	2	2	0	0	1	1
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	7	0	7	0	10	0	0	0	8	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	21	23	44	48	31	34	17	17	33	35
	YES	71	77	48	52	61	66	83	83	60	65
	NO RESP	7	0	7	0	8	0	0	0	7	0
ESTIMATED TIME OF OCCU	0-2 YRS	36	38	41	44	35	40	33	33	37	40
	3-5 YRS	43	46	48	52	43	49	67	67	46	51
	6-10 YRS	14	15	4	4	10	11	0	0	8	9
	NO RESP	7	0	7	0	12	0	0	0	9	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#18 There will be a greater number of faculty exchanges and joint appointments between colleges and departments.

CHANGE STATEMENT NUMBER : 18		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	7	8	4	5	2	2	0	0	3	4
	LOW	29	31	22	27	24	27	17	20	23	27
	MODERATE	21	23	26	32	27	32	50	60	28	32
	HIGH	21	23	19	23	25	30	17	20	22	26
	GREAT	14	15	11	14	8	9	0	0	9	11
	NO RESP	7	0	19	0	14	0	17	0	14	0
	MEAN RESP	3.1		3.2		3.2		3.0		3.1	
IMPACT OF THE CHANGE	NONE	0	0	4	5	4	5	17	20	4	5
	LOW	14	17	11	14	27	33	17	20	20	24
	MODERATE	50	58	48	59	33	40	50	60	41	49
	HIGH	14	17	11	14	18	21	0	0	14	17
	GREAT	7	8	7	9	2	2	0	0	4	5
	NO RESP	14	0	19	0	16	0	17	0	16	0
	MEAN RESP	3.2		3.1		2.8		2.4		2.9	
GRP MOST PROMOTING THIS CHANGE	FACULTY	29	33	15	20	31	39	0	0	24	31
	STUDENT	0	0	4	5	2	2	0	0	2	3
	PROVOST	57	67	52	70	41	51	83	100	49	62
	ST + FED	0	0	0	0	4	5	0	0	2	3
	COMMUNITY	0	0	4	5	2	2	0	0	2	3
	NO RESP	14	0	26	0	20	0	17	0	20	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	57	73	56	79	39	61	50	75	47	69
	STUDENT	7	9	4	5	2	3	0	0	3	4
	PROVOST	7	9	11	16	20	30	0	0	14	21
	ST + FED	7	9	0	0	4	6	17	25	4	6
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	21	0	30	0	35	0	33	0	32	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	21	25	26	32	24	29	33	40	24	30
	YES	64	75	56	68	59	71	50	60	58	70
	NO RESP	14	0	19	0	18	0	17	0	17	0
ESTIMATED TIME OF OCCUR	0-2 YRS	21	25	22	30	18	22	17	20	19	25
	3-5 YRS	57	67	44	60	53	67	50	60	51	65
	6-10 YRS	7	8	7	10	8	10	17	20	8	10
	NO RESP	14	0	26	0	22	0	17	0	21	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#19 Faculty will demand salary adequate to keep up with inflation.

CHANGE STATEMENT NUMBER : 19		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	8	7	8	6	6	0	0	6	7
	MODERATE	14	15	7	8	14	15	0	0	11	12
	HIGH	43	46	41	46	25	28	0	0	31	34
	GREAT	29	31	33	37	47	51	83	100	43	47
	NO RESP	7	0	11	0	8	0	17	0	9	0
	MEAN RESP	4.0		4.1		4.2		5.0		4.2	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	21	23	15	17	16	17	17	20	16	18
	MODERATE	14	15	26	29	37	40	0	0	29	31
	HIGH	43	46	26	29	18	19	17	20	23	26
	GREAT	14	15	22	25	22	23	50	60	22	25
	NO RESP	7	0	11	0	8	0	17	0	9	0
	MEAN RESP	3.5		3.6		3.4		4.2		3.6	
GRP MOST PROMOTING THIS CHANGE	FACULTY	93	100	81	92	82	91	83	100	84	93
	STUDENT	0	0	0	0	6	7	0	0	3	3
	PROVOST	0	0	7	8	2	2	0	0	3	3
	ST + FED	0	0	0	0	0	0	0	0	0	0
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	7	0	11	0	10	0	17	0	10	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	0	0	4	4	2	2	0	0	2	2
	STUDENT	0	0	0	0	2	2	0	0	1	1
	PROVOST	21	23	22	26	31	34	0	0	26	28
	ST + FED	64	69	56	65	47	51	67	80	53	59
	COMMUNITY	7	8	4	4	10	11	17	20	8	9
	NO RESP	7	0	15	0	8	0	17	0	10	0
	MODE RESP	4.0		4.0		4.0		4.0		4.0	
SHOULD IT OCCUR ?	NO	14	15	19	21	12	13	0	0	13	15
	YES	79	85	70	79	80	87	83	100	78	85
	NO RESP	7	0	11	0	8	0	17	0	9	0
ESTIMATED TIME OF OCCUR	0-2 YRS	43	55	59	67	59	67	33	40	55	64
	3-5 YRS	29	36	26	29	24	27	50	60	27	31
	6-10 YRS	7	9	4	4	6	7	0	0	5	6
	NO RESP	21	0	11	0	12	0	17	0	13	0
	MODE RESP	1.0		1.0		1.0		2.0		1.0	

#20 There will be a concentration of faculty efforts on professional education vs. general education.

CHANGE STATEMENT NUMBER : 20		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	14	25	26	32	12	14	17	25	16	21
	MODERATE	7	12	11	14	27	33	33	50	20	26
	HIGH	36	62	33	41	25	31	17	25	29	37
	GREAT	0	0	11	14	16	19	0	0	11	14
	NO RESP	43	0	19	0	18	0	33	0	22	0
	MEAN RESP	3.3		3.4		3.5		3.0		3.4	
IMPACT OF THE CHANGE	NONE	0	0	0	0	4	5	0	0	2	3
	LOW	14	22	11	14	12	14	17	25	12	16
	MODERATE	14	22	26	32	29	36	33	50	27	34
	HIGH	29	44	41	50	27	33	17	25	31	39
	GREAT	7	11	4	5	10	12	0	0	7	9
	NO RESP	36	0	19	0	18	0	33	0	21	0
	MEAN RESP	3.4		3.5		3.3		3.0		3.4	
GRP MOST PROMOTING THIS CHANGE	FACULTY	29	44	22	27	27	33	17	33	26	33
	STUDENT	14	22	30	36	20	24	0	0	20	26
	PROVOST	7	11	7	9	18	21	17	33	13	17
	ST + FED	14	22	7	9	6	7	0	0	7	9
	COMMUNITY	0	0	15	18	12	14	17	33	11	14
	NO RESP	36	0	19	0	18	0	50	0	22	0
	MODE RESP	1.0		2.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	43	67	44	60	55	72	17	33	48	66
	STUDENT	7	11	11	15	2	3	17	33	6	8
	PROVOST	14	22	15	20	10	13	0	0	11	15
	ST + FED	0	0	0	0	8	10	17	33	5	7
	COMMUNITY	0	0	4	5	2	3	0	0	2	3
	NO RESP	36	0	26	0	24	0	50	0	28	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	50	78	52	64	51	62	50	75	51	65
	YES	14	22	30	36	31	38	17	25	28	35
	NO RESP	36	0	19	0	18	0	33	0	21	0
ESTIMATED TIME OF OCCUR	0-2 YRS	29	50	19	24	33	44	0	0	27	37
	3-5 YRS	29	50	56	71	37	49	33	67	41	56
	6-10 YRS	0	0	4	5	6	8	17	33	5	7
	NO RESP	43	0	22	0	24	0	50	0	28	0
	MODE RESP	1.0		2.0		2.0		2.0		2.0	

#21 Pressure for collective bargaining and unionization will increase.

CHANGE STATEMENT NUMBER : 21		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	8	4	4	10	10	0	0	7	7
	MODERATE	21	23	26	27	31	33	0	0	27	28
	HIGH	43	46	56	58	18	18	67	67	35	36
	GREAT	21	23	11	12	37	39	33	33	28	29
	NO RESP	7	0	4	0	4	0	0	0	4	0
	MEAN RESP	3.8		3.8		3.9		4.3		3.9	
IMPACT OF THE CHANGE	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	14	15	7	8	8	8	0	0	8	9
	MODERATE	14	15	22	23	18	19	17	17	18	19
	HIGH	21	23	30	31	20	21	50	50	24	26
	GREAT	43	46	37	38	47	50	33	33	43	45
	NO RESP	7	0	4	0	6	0	0	0	5	0
	MEAN RESP	4.0		4.0		4.1		4.2		4.0	
GRP MOST PROMOTING THIS CHANGE	FACULTY	79	85	93	96	78	85	100	100	84	89
	STUDENT	7	8	0	0	8	9	0	0	5	5
	PROVOST	0	0	0	0	0	0	0	0	0	0
	ST + FED	0	0	4	4	2	2	0	0	2	2
	COMMUNITY	7	8	0	0	4	4	0	0	3	3
	NO RESP	7	0	4	0	8	0	0	0	6	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	7	8	11	12	14	15	0	0	11	12
	STUDENT	0	0	0	0	2	2	0	0	1	1
	PROVOST	71	77	78	81	63	70	83	83	69	75
	ST + FED	7	8	7	8	8	9	17	17	8	9
	COMMUNITY	7	8	0	0	4	4	0	0	3	3
	NO RESP	7	0	4	0	10	0	0	0	7	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
SHOULD IT OCCUR ?	NO	86	92	85	88	75	81	67	67	79	84
	YES	7	8	11	12	18	19	33	33	15	16
	NO RESP	7	0	4	0	8	0	0	0	6	0
ESTIMATED TIME OF OCCUR	0-2 YRS	29	33	37	45	33	39	17	17	33	38
	3-5 YRS	57	67	37	45	43	50	67	67	45	52
	6-10 YRS	0	0	7	9	10	11	17	17	8	10
	NO RESP	14	0	19	0	14	0	0	0	14	0
	MODE RESP	2.0		1.0		2.0		2.0		2.0	

#22 There will be more women and minorities on the faculty.

CHANGE STATEMENT NUMBER : 22		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	2	2	0	0	2	2
	LOW	0	0	11	11	6	6	17	17	7	7
	MODERATE	7	7	30	30	20	20	33	33	21	22
	HIGH	64	64	26	26	39	41	33	33	39	40
	GREAT	29	29	30	30	29	31	17	17	29	29
	NO RESP	0	0	0	0	4	0	0	0	2	0
	MEAN RESP	4.2		3.7		3.9		3.5		3.9	
IMPACT OF THE CHANGE	NONE	0	0	7	7	6	6	17	17	6	6
	LOW	21	21	30	30	20	21	67	67	26	26
	MODERATE	57	57	41	41	49	52	17	17	46	47
	HIGH	14	14	19	19	12	12	0	0	13	14
	GREAT	7	7	4	4	8	8	0	0	6	6
	NO RESP	0	0	0	0	6	0	0	0	3	0
	MEAN RESP	3.0		2.9		2.9		2.0		2.8	
GRP MOST PROMOTING THIS CHANGE	FACULTY	7	7	4	4	10	10	0	0	7	7
	STUDENT	0	0	0	0	2	2	0	0	1	1
	PROVOST	57	57	33	33	24	25	17	17	31	32
	ST + FED	36	36	59	59	55	58	83	83	55	57
	COMMUNITY	0	0	4	4	4	4	0	0	3	3
	NO RESP	0	0	0	0	6	0	0	0	3	0
	MODE RESP	3.0		4.0		4.0		4.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	79	85	74	83	65	87	83	83	70	85
	STUDENT	0	0	4	4	4	5	0	0	3	4
	PROVOST	0	0	7	8	6	8	0	0	5	6
	ST + FED	7	8	4	4	0	0	17	17	3	4
	COMMUNITY	7	8	0	0	0	0	0	0	1	1
	NO RESP	7	0	11	0	25	0	0	0	17	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	14	14	26	26	22	23	33	33	22	23
	YES	86	86	74	74	71	77	67	67	73	77
	NO RESP	0	0	0	0	8	0	0	0	4	0
ESTIMATED TIME OF OCCUR	0-2 YRS	57	57	26	27	37	41	33	33	37	39
	3-5 YRS	43	43	70	73	41	46	50	50	50	53
	6-10 YRS	0	0	0	0	12	13	17	17	7	8
	NO RESP	0	0	4	0	10	0	0	0	6	0
	MODE RESP	1.0		2.0		2.0		2.0		2.0	

#23 There will be more stringent review prior to attaining tenure and promotion.

CHANGE STATEMENT NUMBER : 23		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	0	0	2	2	0	0	1	1
	MODERATE	7	7	19	19	6	6	0	0	9	9
	HIGH	43	43	48	50	45	47	50	50	46	47
	GREAT	50	50	30	31	43	45	50	50	41	42
	NO RESP	0	0	4	0	4	0	0	0	3	0
	MEAN RESP	4.4		4.1		4.3		4.5		4.3	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	7	8	2	2	17	17	4	4
	MODERATE	50	50	26	27	33	35	33	33	34	35
	HIGH	36	36	52	54	41	44	50	50	44	46
	GREAT	14	14	11	12	18	19	0	0	14	15
	NO RESP	0	0	4	0	6	0	0	0	4	0
	MEAN RESP	3.6		3.7		3.8		3.3		3.7	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	0	0	12	13	17	17	7	8
	STUDENT	0	0	4	4	2	2	0	0	2	2
	PROVOST	100	100	85	88	73	79	83	83	81	85
	ST + FED	0	0	4	4	6	6	0	0	4	4
	COMMUNITY	0	0	4	4	0	0	0	0	1	1
	NO RESP	0	0	4	0	8	0	0	0	5	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	93	93	85	96	80	95	83	83	84	94
	STUDENT	0	0	4	4	2	2	0	0	2	2
	PROVOST	0	0	0	0	0	0	0	0	0	0
	ST + FED	0	0	0	0	0	0	0	0	0	0
	COMMUNITY	7	7	0	0	2	2	17	17	3	3
	NO RESP	0	0	11	0	16	0	0	0	11	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	7	7	19	19	22	23	17	17	18	19
	YES	93	93	78	81	71	77	83	83	77	81
	NO RESP	0	0	4	0	8	0	0	0	5	0
ESTIMATED TIME OF OCCUR	0-2 YRS	64	64	44	46	49	54	67	67	51	54
	3-5 YRS	36	36	52	54	35	39	33	33	40	42
	6-10 YRS	0	0	0	0	6	7	0	0	3	3
	NO RESP	0	0	4	0	10	0	0	0	6	0
	MODE RESP	1.0		2.0		1.0		1.0		1.0	

#24 More faculty members will seek retraining as it becomes apparant that their present specialty lacks career prospects.

CHANGE STATEMENT NUMBER : 24		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	2	2	0	0	2	2
	LOW	57	57	37	43	20	23	33	33	31	34
	MODERATE	21	21	30	35	35	41	33	33	32	36
	HIGH	14	14	15	17	24	27	17	17	19	22
	GREAT	7	7	0	0	6	7	17	17	5	6
	NO RESP	0	0	15	0	14	0	0	0	11	0
	MEAN RESP	2.7		2.6		3.1		3.2		3.0	
IMPACT OF THE CHANGE	NONE	0	0	4	4	2	2	0	0	2	2
	LOW	36	36	22	26	20	23	0	0	21	24
	MODERATE	36	36	44	52	41	49	50	50	42	48
	HIGH	21	21	15	17	16	19	33	33	17	20
	GREAT	7	7	0	0	6	7	17	17	5	6
	NO RESP	0	0	15	0	16	0	0	0	12	0
	MEAN RESP	3.0		2.8		3.1		3.7		3.0	
GRP MOST PROMOTING THIS CHANGE	FACULTY	36	36	37	43	43	52	50	50	41	47
	STUDENT	0	0	0	0	6	7	0	0	3	4
	PROVOST	43	43	30	35	27	33	50	50	32	36
	ST + FED	21	21	11	13	4	5	0	0	8	9
	COMMUNITY	0	0	7	9	2	2	0	0	3	4
	NO RESP	0	0	15	0	18	0	0	0	13	0
	MODE RESP	3.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	79	85	59	73	53	75	50	75	58	76
	STUDENT	0	0	0	0	2	3	0	0	1	1
	PROVOST	7	8	15	18	10	14	17	25	11	15
	ST + FED	7	8	7	9	4	6	0	0	5	7
	COMMUNITY	0	0	0	0	2	3	0	0	1	1
	NO RESP	7	0	19	0	29	0	33	0	23	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	21	21	22	26	27	33	33	33	26	29
	YES	79	79	63	74	57	67	67	67	62	71
	NO RESP	0	0	15	0	16	0	0	0	12	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	7	15	17	10	12	17	17	11	13
	3-5 YRS	50	50	41	48	35	43	33	33	39	45
	6-10 YRS	43	43	30	35	37	45	50	50	37	42
	NO RESP	0	0	15	0	18	0	0	0	13	0
	MODE RESP	2.0		2.0		3.0		3.0		2.0	

#25 The quality of faculty members will increase relative to present.

CHANGE STATEMENT NUMBER : 25		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	7	8	11	13	16	17	0	0	12	14
	LOW	21	23	30	35	24	26	50	75	27	30
	MODERATE	36	38	33	39	43	47	17	25	38	43
	HIGH	29	31	7	9	8	9	0	0	10	11
	GREAT	0	0	4	4	2	2	0	0	2	2
	NO RESP	7	0	15	0	8	0	33	0	11	0
	MEAN RESP	2.9		2.6		2.6		2.2		2.6	
IMPACT OF THE CHANGE	NONE	7	8	0	0	2	2	0	0	2	2
	LOW	7	8	11	13	14	15	17	25	12	14
	MODERATE	36	38	19	22	43	48	33	50	35	40
	HIGH	43	46	37	43	25	28	17	25	31	35
	GREAT	0	0	19	22	6	7	0	0	8	9
	NO RESP	7	0	15	0	10	0	33	0	12	0
	MEAN RESP	3.2		3.7		3.2		3.0		3.3	
GRP MOST PROMOTING THIS CHANGE	FACULTY	29	33	22	29	31	37	0	0	27	33
	STUDENT	0	0	15	19	18	21	17	33	14	18
	PROVOST	50	58	30	38	29	35	17	33	32	39
	ST + FED	7	8	11	14	4	5	0	0	6	8
	COMMUNITY	0	0	0	0	2	2	17	33	2	3
	NO RESP	14	0	22	0	16	0	50	0	19	0
	MODE RESP	3.0		3.0		1.0		2.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	50	58	41	52	35	53	17	33	38	53
	STUDENT	7	8	4	5	6	9	0	0	5	7
	PROVOST	0	0	7	10	10	15	17	33	8	11
	ST + FED	7	8	26	33	14	21	17	33	16	23
	COMMUNITY	21	25	0	0	2	3	0	0	4	6
	NO RESP	14	0	22	0	33	0	50	0	29	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	0	0	15	17	14	16	17	33	12	14
	YES	86	100	70	83	75	84	33	67	72	86
	NO RESP	14	0	15	0	12	0	50	0	15	0
ESTIMATED TIME OF OCCUR	0-2 YRS	14	18	11	14	12	15	0	0	11	14
	3-5 YRS	43	55	33	41	31	40	17	33	33	42
	6-10 YRS	21	27	37	45	35	45	33	67	34	43
	NO RESP	21	0	19	0	22	0	50	0	22	0
	MODE RESP	2.0		3.0		3.0		3.0		3.0	

#26 The percentage of student failure will increase significantly.

CHANGE STATEMENT NUMBER : 26		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	7	9	19	24	22	26	17	33	18	23
	LOW	43	55	56	71	49	58	17	33	48	60
	MODERATE	21	27	0	0	14	16	0	0	10	13
	HIGH	0	0	4	5	0	0	0	0	1	1
	GREAT	7	9	0	0	0	0	17	33	2	3
	NO RESP	21	0	22	0	16	0	50	0	20	0
	MEAN RESP	2.4		1.9		1.9		2.6		2.0	
IMPACT OF THE CHANGE	NONE	7	9	4	5	4	5	0	0	4	5
	LOW	14	18	11	14	14	17	0	0	12	16
	MODERATE	29	36	15	19	25	32	0	0	21	28
	HIGH	21	27	37	48	31	40	33	67	32	41
	GREAT	7	9	11	14	4	5	17	33	7	9
	NO RESP	21	0	22	0	22	0	50	0	23	0
	MEAN RESP	3.1		3.5		3.2		4.3		3.3	
GRP MOST PROMOTING THIS CHANGE	FACULTY	64	82	48	65	43	59	17	50	46	64
	STUDENT	0	0	7	10	16	22	17	50	11	16
	PROVOST	0	0	11	15	6	8	0	0	6	9
	ST + FED	7	9	0	0	4	5	0	0	3	4
	COMMUNITY	7	9	7	10	4	5	0	0	5	7
	NO RESP	21	0	26	0	27	0	67	0	29	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	7	9	11	15	12	15	0	0	10	14
	STUDENT	64	82	44	60	47	62	33	100	48	65
	PROVOST	0	0	4	5	10	13	0	0	6	8
	ST + FED	0	0	4	5	6	8	0	0	4	6
	COMMUNITY	7	9	11	15	2	3	0	0	5	7
	NO RESP	21	0	26	0	24	0	67	0	27	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
SHOULD IT OCCUR ?	NO	50	64	59	80	57	72	50	100	56	74
	YES	29	36	15	20	22	27	0	0	19	26
	NO RESP	21	0	26	0	22	0	50	0	24	0
ESTIMATED TIME OF OCCUR	0-2 YRS	0	0	0	0	4	6	0	0	2	3
	3-5 YRS	50	70	37	50	33	53	33	67	37	55
	6-10 YRS	21	30	37	50	25	41	17	33	28	42
	NO RESP	29	0	26	0	37	0	50	0	34	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#27 Admission standards will decline, reducing the quality of entering students.

CHANGE STATEMENT NUMBER : 27		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	7	8	6	6	0	0	5	6
	LOW	36	38	37	42	31	33	33	40	34	37
	MODERATE	36	38	22	25	27	29	17	20	27	29
	HIGH	14	15	19	21	18	19	0	0	16	18
	GREAT	7	8	4	4	12	12	33	40	10	11
	NO RESP	7	0	11	0	6	0	17	0	8	0
	MEAN RESP	2.9		2.7		2.9		3.4		2.9	
IMPACT OF THE CHANGE	NONE	0	0	4	4	0	0	0	0	1	1
	LOW	14	15	4	4	16	17	17	20	12	13
	MODERATE	14	15	30	33	24	26	0	0	22	25
	HIGH	36	38	33	37	37	40	50	60	37	40
	GREAT	29	31	19	21	16	17	17	20	18	20
	NO RESP	7	0	11	0	8	0	17	0	9	0
	MEAN RESP	3.8		3.6		3.6		3.8		3.6	
GRP MOST PROMOTING THIS CHANGE	FACULTY	7	8	4	4	2	2	17	20	4	4
	STUDENT	7	8	19	21	14	15	0	0	13	15
	PROVOST	14	15	15	17	45	49	33	40	32	35
	ST + FED	29	31	22	25	20	21	33	40	22	25
	COMMUNITY	36	38	30	33	12	13	0	0	19	21
	NO RESP	7	0	11	0	8	0	17	0	9	0
	MODE RESP	5.0		5.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	57	62	67	78	71	77	67	80	67	75
	STUDENT	0	0	7	9	4	4	0	0	4	5
	PROVOST	29	31	7	9	14	15	0	0	13	15
	ST + FED	0	0	0	0	0	0	17	20	1	1
	COMMUNITY	7	8	4	4	4	4	0	0	4	5
	NO RESP	7	0	15	0	8	0	17	0	10	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	93	100	81	92	84	93	83	100	85	94
	YES	0	0	7	8	6	7	0	0	5	6
	NO RESP	7	0	11	0	10	0	17	0	10	0
ESTIMATED TIME OF OCCUR	0-2 YRS	14	18	11	14	24	29	0	0	17	21
	3-5 YRS	43	55	44	55	43	52	67	80	45	55
	6-10 YRS	21	27	26	32	16	19	17	20	19	24
	NO RESP	21	0	19	0	18	0	17	0	18	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#28 Michigan State University undergraduate enrollment will decrease.

CHANGE STATEMENT NUMBER : 28		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	7	8	15	15	14	14	17	17	13	14
	MODERATE	21	23	33	35	27	29	0	0	27	28
	HIGH	36	38	26	27	25	27	17	17	27	28
	GREAT	29	31	22	23	27	29	67	67	29	30
	NO RESP	7	0	4	0	4	0	0	0	4	0
	MEAN RESP	3.9		3.6		3.7		4.4		3.7	
IMPACT OF THE CHANGE	NONE	7	8	0	0	0	0	0	0	1	1
	LOW	0	0	4	4	8	8	17	17	6	6
	MODERATE	36	38	37	40	25	27	33	33	31	32
	HIGH	43	46	26	28	39	41	17	17	35	37
	GREAT	7	8	26	28	24	24	33	33	22	24
	NO RESP	7	0	7	0	4	0	0	0	5	0
	MEAN RESP	3.5		3.8		3.8		3.7		3.8	
GRP MOST PROMOTING THIS CHANGE	FACULTY	14	18	4	4	0	0	0	0	3	4
	STUDENT	14	18	26	29	16	18	17	20	18	21
	PROVOST	7	9	0	0	6	7	0	0	4	5
	ST + FED	14	18	19	21	10	11	33	40	14	17
	COMMUNITY	29	36	41	46	55	64	33	40	46	54
	NO RESP	21	0	11	0	14	0	17	0	14	0
	MODE RESP	5.0		5.0		5.0		4.0		5.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	7	10	15	17	22	27	17	20	17	21
	STUDENT	0	0	7	8	6	7	17	20	6	7
	PROVOST	36	50	37	42	41	51	50	60	40	49
	ST + FED	7	10	15	17	10	12	0	0	10	12
	COMMUNITY	21	30	15	17	2	2	0	0	8	10
	NO RESP	29	0	11	0	20	0	17	0	18	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
SHOULD IT OCCUR ?	NO	57	67	78	81	84	91	100	100	80	86
	YES	29	33	19	19	8	9	0	0	13	14
	NO RESP	14	0	4	0	8	0	0	0	7	0
ESTIMATED TIME OF OCCUR	0-2 YRS	21	27	19	21	18	20	17	17	18	21
	3-5 YRS	43	55	56	62	47	53	67	67	50	57
	6-10 YRS	14	18	15	17	24	27	17	17	19	22
	NO RESP	21	0	11	0	12	0	0	0	12	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#29 Michigan State University graduate and graduate professional enrollment will decrease.

CHANGE STATEMENT NUMBER : 29		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	4	4	0	0	3	3
	LOW	36	45	37	38	25	28	33	40	31	34
	MODERATE	21	27	19	19	27	30	17	20	23	26
	HIGH	7	9	30	31	25	28	0	0	22	25
	GREAT	14	18	7	8	8	9	33	40	10	11
	NO RESP	21	0	4	0	10	0	17	0	10	0
	MEAN RESP	3.0		3.0		3.1		3.4		3.0	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	9	4	4	16	17	17	20	11	13
	MODERATE	43	55	26	28	37	41	17	20	34	38
	HIGH	29	36	48	52	31	35	17	20	35	39
	GREAT	0	0	15	16	6	7	33	40	9	10
	NO RESP	21	0	7	0	10	0	17	0	11	0
	MEAN RESP	3.3		3.8		3.3		3.8		3.5	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	4	4	10	12	0	0	6	7
	STUDENT	29	40	30	33	18	22	17	20	22	27
	PROVOST	0	0	0	0	2	2	0	0	1	1
	ST + FED	29	40	22	25	14	17	17	20	18	22
	COMMUNITY	14	20	33	37	37	46	50	60	34	41
	NO RESP	29	0	11	0	20	0	17	0	18	0
	MODE RESP	2.0		5.0		5.0		5.0		5.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	21	33	48	57	37	53	33	50	38	51
	STUDENT	7	11	7	9	8	11	0	0	7	10
	PROVOST	21	33	22	26	20	28	33	50	21	29
	ST + FED	0	0	7	9	6	8	0	0	5	7
	COMMUNITY	14	22	0	0	0	0	0	0	2	3
	NO RESP	36	0	15	0	29	0	33	0	27	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	71	100	81	85	65	73	67	80	70	80
	YES	0	0	15	15	24	27	17	20	17	20
	NO RESP	29	0	4	0	12	0	17	0	12	0
ESTIMATED TIME OF OCCUR	0-2 YRS	21	30	15	17	20	23	0	0	17	20
	3-5 YRS	43	60	56	62	43	50	67	80	48	57
	6-10 YRS	7	10	19	21	24	27	17	20	19	23
	NO RESP	29	0	11	0	14	0	17	0	15	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#30 There will be a larger percentage of non-traditional students.

CHANGE STATEMENT NUMBER : 30		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	4	5	0	0	2	2
	LOW	7	8	7	8	4	5	50	50	8	9
	MODERATE	43	46	30	32	22	26	0	0	26	29
	HIGH	29	31	48	52	27	33	17	17	33	37
	GREAT	14	15	7	8	27	33	33	33	20	23
	NO RESP	7	0	7	0	16	0	0	0	11	0
	MEAN RESP	3.5		3.6		3.9		3.3		3.7	
IMPACT OF THE CHANGE	NONE	7	8	4	4	2	2	0	0	3	3
	LOW	7	8	11	12	14	16	50	50	14	16
	MODERATE	64	69	41	46	43	51	17	17	44	50
	HIGH	14	15	30	33	8	9	17	17	15	17
	GREAT	0	0	4	4	18	21	17	17	11	13
	NO RESP	7	0	11	0	16	0	0	0	12	0
	MEAN RESP	2.9		3.2		3.3		3.0		3.2	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	4	4	6	7	0	0	4	5
	STUDENT	21	23	22	26	22	26	17	17	21	25
	PROVOST	29	31	15	17	22	26	50	50	22	26
	ST + FED	29	31	4	4	10	12	0	0	10	12
	COMMUNITY	14	15	41	48	24	29	33	33	28	32
	NO RESP	7	0	15	0	18	0	0	0	14	0
	MODE RESP	3.0		5.0		5.0		3.0		5.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	71	83	44	57	43	63	83	83	50	66
	STUDENT	0	0	7	10	6	9	0	0	5	7
	PROVOST	0	0	0	0	6	9	0	0	3	4
	ST + FED	0	0	22	29	6	9	0	0	9	12
	COMMUNITY	14	17	4	5	8	11	17	17	8	11
	NO RESP	14	0	22	0	31	0	0	0	24	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	0	0	22	25	20	24	67	67	20	24
	YES	93	100	67	75	63	76	33	33	66	76
	NO RESP	7	0	11	0	18	0	0	0	13	0
ESTIMATED TIME OF OCCUR	0-2 YRS	29	31	15	16	27	33	17	17	23	27
	3-5 YRS	50	54	48	52	39	48	67	67	45	51
	6-10 YRS	14	15	30	32	16	19	17	17	19	22
	NO RESP	7	0	7	0	18	0	0	0	12	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#31 Students will demand a greater role in determining curricular content and format.

CHANGE STATEMENT NUMBER : 31		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	7	7	0	0	4	5	0	0	3	3
	LOW	50	50	63	65	37	43	67	80	48	53
	MODERATE	21	21	7	8	33	39	17	20	23	26
	HIGH	21	21	26	27	8	9	0	0	14	16
	GREAT	0	0	0	0	4	5	0	0	2	2
	NO RESP	0	0	4	0	14	0	17	0	9	0
	MEAN RESP	2.5		2.6		2.7		2.2		2.6	
IMPACT OF THE CHANGE	NONE	7	7	7	8	4	5	0	0	5	6
	LOW	14	14	30	32	24	27	50	60	26	28
	MODERATE	43	43	26	28	39	45	17	20	35	39
	HIGH	29	29	26	28	16	18	17	20	20	23
	GREAT	7	7	4	4	4	5	0	0	4	5
	NO RESP	0	0	7	0	14	0	17	0	10	0
	MEAN RESP	3.1		2.9		2.9		2.6		3.0	
GRP MOST PROMOTING THIS CHANGE	FACULTY	7	7	7	8	0	0	0	0	3	3
	STUDENT	93	93	81	88	84	100	83	100	85	95
	PROVOST	0	0	4	4	0	0	0	0	1	1
	ST + FED	0	0	0	0	0	0	0	0	0	0
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	0	0	7	0	16	0	17	0	11	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	86	86	74	80	75	90	83	100	77	87
	STUDENT	0	0	7	8	0	0	0	0	2	2
	PROVOST	14	14	7	8	8	10	0	0	8	9
	ST + FED	0	0	4	4	0	0	0	0	1	1
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	0	0	7	0	18	0	17	0	12	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	79	79	67	72	67	79	50	60	67	76
	YES	21	21	26	28	18	21	33	40	21	24
	NO RESP	0	0	7	0	16	0	17	0	11	0
ESTIMATED TIME OF OCCUR	0-2 YRS	21	23	11	13	8	11	17	20	11	14
	3-5 YRS	50	54	44	52	37	53	50	60	42	53
	6-10 YRS	21	23	30	35	25	36	17	20	26	32
	NO RESP	7	0	15	0	29	0	17	0	21	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#32 Student's demand for subsidies, fellowships, scholarships, etc. will rise.

CHANGE STATEMENT NUMBER : 32		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	9	15	17	8	10	0	0	9	11
	MODERATE	14	18	15	17	20	24	33	50	18	22
	HIGH	43	55	37	43	31	38	17	25	34	41
	GREAT	14	18	19	22	24	29	17	25	20	25
	NO RESP	21	0	15	0	18	0	33	0	18	0
	MEAN RESP	3.8		3.7		3.9		3.7		3.8	
IMPACT OF THE CHANGE	NONE	0	0	7	9	2	2	0	0	3	4
	LOW	29	36	22	27	27	33	33	50	27	33
	MODERATE	29	36	22	27	27	33	17	25	26	32
	HIGH	21	27	22	27	20	24	0	0	19	24
	GREAT	0	0	7	9	6	7	17	25	6	8
	NO RESP	21	0	19	0	18	0	33	0	19	0
	MEAN RESP	2.9		3.0		3.0		3.0		3.0	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	7	9	2	2	0	0	3	4
	STUDENT	79	100	70	83	67	81	67	100	69	85
	PROVOST	0	0	0	0	0	0	0	0	0	0
	ST + FED	0	0	7	9	4	5	0	0	4	5
	COMMUNITY	0	0	0	0	10	12	0	0	5	6
	NO RESP	21	0	15	0	18	0	33	0	18	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	0	0	7	9	2	2	0	0	3	4
	STUDENT	0	0	0	0	4	5	0	0	2	3
	PROVOST	0	0	19	22	16	20	17	25	14	18
	ST + FED	50	70	56	65	53	66	50	75	53	67
	COMMUNITY	21	30	4	4	6	7	0	0	7	9
	NO RESP	29	0	15	0	20	0	33	0	20	0
	MODE RESP	4.0		4.0		4.0		4.0		4.0	
SHOULD IT OCCUR ?	NO	36	45	44	52	33	42	50	75	38	47
	YES	43	55	41	48	45	57	17	25	42	53
	NO RESP	21	0	15	0	22	0	33	0	20	0
ESTIMATED TIME OF OCCUR	0-2 YRS	14	20	33	41	24	31	17	25	24	32
	3-5 YRS	36	50	30	36	37	49	33	50	35	45
	6-10 YRS	21	30	19	23	16	21	17	25	17	23
	NO RESP	29	0	19	0	24	0	33	0	23	0
	MODE RESP	2.0		1.0		2.0		2.0		2.0	

#33 Financial problems will bring about movement toward a student body composed of the socioeconomic elite.

CHANGE STATEMENT NUMBER : 33		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	11	12	20	22	33	40	15	17
	LOW	64	64	26	29	35	40	0	0	35	39
	MODERATE	21	21	26	29	18	20	33	40	21	24
	HIGH	14	14	26	29	12	13	0	0	15	17
	GREAT	0	0	0	0	4	4	17	20	3	3
	NO RESP	0	0	11	0	12	0	17	0	10	0
	MEAN RESP	2.5		2.7		2.3		2.6		2.5	
IMPACT OF THE CHANGE	NONE	0	0	0	0	4	5	0	0	2	2
	LOW	14	14	11	14	20	23	0	0	15	18
	MODERATE	21	21	11	14	24	28	17	25	19	23
	HIGH	29	29	52	64	20	23	17	25	30	35
	GREAT	36	36	7	9	18	21	33	50	18	22
	NO RESP	0	0	19	0	16	0	33	0	15	0
	MEAN RESP	3.9		3.7		3.3		4.2		3.6	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	4	5	2	3	0	0	2	3
	STUDENT	14	15	7	11	10	14	0	0	9	13
	PROVOST	0	0	7	11	2	3	0	0	3	4
	ST + FED	43	46	37	55	27	40	0	0	31	43
	COMMUNITY	36	38	15	21	27	40	50	100	27	37
	NO RESP	7	0	30	0	31	0	50	0	29	0
	MODE RESP	4.0		4.0		4.0		5.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	0	0	26	32	10	13	0	0	12	16
	STUDENT	14	17	11	14	25	34	0	0	18	24
	PROVOST	36	42	4	5	8	11	0	0	10	13
	ST + FED	21	25	26	32	16	21	67	100	22	29
	COMMUNITY	14	17	15	18	16	21	0	0	14	18
	NO RESP	14	0	19	0	25	0	33	0	22	0
	MODE RESP	3.0		1.0		2.0		4.0		4.0	
SHOULD IT OCCUR ?	NO	100	100	78	100	80	98	67	100	82	99
	YES	0	0	0	0	2	2	0	0	1	1
	NO RESP	0	0	22	0	18	0	33	0	17	0
ESTIMATED TIME OF OCCUR	0-2 YRS	0	0	11	14	6	9	0	0	6	9
	3-5 YRS	43	55	30	38	22	32	17	25	27	37
	6-10 YRS	36	45	37	48	39	59	50	75	39	54
	NO RESP	21	0	22	0	33	0	33	0	29	0
	MODE RESP	2.0		3.0		3.0		3.0		3.0	

#34 The student profile will change--more applicants will seek second professional skills.

CHANGE STATEMENT NUMBER : 34		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	14	17	11	13	14	17	0	0	12	15
	MODERATE	29	33	44	52	20	24	33	50	29	35
	HIGH	36	42	22	26	35	44	0	0	30	36
	GREAT	7	8	7	9	12	15	33	50	11	14
	NO RESP	14	0	15	0	20	0	33	0	18	0
	MEAN RESP	3.4		3.3		3.6		4.0		3.5	
IMPACT OF THE CHANGE	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	14	17	11	14	16	20	17	25	14	18
	MODERATE	50	58	48	59	29	37	17	25	37	46
	HIGH	21	25	15	18	25	32	17	25	21	27
	GREAT	0	0	7	9	6	7	17	25	6	8
	NO RESP	14	0	19	0	22	0	33	0	20	0
	MEAN RESP	3.1		3.2		3.2		3.5		3.2	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	4	5	8	10	0	0	5	6
	STUDENT	71	83	52	64	59	77	67	100	59	75
	PROVOST	0	0	0	0	0	0	0	0	0	0
	ST + FED	7	8	0	0	2	3	0	0	2	3
	COMMUNITY	7	8	26	32	8	10	0	0	12	16
	NO RESP	14	0	19	0	24	0	33	0	21	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	21	30	48	68	24	41	17	33	30	48
	STUDENT	7	10	0	0	4	7	0	0	3	5
	PROVOST	0	0	4	5	8	14	0	0	5	8
	ST + FED	21	30	15	21	16	28	17	33	16	26
	COMMUNITY	21	30	4	5	6	10	17	33	8	13
	NO RESP	29	0	30	0	43	0	50	0	38	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	14	17	37	45	24	31	17	25	26	32
	YES	71	83	44	55	53	69	50	75	53	68
	NO RESP	14	0	19	0	24	0	33	0	21	0
ESTIMATED TIME OF OCCUR	0-2 YRS	21	25	22	26	24	33	33	67	23	31
	3-5 YRS	36	42	48	57	24	33	17	33	32	42
	6-10 YRS	29	33	15	17	24	33	0	0	20	27
	NO RESP	14	0	15	0	29	0	50	0	24	0
	MODE RESP	2.0		2.0		1.0		1.0		2.0	

#35 Students will be more socially concerned and involved.

CHANGE STATEMENT NUMBER : 35		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	14	18	0	0	10	14	17	25	8	11
	LOW	36	45	52	61	35	49	33	50	40	52
	MODERATE	14	18	26	30	20	27	17	25	20	27
	HIGH	7	9	7	9	6	8	0	0	6	8
	GREAT	7	9	0	0	2	3	0	0	2	3
	NO RESP	21	0	15	0	27	0	33	0	23	0
	MEAN RESP	2.4		2.5		2.4		2.0		2.4	
IMPACT OF THE CHANGE	NONE	7	9	4	5	2	3	17	25	4	6
	LOW	14	18	22	29	29	44	33	50	26	36
	MODERATE	36	45	44	57	29	44	17	25	34	47
	HIGH	14	18	7	10	4	6	0	0	6	9
	GREAT	7	9	0	0	2	3	0	0	2	3
	NO RESP	21	0	22	0	33	0	33	0	29	0
	MEAN RESP	3.0		2.7		2.6		2.0		2.7	
GRP MOST PROMOTING THIS CHANGE	FACULTY	14	18	0	0	6	9	0	0	5	7
	STUDENT	57	73	52	64	51	76	50	100	52	73
	PROVOST	0	0	0	0	2	3	0	0	1	1
	ST + FED	0	0	7	9	4	6	0	0	4	6
	COMMUNITY	7	9	22	27	4	6	0	0	9	13
	NO RESP	21	0	19	0	33	0	50	0	29	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	14	22	7	10	10	16	17	33	10	16
	STUDENT	21	33	22	30	10	16	0	0	14	22
	PROVOST	0	0	7	10	16	26	0	0	10	16
	ST + FED	0	0	15	20	8	13	0	0	8	13
	COMMUNITY	29	44	22	30	18	29	33	67	21	33
	NO RESP	36	0	26	0	39	0	50	0	36	0
	MODE RESP	5.0		2.0		5.0		5.0		5.0	
SHOULD IT OCCUR ?	NO	14	18	19	22	33	50	0	0	24	34
	YES	64	82	67	78	33	50	50	100	48	66
	NO RESP	21	0	15	0	33	0	50	0	28	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	10	4	5	12	21	0	0	8	13
	3-5 YRS	36	50	52	70	24	41	33	67	34	53
	6-10 YRS	29	40	19	25	22	38	17	33	21	34
	NO RESP	29	0	26	0	43	0	50	0	37	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#36 For maximum flexability in job market, the students will demand a broader general education as well as skill training.

CHANGE STATEMENT NUMBER : 36		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	21	25	0	0	12	14	0	0	9	11
	LOW	29	33	41	46	41	48	50	75	40	46
	MODERATE	21	25	30	33	20	23	17	25	22	26
	HIGH	0	0	19	21	12	14	0	0	11	13
	GREAT	14	17	0	0	2	2	0	0	3	4
	NO RESP	14	0	11	0	14	0	33	0	14	0
	MEAN RESP	2.5		2.7		2.4		2.2		2.5	
IMPACT OF THE CHANGE	NONE	7	8	4	4	0	0	0	0	2	2
	LOW	36	42	7	8	22	26	17	25	19	23
	MODERATE	7	8	52	58	35	43	33	50	36	43
	HIGH	21	25	22	25	24	29	17	25	22	27
	GREAT	14	17	4	4	2	2	0	0	4	5
	NO RESP	14	0	11	0	18	0	33	0	16	0
	MEAN RESP	3.0		3.1		3.1		3.0		3.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	50	58	7	8	18	22	17	33	19	24
	STUDENT	29	33	74	85	51	65	33	67	53	66
	PROVOST	0	0	4	4	2	2	0	0	2	3
	ST + FED	0	0	0	0	2	2	0	0	1	1
	COMMUNITY	7	8	4	4	6	7	0	0	5	6
	NO RESP	14	0	11	0	22	0	50	0	19	0
	MODE RESP	1.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	14	20	41	52	37	53	17	33	34	47
	STUDENT	57	80	15	19	6	8	17	33	16	23
	PROVOST	0	0	0	0	12	17	0	0	6	9
	ST + FED	0	0	11	14	12	17	17	33	10	14
	COMMUNITY	0	0	11	14	4	6	0	0	5	7
	NO RESP	29	0	22	0	29	0	50	0	29	0
	MODE RESP	2.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	21	25	19	21	18	22	33	50	19	24
	YES	64	75	70	79	61	77	33	50	62	76
	NO RESP	14	0	11	0	22	0	33	0	18	0
ESTIMATED TIME OF OCCUR	0-2 YRS	0	0	7	9	6	9	0	0	5	7
	3-5 YRS	43	67	63	74	33	50	33	50	43	60
	6-10 YRS	21	33	15	17	27	41	33	50	23	33
	NO RESP	36	0	15	0	33	0	33	0	29	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#37 Students will become increasingly protective and assertive of their rights as customers and citizens, and intolerant of redtape and bureaucracy.

CHANGE STATEMENT NUMBER : 37		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	4	4	0	0	2	2
	LOW	36	38	15	17	14	15	0	0	16	18
	MODERATE	36	38	48	54	39	43	33	50	41	45
	HIGH	14	15	15	17	24	26	17	25	19	22
	GREAT	7	8	11	12	12	13	17	25	11	12
	NO RESP	7	0	11	0	8	0	33	0	10	0
	MEAN RESP	2.9		3.2		3.3		3.7		3.2	
IMPACT OF THE CHANGE	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	36	38	19	23	18	19	0	0	19	22
	MODERATE	21	23	44	55	45	49	17	25	40	45
	HIGH	29	31	15	18	22	23	33	50	21	24
	GREAT	7	8	4	5	6	6	17	25	6	7
	NO RESP	7	0	19	0	8	0	33	0	12	0
	MEAN RESP	3.1		3.1		3.1		4.0		3.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	0	0	2	2	0	0	1	1
	STUDENT	93	100	81	100	80	91	67	100	82	95
	PROVOST	0	0	0	0	2	2	0	0	1	1
	ST + FED	0	0	0	0	2	2	0	0	1	1
	COMMUNITY	0	0	0	0	2	2	0	0	1	1
	NO RESP	7	0	19	0	12	0	33	0	14	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	14	18	22	29	20	23	33	67	20	25
	STUDENT	7	9	4	5	2	2	0	0	3	4
	PROVOST	29	36	33	43	45	52	0	0	37	46
	ST + FED	21	27	4	5	14	16	17	33	12	15
	COMMUNITY	7	9	15	19	6	7	0	0	8	10
	NO RESP	21	0	22	0	14	0	50	0	19	0
	MODE RESP	3.0		3.0		3.0		1.0		3.0	
SHOULD IT OCCUR ?	NO	43	55	33	43	35	42	17	25	35	43
	YES	36	45	44	57	49	58	50	75	46	57
	NO RESP	21	0	22	0	16	0	33	0	19	0
ESTIMATED TIME OF OCCUR	0-2 YRS	29	36	26	32	18	22	0	0	20	26
	3-5 YRS	43	55	44	55	45	56	50	75	45	56
	6-10 YRS	7	9	11	14	18	22	17	25	14	18
	NO RESP	21	0	19	0	20	0	33	0	20	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#38 Students will be increasingly dedicated to the attainment of practical, employable skills rather than ideas.

CHANGE STATEMENT NUMBER : 38		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	0	0	0	0	1	1
	LOW	7	8	15	15	6	6	0	0	8	9
	MODERATE	29	33	22	23	25	27	0	0	23	25
	HIGH	21	25	37	38	45	48	50	60	40	43
	GREAT	29	33	19	19	18	19	33	40	20	22
	NO RESP	14	0	4	0	6	0	17	0	7	0
	MEAN RESP	3.8		3.5		3.8		4.4		3.8	
IMPACT OF THE CHANGE	NONE	0	0	4	4	0	0	0	0	1	1
	LOW	7	8	11	12	8	8	0	0	8	9
	MODERATE	14	17	41	44	43	46	33	40	38	41
	HIGH	36	42	22	24	33	35	33	40	31	33
	GREAT	29	33	15	16	10	10	17	20	14	16
	NO RESP	14	0	7	0	6	0	17	0	8	0
	MEAN RESP	4.0		3.4		3.4		3.8		3.5	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	0	0	0	0	0	0	0	0
	STUDENT	79	92	63	71	80	87	83	100	76	84
	PROVOST	0	0	0	0	0	0	0	0	0	0
	ST + FED	0	0	0	0	2	2	0	0	1	1
	COMMUNITY	7	8	26	29	10	11	0	0	13	15
	NO RESP	14	0	11	0	8	0	17	0	10	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	71	91	67	75	73	79	83	100	71	80
	STUDENT	7	9	4	4	4	4	0	0	4	5
	PROVOST	0	0	11	12	10	11	0	0	8	9
	ST + FED	0	0	4	4	4	4	0	0	3	3
	COMMUNITY	0	0	4	4	2	2	0	0	2	2
	NO RESP	21	0	11	0	8	0	17	0	11	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	64	75	70	76	71	78	67	80	69	77
	YES	21	25	22	24	20	22	17	20	20	23
	NO RESP	14	0	7	0	10	0	17	0	10	0
ESTIMATED TIME OF OCCUR	0-2 YRS	21	25	26	30	25	31	33	50	26	31
	3-5 YRS	57	67	52	61	43	52	33	50	47	57
	6-10 YRS	7	8	7	9	14	17	0	0	10	12
	NO RESP	14	0	15	0	18	0	33	0	17	0
	MODE RESP	2.0		2.0		2.0		1.0		2.0	

#39 The quality of students who will complete a degree program will be of a considerably higher level.

CHANGE STATEMENT NUMBER : 39		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	7	8	4	5	16	18	17	25	11	13
	LOW	57	67	37	45	35	38	50	75	59	46
	MODERATE	14	17	37	45	25	29	0	0	26	30
	HIGH	0	0	4	5	12	13	0	0	7	8
	GREAT	7	8	0	0	2	2	0	0	2	2
	NO RESP	14	0	19	0	12	0	33	0	15	0
	MEAN RESP	2.3		2.5		2.4		1.7		2.4	
IMPACT OF THE CHANGE	NONE	7	8	0	0	2	2	0	0	2	2
	LOW	7	8	15	18	10	12	0	0	10	12
	MODERATE	14	17	37	45	43	51	50	100	38	46
	HIGH	43	50	22	27	20	23	0	0	22	27
	GREAT	14	17	7	9	10	12	0	0	9	11
	NO RESP	14	0	19	0	16	0	50	0	18	0
	MEAN RESP	3.6		3.2		3.3		3.0		3.3	
GRP MOST PROMOTING THIS CHANGE	FACULTY	50	64	44	55	41	54	33	67	43	56
	STUDENT	21	27	19	23	24	31	0	0	20	27
	PROVOST	7	9	11	14	2	3	0	0	5	7
	ST + FED	0	0	7	9	6	8	17	33	6	8
	COMMUNITY	0	0	0	0	4	5	0	0	2	3
	NO RESP	21	0	19	0	24	0	50	0	23	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	0	0	7	10	14	21	0	0	9	13
	STUDENT	64	90	37	50	27	41	33	67	36	52
	PROVOST	0	0	0	0	6	9	0	0	3	4
	ST + FED	0	0	15	20	16	24	17	33	13	19
	COMMUNITY	7	10	15	20	4	6	0	0	7	10
	NO RESP	29	0	26	0	33	0	50	0	32	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
SHOULD IT OCCUR ?	NO	7	9	26	32	18	23	17	33	18	24
	YES	71	91	56	68	59	77	33	67	58	76
	NO RESP	21	0	19	0	24	0	50	0	23	0
ESTIMATED TIME OF OCCUR	0-2 YRS	14	20	11	14	6	9	17	33	9	13
	3-5 YRS	36	50	26	33	24	34	17	33	26	36
	6-10 YRS	21	30	41	52	39	57	17	33	36	51
	NO RESP	29	0	22	0	31	0	50	0	30	0
	MODE RESP	2.0		3.0		3.0		1.0		3.0	

#40 The student population will have a greater representation of women and minorities.

CHANGE STATEMENT NUMBER : 40		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	22	24	18	20	17	20	16	18
	MODERATE	14	14	37	40	25	28	33	40	28	30
	HIGH	64	64	22	24	33	37	17	20	34	37
	GREAT	21	21	11	12	14	15	17	20	14	16
	NO RESP	0	0	7	0	10	0	17	0	8	0
	MEAN RESP	4.0		3.2		3.5		3.4		3.5	
IMPACT OF THE CHANGE	NONE	0	0	0	0	2	2	17	25	2	2
	LOW	7	7	22	24	18	20	0	0	16	18
	MODERATE	43	43	59	64	47	53	33	50	49	55
	HIGH	43	43	11	12	16	18	17	25	18	20
	GREAT	7	7	0	0	6	7	0	0	4	5
	NO RESP	0	0	7	0	12	0	33	0	10	0
	MEAN RESP	3.5		2.9		3.1		2.7		3.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	7	8	6	7	0	0	5	6
	STUDENT	21	21	30	33	18	21	0	0	20	24
	PROVOST	29	29	4	4	4	5	0	0	7	8
	ST + FED	29	29	37	42	43	51	67	100	41	47
	COMMUNITY	21	21	11	12	14	16	0	0	13	15
	NO RESP	0	0	11	0	16	0	33	0	13	0
	MODE RESP	3.0		4.0		4.0		4.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	14	20	11	17	31	47	33	50	23	35
	STUDENT	14	20	15	22	10	15	0	0	11	17
	PROVOST	0	0	11	17	6	9	0	0	6	9
	ST + FED	14	20	7	11	4	6	0	0	6	9
	COMMUNITY	29	40	22	33	16	24	33	50	20	30
	NO RESP	29	0	33	0	33	0	33	0	33	0
	MODE RESP	5.0		5.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	7	7	11	12	22	25	0	0	15	17
	YES	93	93	81	88	65	75	67	100	73	83
	NO RESP	0	0	7	0	14	0	33	0	11	0
ESTIMATED TIME OF OCCUR	0-2 YRS	36	38	41	44	27	32	50	75	34	38
	3-5 YRS	50	54	33	36	41	48	17	25	39	44
	6-10 YRS	7	8	19	20	18	20	0	0	15	17
	NO RESP	7	0	7	0	14	0	33	0	12	0
	MODE RESP	2.0		1.0		2.0		1.0		2.0	

#41 Student interest will cover disciplines and majors not presently offered.

CHANGE STATEMENT NUMBER : 41		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	14	14	4	5	8	10	17	25	8	10
	LOW	7	7	30	36	18	23	17	25	19	24
	MODERATE	57	57	26	32	29	38	17	25	32	39
	HIGH	14	14	19	23	20	26	0	0	17	22
	GREAT	7	7	4	5	2	3	17	25	4	5
	NO RESP	0	0	19	0	24	0	33	0	19	0
	MEAN RESP	2.9		2.9		2.9		2.7		2.9	
IMPACT OF THE CHANGE	NONE	0	0	0	0	4	5	0	0	2	3
	LOW	21	23	19	24	14	18	17	25	16	21
	MODERATE	36	38	37	48	39	53	17	25	37	47
	HIGH	29	31	19	24	14	18	17	25	17	22
	GREAT	7	8	4	5	4	5	17	25	5	7
	NO RESP	7	0	22	0	25	0	33	0	22	0
	MEAN RESP	3.2		3.1		3.0		3.5		3.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	7	8	7	10	12	16	0	0	9	12
	STUDENT	64	69	56	71	51	70	33	67	53	70
	PROVOST	7	8	0	0	0	0	0	0	1	1
	ST + FED	0	0	4	5	2	3	0	0	2	3
	COMMUNITY	14	15	11	14	8	11	17	33	10	14
	NO RESP	7	0	22	0	27	0	50	0	24	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	79	92	30	38	25	37	17	33	34	46
	STUDENT	0	0	4	5	4	6	0	0	3	4
	PROVOST	0	0	26	33	27	40	17	33	22	31
	ST + FED	7	8	15	19	10	14	17	33	11	15
	COMMUNITY	0	0	4	5	2	3	0	0	2	3
	NO RESP	14	0	22	0	31	0	50	0	28	0
	MODE RESP	1.0		1.0		3.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	14	15	33	43	18	24	33	67	22	30
	YES	79	85	44	57	55	76	17	33	53	70
	NO RESP	7	0	22	0	27	0	50	0	24	0
ESTIMATED TIME OF OCCUR	0-2 YRS	14	17	4	5	10	14	0	0	8	11
	3-5 YRS	43	50	37	50	22	31	17	50	29	40
	6-10 YRS	29	33	33	45	39	56	17	50	35	49
	NO RESP	14	0	26	0	29	0	67	0	29	0
	MODE RESP	2.0		2.0		3.0		2.0		3.0	

#42 The number of students who take more than four years to complete an undergraduate degree program will increase.

CHANGE STATEMENT NUMBER : 42		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	0	0	15	17	12	14	0	0	10	12
	MODERATE	43	43	22	25	18	21	17	20	22	26
	HIGH	29	29	41	46	27	33	33	40	32	36
	GREAT	29	29	11	12	25	30	33	40	22	26
	NO RESP	0	0	11	0	16	0	17	0	12	0
	MEAN RESP	3.9		3.5		3.7		4.2		3.8	
IMPACT OF THE CHANGE	NONE	7	7	4	4	0	0	0	0	2	2
	LOW	29	29	15	17	8	10	33	40	14	16
	MODERATE	36	36	56	62	53	64	0	0	48	55
	HIGH	21	21	15	17	18	21	50	60	19	22
	GREAT	7	7	0	0	4	5	0	0	3	4
	NO RESP	0	0	11	0	18	0	17	0	13	0
	MEAN RESP	2.9		2.9		3.2		3.2		3.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	7	8	4	5	0	0	4	5
	STUDENT	100	100	67	75	71	86	83	100	74	86
	PROVOST	0	0	4	4	0	0	0	0	1	1
	ST + FED	0	0	7	8	4	5	0	0	4	5
	COMMUNITY	0	0	4	4	4	5	0	0	3	4
	NO RESP	0	0	11	0	18	0	17	0	13	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	36	42	19	25	24	35	17	25	23	33
	STUDENT	14	17	11	15	10	15	0	0	10	14
	PROVOST	0	0	26	35	16	24	0	0	15	21
	ST + FED	29	33	7	10	14	21	33	50	15	21
	COMMUNITY	7	8	11	15	4	6	17	25	7	10
	NO RESP	14	0	26	0	33	0	33	0	29	0
	MODE RESP	1.0		3.0		1.0		4.0		1.0	
SHOULD IT OCCUR ?	NO	43	50	37	43	41	50	50	60	41	49
	YES	43	50	48	57	41	50	33	40	43	51
	NO RESP	14	0	15	0	18	0	17	0	16	0
ESTIMATED TIME OF OCCUR	0-2 YRS	29	29	33	39	14	17	50	75	23	28
	3-5 YRS	50	50	41	48	47	59	17	25	44	52
	6-10 YRS	21	21	11	13	20	24	0	0	16	20
	NO RESP	0	0	15	0	20	0	33	0	16	0
	MODE RESP	2.0		2.0		2.0		1.0		2.0	

#43 The cirriculum will constantly change to address available job markets for graduates

CHANGE STATEMENT NUMBER : 43		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	0	0	17	17	2	2
	LOW	36	36	22	24	22	22	0	0	22	23
	MODERATE	36	36	37	40	25	27	33	33	31	32
	HIGH	29	29	26	28	37	39	0	0	31	32
	GREAT	0	0	4	4	12	12	50	50	10	11
	NO RESP	0	0	7	0	4	0	0	0	4	0
	MEAN RESP	3.0		3.0		3.4		3.7		3.3	
IMPACT OF THE CHANGE	NONE	0	0	4	4	0	0	0	0	1	1
	LOW	7	7	11	12	8	8	0	0	8	9
	MODERATE	64	64	48	50	37	40	50	60	45	47
	HIGH	21	21	30	31	39	42	33	40	34	35
	GREAT	7	7	4	4	10	10	0	0	7	8
	NO RESP	0	0	4	0	6	0	17	0	5	0
	MEAN RESP	3.2		3.2		3.5		3.4		3.4	
GRP MOST PROMOTING THIS CHANGE	FACULTY	21	21	22	24	25	28	17	20	23	25
	STUDENT	64	64	59	64	43	47	50	60	51	55
	PROVOST	0	0	4	4	2	2	0	0	2	2
	ST + FED	0	0	4	4	4	4	0	0	3	3
	COMMUNITY	14	14	4	4	18	19	17	20	13	14
	NO RESP	0	0	7	0	8	0	17	0	7	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	57	62	63	71	53	63	33	40	55	64
	STUDENT	0	0	0	0	2	2	0	0	1	1
	PROVOST	0	0	15	17	22	26	17	20	16	19
	ST + FED	36	38	11	12	4	5	33	40	12	14
	COMMUNITY	0	0	0	0	4	5	0	0	2	2
	NO RESP	7	0	11	0	16	0	17	0	13	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	14	15	19	21	24	26	50	60	22	25
	YES	79	85	70	79	69	74	33	40	68	75
	NO RESP	7	0	11	0	8	0	17	0	9	0
ESTIMATED TIME OF OCCUR	0-2 YRS	21	21	33	36	31	36	50	60	32	35
	3-5 YRS	64	64	37	40	37	43	33	40	41	45
	6-10 YRS	14	14	22	24	18	20	0	0	17	19
	NO RESP	0	0	7	0	14	0	17	0	10	0
	MODE RESP	2.0		2.0		2.0		1.0		2.0	

#44 The professional and technical areas will be expanded to meet pressing needs of our society.

CHANGE STATEMENT NUMBER : 44		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	0	0	0	0	1	1
	LOW	14	15	4	4	14	15	0	0	10	11
	MODERATE	43	46	30	32	22	23	17	25	27	29
	HIGH	29	31	44	48	45	49	17	25	41	45
	GREAT	7	8	11	12	12	13	33	50	12	13
	NO RESP	7	0	7	0	8	0	33	0	9	0
	MEAN RESP	3.3		3.6		3.6		4.2		3.5	
IMPACT OF THE CHANGE	NONE	0	0	4	4	0	0	0	0	1	1
	LOW	7	8	0	0	10	11	17	25	7	8
	MODERATE	43	46	44	50	39	43	17	25	40	44
	HIGH	29	31	33	37	37	40	17	25	34	37
	GREAT	14	15	7	8	6	6	17	25	8	9
	NO RESP	7	0	11	0	8	0	33	0	10	0
	MEAN RESP	3.5		3.4		3.4		3.5		3.4	
GRP MOST PROMOTING THIS CHANGE	FACULTY	29	31	19	21	20	22	0	0	19	22
	STUDENT	29	31	30	33	20	22	33	50	24	28
	PROVOST	14	15	0	0	8	9	17	25	7	8
	ST + FED	14	15	19	21	18	20	0	0	16	19
	COMMUNITY	7	8	22	25	24	27	17	25	20	23
	NO RESP	7	0	11	0	12	0	33	0	12	0
	MODE RESP	1.0		2.0		5.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	50	58	52	64	49	58	33	67	49	60
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	7	8	11	14	12	14	0	0	10	12
	ST + FED	29	33	11	14	20	23	17	33	18	22
	COMMUNITY	0	0	7	9	4	5	0	0	4	5
	NO RESP	14	0	19	0	16	0	50	0	18	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	21	25	26	29	24	26	17	25	23	27
	YES	64	75	63	71	67	74	50	75	64	73
	NO RESP	14	0	11	0	10	0	33	0	12	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	8	30	35	16	19	33	67	19	24
	3-5 YRS	64	75	44	52	41	50	17	33	44	54
	6-10 YRS	14	17	11	13	25	31	0	0	18	22
	NO RESP	14	0	15	0	18	0	50	0	18	0
	MODE RESP	2.0		2.0		2.0		1.0		2.0	

#45 More "non-traditional" courses will be offered. (e.g., short courses, new time frames, etc.).

CHANGE STATEMENT NUMBER : 45		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	0	0	0	0	1	1
	LOW	7	7	4	4	6	7	17	17	6	7
	MODERATE	64	64	30	31	24	27	33	33	32	34
	HIGH	21	21	44	46	41	48	17	17	38	41
	GREAT	7	7	15	15	16	18	33	33	15	17
	NO RESP	0	0	4	0	14	0	0	0	8	0
	MEAN RESP	3.2		3.6		3.8		3.7		3.7	
IMPACT OF THE CHANGE	NONE	0	0	4	4	0	0	0	0	1	1
	LOW	29	29	7	8	8	9	33	33	12	13
	MODERATE	57	57	41	44	45	52	50	50	46	51
	HIGH	7	7	30	32	20	23	17	17	20	22
	GREAT	7	7	11	12	14	16	0	0	11	12
	NO RESP	0	0	7	0	14	0	0	0	9	0
	MEAN RESP	2.9		3.4		3.5		2.8		3.3	
GRP MOST PROMOTING THIS CHANGE	FACULTY	14	14	7	8	16	19	0	0	12	14
	STUDENT	14	14	30	32	35	42	17	25	30	34
	PROVOST	36	36	11	12	14	16	17	25	16	19
	ST + FED	7	7	4	4	4	5	0	0	4	5
	COMMUNITY	29	29	41	44	16	19	33	50	26	29
	NO RESP	0	0	7	0	16	0	33	0	12	0
	MODE RESP	3.0		5.0		2.0		5.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	79	85	63	71	43	59	33	50	53	67
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	14	15	11	12	20	27	0	0	15	19
	ST + FED	0	0	15	17	10	14	33	50	11	14
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	7	0	11	0	27	0	33	0	20	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	29	29	26	28	14	16	33	40	20	23
	YES	71	71	67	72	71	84	50	60	68	77
	NO RESP	0	0	7	0	16	0	17	0	11	0
ESTIMATED TIME OF OCCUR	0-2 YRS	14	15	22	25	14	17	0	0	15	19
	3-5 YRS	57	62	59	67	55	70	50	75	56	68
	6-10 YRS	21	23	7	8	10	12	17	25	11	14
	NO RESP	7	0	11	0	22	0	33	0	17	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#46 Study and work will be combined; a change from present pattern of education followed by work.

CHANGE STATEMENT NUMBER : 46		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	4	5	0	0	3	4
	LOW	29	33	19	20	12	15	17	33	16	20
	MODERATE	36	42	44	48	25	32	17	33	32	38
	HIGH	14	17	19	20	33	41	0	0	24	30
	GREAT	7	8	7	8	6	7	17	33	7	9
	NO RESP	14	0	7	0	20	0	50	0	17	0
	MEAN RESP	3.0		3.1		3.3		3.3		3.2	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	8	19	20	12	15	0	0	12	15
	MODERATE	21	25	41	44	35	45	33	67	35	42
	HIGH	57	67	22	24	22	27	0	0	26	31
	GREAT	0	0	11	12	10	12	17	33	9	11
	NO RESP	14	0	7	0	22	0	50	0	18	0
	MEAN RESP	3.6		3.3		3.3		3.7		3.3	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	0	0	2	3	0	0	1	1
	STUDENT	43	50	70	76	63	82	50	100	61	76
	PROVOST	7	8	0	0	0	0	0	0	1	1
	ST + FED	0	0	0	0	2	3	0	0	1	1
	COMMUNITY	36	42	22	24	10	13	0	0	16	20
	NO RESP	14	0	7	0	24	0	50	0	19	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	36	50	59	73	41	66	17	50	44	65
	STUDENT	7	10	4	5	4	6	0	0	4	6
	PROVOST	7	10	7	9	10	16	0	0	8	12
	ST + FED	14	20	4	5	4	6	17	50	6	9
	COMMUNITY	7	10	7	9	4	6	0	0	5	8
	NO RESP	29	0	19	0	37	0	67	0	33	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	21	25	33	36	20	25	33	67	24	30
	YES	64	75	59	64	59	75	17	33	57	70
	NO RESP	14	0	7	0	22	0	50	0	18	0
ESTIMATED TIME OF OCCUR	0-2 YRS	0	0	11	12	12	16	0	0	9	12
	3-5 YRS	36	50	59	64	41	55	33	67	45	58
	6-10 YRS	36	50	22	24	22	29	17	33	25	30
	NO RESP	29	0	7	0	25	0	50	0	22	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#47 More stringent and exacting evaluation and accountability of courses and programs will be demanded by those who pay for them.

CHANGE STATEMENT NUMBER : 47		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	7	7	26	28	10	11	0	0	13	15
	MODERATE	43	43	22	24	37	42	50	60	35	38
	HIGH	36	36	33	36	27	31	.0	0	26	31
	GREAT	14	14	11	12	12	13	33	40	13	15
	NO RESP	0	0	7	0	12	0	17	0	9	0
	MEAN RESP	3.6		3.3		3.4		3.8		3.4	
IMPACT OF THE CHANGE	NONE	0	0	4	4	0	0	0	0	1	1
	LOW	7	7	7	8	14	16	17	20	11	12
	MODERATE	43	43	33	36	39	45	33	40	38	42
	HIGH	36	36	41	44	25	30	17	20	31	34
	GREAT	14	14	7	8	8	9	17	20	9	10
	NO RESP	0	0	7	0	14	0	17	0	10	0
	MEAN RESP	3.6		3.4		3.3		3.4		3.4	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	4	4	0	0	0	0	1	1
	STUDENT	57	57	63	68	57	64	67	80	59	65
	PROVOST	7	7	4	4	10	11	0	0	7	8
	ST + FED	29	29	15	16	10	11	17	20	14	16
	COMMUNITY	7	7	7	8	12	13	0	0	9	10
	NO RESP	0	0	7	0	12	0	17	0	9	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	93	93	93	100	80	93	83	100	86	95
	STUDENT	7	7	0	0	0	0	0	0	1	1
	PROVOST	0	0	0	0	4	5	0	0	2	-2
	ST + FED	0	0	0	0	2	2	0	0	1	1
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	0	0	7	0	14	0	17	0	10	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	29	29	37	40	25	29	17	20	29	31
	YES	71	71	56	60	63	71	67	80	62	69
	NO RESP	0	0	7	0	12	0	17	0	9	0
ESTIMATED TIME OF OCCUR	0-2 YRS	36	36	26	30	18	21	17	20	22	26
	3-5 YRS	43	43	48	57	37	44	67	80	43	49
	6-10 YRS	21	21	11	13	29	35	0	0	21	25
	NO RESP	0	0	15	0	16	0	17	0	13	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#48 The central administration of the university will increase its quantitative judgement of programs. Efficiency and products will be viewed critically.

CHANGE STATEMENT NUMBER : 48		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	15	16	6	6	17	17	8	9
	MODERATE	7	7	15	16	16	16	17	17	14	15
	HIGH	71	71	41	44	49	51	33	33	49	51
	GREAT	21	21	22	24	25	27	33	33	24	26
	NO RESP	0	0	7	0	4	0	0	0	4	0
	MEAN RESP	4.1		3.8		4.0		3.8		4.0	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	7	8	8	8	17	17	7	8
	MODERATE	36	36	26	28	24	25	33	33	27	28
	HIGH	50	50	44	48	47	50	33	33	46	48
	GREAT	14	14	15	16	16	17	17	17	15	16
	NO RESP	0	0	7	0	6	0	0	0	5	0
	MEAN RESP	3.8		3.7		3.8		3.5		3.7	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	0	0	2	2	0	0	1	1
	STUDENT	0	0	4	4	4	4	0	0	3	3
	PROVOST	71	71	67	75	75	81	100	100	73	79
	ST + FED	29	29	15	17	10	11	0	0	13	14
	COMMUNITY	0	0	4	4	2	2	0	0	2	2
	NO RESP	0	0	11	0	8	0	0	0	7	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	100	100	85	96	88	96	100	100	90	97
	STUDENT	0	0	0	0	2	2	0	0	1	1
	PROVOST	0	0	4	4	2	2	0	0	2	2
	ST + FED	0	0	0	0	0	0	0	0	0	0
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	0	0	11	0	8	0	0	0	7	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	21	21	37	40	45	49	50	50	40	42
	YES	79	79	56	60	47	51	50	50	54	58
	NO RESP	0	0	7	0	8	0	0	0	6	0
ESTIMATED TIME OF OCCUR	0-2 YRS	50	50	44	48	33	36	67	80	41	44
	3-5 YRS	36	36	48	52	45	49	17	20	43	46
	6-10 YRS	14	14	0	0	14	15	0	0	9	10
	NO RESP	0	0	7	0	8	0	17	0	7	0
	MODE RESP	1.0		2.0		2.0		1.0		2.0	

#49 To make programs more flexible and adaptable, more elective courses that will be counted toward graduation will be offered.

CHANGE STATEMENT NUMBER : 49		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	6	8	0	0	3	4
	LOW	36	45	48	59	37	49	33	67	40	52
	MODERATE	21	27	26	32	20	26	17	33	21	28
	HIGH	7	9	4	5	14	18	0	0	9	12
	GREAT	14	18	4	5	0	0	0	0	3	4
	NO RESP	21	0	19	0	24	0	50	0	23	0
	MEAN RESP	3.0		2.6		2.6		2.3		2.6	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	29	36	11	14	27	37	17	33	22	30
	MODERATE	29	36	44	55	31	42	17	33	34	45
	HIGH	21	27	19	23	14	18	17	33	16	22
	GREAT	0	0	7	9	2	3	0	0	3	4
	NO RESP	21	0	19	0	25	0	50	0	24	0
	MEAN RESP	2.9		3.3		2.9		3.0		3.0	
GRP MOST PROMOTING THIS CHANGE	FACULTY	7	9	11	14	16	22	17	33	13	18
	STUDENT	57	73	52	64	45	64	33	67	48	65
	PROVOST	7	9	7	9	10	14	0	0	8	11
	ST + FED	0	0	4	5	0	0	0	0	1	1
	COMMUNITY	7	9	7	9	0	0	0	0	3	4
	NO RESP	21	0	19	0	29	0	50	0	27	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	57	89	56	71	45	66	17	33	48	69
	STUDENT	7	11	4	5	0	0	0	0	2	3
	PROVOST	0	0	19	24	18	26	17	33	15	22
	ST + FED	0	0	0	0	4	6	17	33	3	4
	COMMUNITY	0	0	0	0	2	3	0	0	1	1
	NO RESP	36	0	22	0	31	0	50	0	31	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	43	50	48	59	41	57	33	67	43	57
	YES	43	50	33	41	31	43	17	33	33	43
	NO RESP	14	0	19	0	27	0	50	0	24	0
ESTIMATED TIME OF OCCUR	0-2 YRS	21	25	15	20	8	11	17	50	12	17
	3-5 YRS	50	58	44	60	37	54	17	50	40	57
	6-10 YRS	14	17	15	20	24	34	0	0	18	26
	NO RESP	14	0	26	0	31	0	67	0	30	0
	MODE RESP	2.0		2.0		2.0		1.0		2.0	

#50 More programs will be tailored for the individual students.

CHANGE STATEMENT NUMBER : 50		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	7	8	0	0	8	10	0	0	5	6
	LOW	21	25	48	59	31	38	33	33	35	41
	MODERATE	29	33	30	36	24	29	50	50	28	33
	HIGH	21	25	4	5	20	24	17	17	15	18
	GREAT	7	8	0	0	0	0	0	0	1	1
	NO RESP	14	0	19	0	18	0	0	0	16	0
	MEAN RESP	3.0		2.5		2.7		2.8		2.6	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	9	15	18	22	27	67	67	20	25
	MODERATE	43	55	41	50	35	44	33	33	38	46
	HIGH	21	27	26	32	14	17	0	0	17	21
	GREAT	7	9	0	0	10	12	0	0	6	7
	NO RESP	21	0	19	0	20	0	0	0	18	0
	MEAN RESP	3.4		3.1		3.1		2.3		3.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	4	5	4	5	0	0	3	4
	STUDENT	71	91	70	86	67	89	67	80	68	88
	PROVOST	7	9	4	5	4	5	0	0	4	5
	ST + FED	0	0	0	0	0	0	0	0	0	0
	COMMUNITY	0	0	4	5	0	0	17	20	2	3
	NO RESP	21	0	19	0	25	0	17	0	22	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	64	90	44	55	43	56	17	25	45	59
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	0	0	22	27	25	33	17	25	20	27
	ST + FED	7	10	11	14	8	10	33	50	10	13
	COMMUNITY	0	0	4	5	0	0	0	0	1	1
	NO RESP	29	0	19	0	24	0	33	0	23	0
	MODE RESP	1.0		1.0		1.0		4.0		1.0	
SHOULD IT OCCUR ?	NO	29	36	48	59	45	56	33	33	43	52
	YES	50	64	33	41	35	44	67	67	39	47
	NO RESP	21	0	19	0	20	0	0	0	18	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	9	19	26	6	9	17	17	10	14
	3-5 YRS	50	64	30	42	31	46	67	67	36	49
	6-10 YRS	21	27	22	32	31	46	17	17	27	37
	NO RESP	21	0	30	0	31	0	0	0	28	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#51 There will be pressure for a reduction in number of high cost teaching models, i.e., labs.

CHANGE STATEMENT NUMBER : 51		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	6	7	0	0	4	5
	LOW	7	8	15	17	12	14	33	40	13	15
	MODERATE	29	31	19	21	24	28	17	20	22	26
	HIGH	50	54	33	37	27	33	33	40	33	38
	GREAT	7	8	19	21	16	19	0	0	14	16
	NO RESP	7	0	11	0	16	0	17	0	13	0
	MEAN RESP	3.6		3.5		3.5		3.0		3.4	
IMPACT OF THE CHANGE	NONE	0	0	0	0	4	5	0	0	2	2
	LOW	14	15	4	4	10	12	17	20	9	11
	MODERATE	21	23	26	29	24	29	17	20	23	28
	HIGH	57	62	44	50	29	37	50	60	39	46
	GREAT	0	0	15	17	14	17	0	0	11	13
	NO RESP	7	0	11	0	20	0	17	0	15	0
	MEAN RESP	3.5		3.8		3.5		3.4		3.6	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	4	4	0	0	0	0	1	1
	STUDENT	0	0	4	4	2	3	0	0	2	2
	PROVOST	57	62	33	37	45	59	50	60	44	53
	ST + FED	21	23	44	50	27	36	33	40	32	38
	COMMUNITY	14	15	4	4	2	3	0	0	4	5
	NO RESP	7	0	11	0	24	0	17	0	17	0
	MODE RESP	3.0		4.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	57	62	67	78	67	85	83	100	66	80
	STUDENT	29	31	11	13	10	12	0	0	12	15
	PROVOST	7	8	4	4	0	0	0	0	2	2
	ST + FED	0	0	4	4	2	2	0	0	2	2
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	7	0	15	0	22	0	17	0	17	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	64	69	74	83	71	90	67	80	70	84
	YES	29	31	15	17	8	10	17	20	13	16
	NO RESP	7	0	11	0	22	0	17	0	16	0
ESTIMATED TIME OF OCCUR	0-2 YRS	36	38	30	36	20	28	0	0	23	30
	3-5 YRS	36	38	41	50	27	39	67	80	35	45
	6-10 YRS	21	23	11	14	24	33	17	20	19	25
	NO RESP	7	0	19	0	29	0	17	0	22	0
	MODE RESP	1.0		2.0		2.0		2.0		2.0	

#52 There will be an increasing emphasis on quality research programs, particulary research applied to social needs.

CHANGE STATEMENT NUMBER : 52		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	2	2	17	20	2	2
	LOW	7	8	26	30	25	28	17	20	22	25
	MODERATE	50	54	19	22	24	26	33	40	27	30
	HIGH	21	23	30	35	27	30	0	0	26	29
	GREAT	14	15	11	13	12	13	17	20	12	14
	NO RESP	7	0	15	0	10	0	17	0	11	0
	MEAN RESP	3.4		3.3		3.2		2.8		3.3	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	29	31	11	13	16	18	33	40	17	20
	MODERATE	21	23	30	35	39	44	50	60	35	40
	HIGH	36	38	33	39	22	24	0	0	26	29
	GREAT	7	8	11	13	12	13	0	0	10	12
	NO RESP	7	0	15	0	12	0	17	0	12	0
	MEAN RESP	3.2		3.5		3.3		2.6		3.4	
GRP MOST PROMOTING THIS CHANGE	FACULTY	14	15	22	27	29	36	33	40	26	30
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	29	31	7	9	20	24	17	20	17	21
	ST + FED	36	38	37	45	16	19	17	20	24	29
	COMMUNITY	14	15	15	18	18	21	17	20	16	20
	NO RESP	7	0	19	0	18	0	17	0	16	0
	MODE RESP	4.0		4.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	29	33	37	53	33	53	17	20	33	47
	STUDENT	14	17	15	21	4	6	17	20	9	13
	PROVOST	7	8	7	11	10	16	17	20	9	13
	ST + FED	14	17	4	5	14	22	33	40	12	18
	COMMUNITY	21	25	7	11	2	3	0	0	6	9
	NO RESP	14	0	30	0	37	0	17	0	31	0
	MODE RESP	1.0		1.0		1.0		4.0		1.0	
SHOULD IT OCCUR ?	NO	21	23	22	26	29	33	67	80	29	33
	YES	71	77	63	74	59	67	17	20	59	67
	NO RESP	7	0	15	0	12	0	17	0	12	0
ESTIMATED TIME OF OCCUR	0-2 YRS	29	31	19	24	14	18	0	0	16	21
	3-5 YRS	36	38	37	48	29	38	50	75	34	43
	6-10 YRS	29	31	22	29	33	44	17	25	29	36
	NO RESP	7	0	22	0	24	0	33	0	21	0
	MODE RESP	2.0		2.0		3.0		2.0		2.0	

#53 Research will be tied more closely to instruction.

CHANGE STATEMENT NUMBER : 53		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	7	10	4	5	0	0	4	5
	LOW	29	40	37	50	31	37	33	50	33	42
	MODERATE	36	50	22	30	29	35	33	50	29	36
	HIGH	0	0	7	10	16	19	0	0	10	13
	GREAT	7	10	0	0	4	5	0	0	3	4
	NO RESP	29	0	26	0	16	0	33	0	21	0
	MEAN RESP	2.8		2.4		2.8		2.5		2.7	
IMPACT OF THE CHANGE	NONE	0	0	7	11	4	5	0	0	4	5
	LOW	14	20	11	16	14	17	33	50	14	19
	MODERATE	36	50	30	42	33	40	33	50	33	43
	HIGH	21	30	22	32	25	31	0	0	22	29
	GREAT	0	0	0	0	6	7	0	0	3	4
	NO RESP	29	0	30	0	18	0	33	0	23	0
	MEAN RESP	3.1		3.0		3.2		2.5		3.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	29	44	37	53	37	46	17	33	35	47
	STUDENT	7	11	7	11	6	7	33	67	8	11
	PROVOST	29	44	19	26	20	24	0	0	19	26
	ST + FED	0	0	7	11	10	12	0	0	7	10
	COMMUNITY	0	0	0	0	8	10	0	0	4	6
	NO RESP	36	0	30	0	20	0	50	0	27	0
	MODE RESP	1.0		1.0		1.0		2.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	36	56	30	47	45	68	17	33	38	59
	STUDENT	7	11	19	29	6	9	0	0	9	14
	PROVOST	7	11	0	0	10	15	0	0	6	10
	ST + FED	14	22	15	24	6	9	33	67	11	17
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	36	0	37	0	33	0	50	0	36	0
	MODE RESP	1.0		1.0		1.0		4.0		1.0	
SHOULD IT OCCUR ?	NO	7	11	26	39	27	33	33	50	24	33
	YES	57	89	41	61	55	67	33	50	50	67
	NO RESP	36	0	33	0	18	0	33	0	26	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	11	11	18	14	18	0	0	11	16
	3-5 YRS	36	56	41	65	27	37	33	67	33	48
	6-10 YRS	21	33	11	18	33	45	17	33	24	36
	NO RESP	36	0	37	0	25	0	50	0	32	0
	MODE RESP	2.0		2.0		3.0		2.0		2.0	

#54 There will be more choice of general education courses.

CHANGE STATEMENT NUMBER : 54		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	10	12	0	0	6	7
	LOW	14	20	22	25	27	33	17	25	23	28
	MODERATE	29	40	19	21	16	19	17	25	18	22
	HIGH	7	10	30	33	25	30	17	25	23	28
	GREAT	21	30	15	17	6	7	17	25	11	14
	NO RESP	29	0	11	0	16	0	33	0	17	0
	MEAN RESP	3.5		3.3		2.9		3.5		3.1	
IMPACT OF THE CHANGE	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	7	10	19	22	35	44	33	50	27	33
	MODERATE	43	60	37	43	24	29	33	50	31	38
	HIGH	14	20	30	35	14	17	0	0	17	22
	GREAT	7	10	0	0	6	7	0	0	4	5
	NO RESP	29	0	15	0	20	0	33	0	20	0
	MEAN RESP	3.3		3.1		2.8		2.5		2.9	
GRP MOST PROMOTING THIS CHANGE	FACULTY	43	67	15	17	24	29	17	33	23	30
	STUDENT	14	22	52	61	37	46	33	67	38	49
	PROVOST	0	0	19	22	16	20	0	0	13	17
	ST + FED	0	0	0	0	2	2	0	0	1	1
	COMMUNITY	7	11	0	0	2	2	0	0	2	3
	NO RESP	36	0	15	0	20	0	50	0	22	0
	MODE RESP	1.0		2.0		2.0		2.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	21	37	41	55	35	46	17	33	34	47
	STUDENT	7	12	19	25	4	5	0	0	8	11
	PROVOST	21	37	7	10	25	33	0	0	18	26
	ST + FED	7	12	4	5	8	10	33	67	8	11
	COMMUNITY	0	0	4	5	4	5	0	0	3	4
	NO RESP	43	0	26	0	24	0	50	0	29	0
	MODE RESP	1.0		1.0		1.0		4.0		1.0	
SHOULD IT OCCUR ?	NO	43	60	44	52	45	57	0	0	42	54
	YES	29	40	41	48	33	42	50	100	36	46
	NO RESP	29	0	15	0	22	0	50	0	22	0
ESTIMATED TIME OF OCCUR	0-2 YRS	21	33	41	52	16	23	33	67	24	35
	3-5 YRS	36	56	26	33	35	49	17	33	31	44
	6-10 YRS	7	11	11	14	20	29	0	0	14	21
	NO RESP	36	0	22	0	31	0	50	0	31	0
	MODE RESP	2.0		1.0		2.0		1.0		2.0	

#55 There will be an increase in research and teaching in the behavioral sciences.

CHANGE STATEMENT NUMBER : 55		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	5	6	8	0	0	4	6
	LOW	36	56	26	35	20	27	17	33	23	33
	MODERATE	21	33	30	40	29	41	33	67	29	41
	HIGH	7	11	11	15	14	19	0	0	11	16
	GREAT	0	0	4	5	4	6	0	0	3	4
	NO RESP	36	0	26	0	27	0	50	0	30	0
	MEAN RESP	2.5		2.8		2.9		2.7		2.8	
IMPACT OF THE CHANGE	NONE	0	0	0	0	4	6	0	0	2	3
	LOW	36	56	19	25	25	37	0	0	23	34
	MODERATE	14	22	33	45	27	40	50	100	29	42
	HIGH	7	11	19	25	10	14	0	0	11	16
	GREAT	7	11	4	5	2	3	0	0	3	4
	NO RESP	36	0	26	0	31	0	50	0	32	0
	MEAN RESP	2.8		3.1		2.7		3.0		2.8	
GRP MOST PROMOTING THIS CHANGE	FACULTY	43	67	44	60	41	66	33	67	42	64
	STUDENT	7	11	4	5	6	9	17	33	6	9
	PROVOST	0	0	15	20	4	6	0	0	6	9
	ST + FED	7	11	7	10	10	16	0	0	8	12
	COMMUNITY	7	11	4	5	2	3	0	0	3	5
	NO RESP	36	0	26	0	37	0	50	0	35	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	14	22	15	27	18	33	0	0	15	28
	STUDENT	0	0	11	20	4	7	0	0	5	9
	PROVOST	14	22	4	7	14	26	0	0	10	19
	ST + FED	29	44	15	27	8	15	33	67	14	26
	COMMUNITY	7	11	11	20	10	19	17	33	10	19
	NO RESP	36	0	44	0	47	0	50	0	45	0
	MODE RESP	4.0		1.0		1.0		4.0		1.0	
SHOULD IT OCCUR ?	NO	21	33	30	40	31	47	17	33	29	42
	YES	43	67	44	60	35	53	33	67	39	58
	NO RESP	36	0	26	0	33	0	50	0	33	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	11	11	17	10	16	0	0	9	15
	3-5 YRS	36	56	41	61	31	52	33	67	35	56
	6-10 YRS	21	33	15	22	20	32	17	33	18	30
	NO RESP	36	0	33	0	39	0	50	0	38	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#56 The disagreements over the value of a liberal versus a teachnical/professional education will increase in intensity.

CHANGE STATEMENT NUMBER : 56		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	2	2	0	0	2	2
	LOW	50	64	30	33	8	9	17	17	20	23
	MODERATE	0	0	26	29	35	40	17	17	27	30
	HIGH	21	27	19	21	31	36	33	33	27	30
	GREAT	7	9	11	12	12	13	33	33	12	14
	NO RESP	21	0	11	0	12	0	0	0	12	0
	MEAN RESP	2.8		3.0		3.5		3.8		3.3	
IMPACT OF THE CHANGE	NONE	0	0	4	4	2	2	17	17	3	4
	LOW	21	30	22	26	18	21	17	17	19	23
	MODERATE	36	50	30	35	37	44	50	50	36	43
	HIGH	14	20	22	26	20	23	17	17	19	23
	GREAT	0	0	7	9	8	9	0	0	6	7
	NO RESP	29	0	15	0	16	0	0	0	16	0
	MEAN RESP	2.9		3.1		3.1		2.7		3.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	64	90	44	52	47	59	33	40	48	59
	STUDENT	0	0	11	13	10	12	17	20	9	11
	PROVOST	0	0	7	9	4	5	0	0	4	5
	ST + FED	0	0	7	9	6	7	0	0	5	6
	COMMUNITY	7	10	15	17	14	17	33	40	14	18
	NO RESP	29	0	15	0	20	0	17	0	19	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	29	40	52	67	41	57	33	40	42	56
	STUDENT	14	20	19	24	10	14	17	20	13	18
	PROVOST	14	20	0	0	8	11	17	20	7	10
	ST + FED	14	20	4	5	8	11	0	0	7	10
	COMMUNITY	0	0	4	5	6	8	17	20	5	7
	NO RESP	29	0	22	0	27	0	17	0	26	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	57	80	67	82	51	60	67	80	57	70
	YES	14	20	15	18	33	40	17	20	24	30
	NO RESP	29	0	19	0	16	0	17	0	18	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	10	22	27	22	28	0	0	18	24
	3-5 YRS	50	70	48	59	39	51	33	50	43	56
	6-10 YRS	14	20	11	14	16	21	33	50	15	20
	NO RESP	29	0	19	0	24	0	33	0	23	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#57 There will be more emphasis on graduate work.

CHANGE STATEMENT NUMBER : 57		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	8	9	0	0	5	6
	LOW	21	33	11	12	16	19	33	40	16	20
	MODERATE	14	22	30	32	25	30	17	20	24	29
	HIGH	21	33	33	36	25	30	33	40	28	33
	GREAT	7	11	15	16	10	12	0	0	10	12
	NO RESP	36	0	7	0	16	0	17	0	16	0
	MEAN RESP	3.2		3.5		3.2		3.0		3.2	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	14	22	11	12	12	15	33	40	13	16
	MODERATE	14	22	33	37	47	59	17	20	37	46
	HIGH	29	44	37	42	16	20	33	40	24	30
	GREAT	7	11	7	8	6	7	0	0	6	8
	NO RESP	36	0	11	0	20	0	17	0	19	0
	MEAN RESP	3.4		3.4		3.2		3.0		3.3	
GRP MOST PROMOTING THIS CHANGE	FACULTY	29	44	44	50	35	46	17	20	36	45
	STUDENT	21	33	22	25	20	26	33	40	21	27
	PROVOST	0	0	4	4	10	13	17	20	7	9
	ST + FED	7	11	0	0	4	5	0	0	3	4
	COMMUNITY	7	11	19	21	8	10	17	20	11	14
	NO RESP	36	0	11	0	24	0	17	0	21	0
	MODE RESP	1.0		1.0		1.0		2.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	0	0	4	5	18	24	0	0	10	14
	STUDENT	7	11	19	26	16	22	0	0	14	20
	PROVOST	14	22	4	5	10	14	0	0	8	12
	ST + FED	21	33	41	58	16	22	67	100	27	38
	COMMUNITY	21	33	4	5	14	19	0	0	11	16
	NO RESP	36	0	30	0	27	0	33	0	30	0
	MODE RESP	4.0		4.0		1.0		4.0		4.0	
SHOULD IT OCCUR ?	NO	29	44	26	30	41	54	67	80	37	47
	YES	36	56	59	70	35	46	17	20	41	53
	NO RESP	36	0	15	0	24	0	17	0	22	0
ESTIMATED TIME OF OCCUR	0-2 YRS	0	0	26	30	12	17	0	0	13	19
	3-5 YRS	36	62	56	65	43	61	33	67	45	63
	6-10 YRS	21	37	4	4	16	22	17	33	13	19
	NO RESP	43	0	15	0	29	0	50	0	29	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#58 Competing courses (course duplication) will be eliminated.

CHANGE STATEMENT NUMBER : 58		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	14	14	22	23	6	7	0	0	11	12
	LOW	29	29	26	27	25	30	17	17	26	28
	MODERATE	29	29	33	35	14	16	33	33	22	25
	HIGH	14	14	11	12	29	35	50	50	23	26
	GREAT	14	14	4	4	10	12	0	0	8	9
	NO RESP	0	0	4	0	16	0	0	0	9	0
	MEAN RESP	2.8		2.5		3.1		3.3		2.9	
IMPACT OF THE CHANGE	NONE	0	0	11	12	4	5	0	0	5	6
	LOW	14	14	19	20	20	23	33	33	19	22
	MODERATE	36	36	41	44	29	35	17	17	33	36
	HIGH	43	43	22	24	25	30	33	33	28	31
	GREAT	7	7	0	0	6	7	17	17	5	6
	NO RESP	0	0	7	0	16	0	0	0	10	0
	MEAN RESP	3.4		2.8		3.1		3.3		3.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	7	7	7	8	4	5	17	17	6	7
	STUDENT	7	7	7	8	2	2	0	0	4	5
	PROVOST	86	86	63	68	75	90	83	83	73	83
	ST + FED	0	0	11	12	0	0	0	0	3	3
	COMMUNITY	0	0	4	4	2	2	0	0	2	2
	NO RESP	0	0	7	0	18	0	0	0	11	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	93	93	81	88	76	93	83	100	81	92
	STUDENT	7	7	7	8	4	5	0	0	5	6
	PROVOST	0	0	4	4	0	0	0	0	1	1
	ST + FED	0	0	0	0	0	0	0	0	0	0
	COMMUNITY	0	0	0	0	2	2	0	0	1	1
	NO RESP	0	0	7	0	18	0	17	0	12	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	7	7	41	44	24	28	17	17	26	28
	YES	93	93	52	56	61	72	83	83	64	72
	NO RESP	0	0	7	0	16	0	0	0	10	0
ESTIMATED TIME OF OCCUR	0-2 YRS	36	36	30	33	25	32	50	60	30	35
	3-5 YRS	50	50	48	54	31	39	33	40	39	45
	6-10 YRS	14	14	11	12	24	29	0	0	17	20
	NO RESP	0	0	11	0	20	0	17	0	14	0
	MODE RESP	2.0		2.0		2.0		1.0		2.0	

#59 Computer science instruction will become a part of all educational programs.

CHANGE STATEMENT NUMBER : 59		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	14	18	11	14	10	11	0	0	10	12
	LOW	29	36	33	43	8	9	0	0	17	20
	MODERATE	7	9	15	19	24	26	17	20	18	22
	HIGH	14	18	11	14	29	33	50	60	23	28
	GREAT	14	18	7	10	20	22	17	20	15	18
	NO RESP	21	0	22	0	10	0	17	0	15	0
	MEAN RESP	2.8		2.6		3.5		4.0		3.2	
IMPACT OF THE CHANGE	NONE	0	0	4	5	2	2	0	0	2	2
	LOW	14	18	11	15	8	9	17	20	10	12
	MODERATE	21	27	41	55	39	44	17	20	36	43
	HIGH	29	36	15	20	22	24	50	60	22	27
	GREAT	14	18	4	5	18	20	0	0	12	15
	NO RESP	21	0	26	0	12	0	17	0	17	0
	MEAN RESP	3.5		3.0		3.5		3.4		3.4	
GRP MOST PROMOTING THIS CHANGE	FACULTY	21	27	33	50	37	44	33	40	34	43
	STUDENT	29	36	7	11	16	19	33	40	16	21
	PROVOST	0	0	7	11	6	7	17	20	6	8
	ST + FED	0	0	7	11	6	7	0	0	5	6
	COMMUNITY	29	36	11	17	20	23	0	0	17	22
	NO RESP	21	0	33	0	16	0	17	0	21	0
	MODE RESP	2.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	50	70	33	53	39	50	0	0	37	51
	STUDENT	7	10	22	35	25	32	50	75	23	32
	PROVOST	0	0	7	12	4	5	0	0	4	6
	ST + FED	14	20	0	0	8	10	17	25	7	10
	COMMUNITY	0	0	0	0	2	2	0	0	1	1
	NO RESP	29	0	37	0	22	0	33	0	28	0
	MODE RESP	1.0		1.0		1.0		2.0		1.0	
SHOULD IT OCCUR ?	NO	29	36	41	55	29	35	17	20	32	39
	YES	50	64	33	45	55	65	67	80	49	61
	NO RESP	21	0	26	0	16	0	17	0	19	0
ESTIMATED TIME OF OCCUR	0-2 YRS	21	27	11	18	10	12	17	20	12	16
	3-5 YRS	29	36	41	65	39	49	33	40	38	50
	6-10 YRS	29	36	11	18	31	39	33	40	26	34
	NO RESP	21	0	37	0	20	0	17	0	24	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#60 There will be an increase in quantitative emphasis in many curricula.

CHANGE STATEMENT NUMBER : 60		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	14	20	22	32	12	17	0	0	14	20
	MODERATE	7	10	22	32	33	49	33	40	27	38
	HIGH	43	60	15	21	16	23	33	40	20	29
	GREAT	7	10	11	16	8	11	17	20	9	13
	NO RESP	29	0	30	0	31	0	17	0	30	0
	MEAN RESP	3.6		3.2		3.3		3.8		3.3	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	14	20	7	11	10	14	0	0	9	13
	MODERATE	21	30	33	47	37	54	50	60	35	49
	HIGH	36	50	22	32	16	23	33	40	21	30
	GREAT	0	0	7	11	6	9	0	0	5	7
	NO RESP	29	0	30	0	31	0	17	0	30	0
	MEAN RESP	3.3		3.5		3.3		3.4		3.3	
GRP MOST PROMOTING THIS CHANGE	FACULTY	36	56	44	63	39	61	0	0	38	57
	STUDENT	14	22	4	5	4	6	50	75	8	12
	PROVOST	0	0	7	11	8	12	17	25	7	11
	ST + FED	0	0	7	11	4	6	0	0	4	6
	COMMUNITY	14	22	7	11	10	15	0	0	9	14
	NO RESP	36	0	30	0	35	0	33	0	34	0
	MODE RESP	1.0		1.0		1.0		2.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	36	56	15	21	24	40	33	67	23	38
	STUDENT	21	33	52	74	33	57	17	33	36	57
	PROVOST	0	0	4	5	0	0	0	0	1	2
	ST + FED	7	11	0	0	2	3	0	0	2	3
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	36	0	30	0	41	0	50	0	38	0
	MODE RESP	1.0		2.0		2.0		1.0		2.0	
SHOULD IT OCCUR ?	NO	14	22	30	42	25	38	17	20	24	36
	YES	50	78	41	58	41	62	67	80	44	64
	NO RESP	36	0	30	0	33	0	17	0	32	0
ESTIMATED TIME OF OCCUR	0-2 YRS	14	22	0	0	12	19	17	25	9	15
	3-5 YRS	36	56	44	71	29	47	33	50	35	55
	6-10 YRS	14	22	19	29	22	34	17	25	19	31
	NO RESP	36	0	37	0	37	0	33	0	37	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#61 There will be a more holistic approach to problem solving and an increase in team research.

CHANGE STATEMENT NUMBER : 61		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	14	18	15	20	16	20	0	0	14	19
	MODERATE	43	55	26	35	31	40	17	100	31	42
	HIGH	0	0	30	40	27	35	0	0	22	31
	GREAT	21	27	4	5	4	5	0	0	6	8
	NO RESP	21	0	26	0	22	0	83	0	27	0
	MEAN RESP	3.4		3.3		3.2		3.0		3.3	
IMPACT OF THE CHANGE	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	21	27	0	0	10	12	0	0	8	11
	MODERATE	21	27	44	60	27	35	17	100	31	42
	HIGH	21	27	19	25	27	35	0	0	22	31
	GREAT	14	18	11	15	12	15	0	0	11	15
	NO RESP	21	0	26	0	22	0	83	0	27	0
	MEAN RESP	3.3		3.5		3.5		3.0		3.5	
GRP MOST PROMOTING THIS CHANGE	FACULTY	57	80	33	45	41	55	0	0	39	55
	STUDENT	0	0	4	5	6	8	0	0	4	6
	PROVOST	0	0	11	15	18	24	0	0	12	17
	ST + FED	14	20	15	20	8	11	17	100	11	16
	COMMUNITY	0	0	11	15	2	3	0	0	4	6
	NO RESP	29	0	26	0	25	0	83	0	30	0
	MODE RESP	1.0		1.0		1.0		4.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	36	56	41	65	41	60	17	100	39	61
	STUDENT	7	11	11	18	8	11	0	0	8	13
	PROVOST	7	11	4	6	6	9	0	0	5	8
	ST + FED	7	11	7	12	10	14	0	0	8	13
	COMMUNITY	7	11	0	0	4	6	0	0	3	5
	NO RESP	36	0	37	0	31	0	83	0	37	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	29	36	4	5	20	24	0	0	15	21
	YES	50	64	70	95	61	76	17	100	59	79
	NO RESP	21	0	26	0	20	0	83	0	26	0
ESTIMATED TIME OF OCCUR	0-2 YRS	29	40	22	30	16	24	0	0	18	28
	3-5 YRS	29	40	30	40	35	53	17	100	32	48
	6-10 YRS	14	20	22	30	16	24	0	0	16	25
	NO RESP	29	0	26	0	33	0	83	0	34	0
	MODE RESP	1.0		2.0		2.0		2.0		2.0	

#62 There will be an increasing pressure to popularize courses to attract students.

CHANGE STATEMENT NUMBER : 62		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	0	0	0	0	1	1
	LOW	21	25	11	12	12	14	0	0	12	14
	MODERATE	14	17	37	40	24	28	50	50	28	31
	HIGH	36	42	26	28	33	40	33	33	32	36
	GREAT	14	17	15	16	16	19	17	17	15	17
	NO RESP	14	0	7	0	16	0	0	0	12	0
	MEAN RESP	3.5		3.4		3.7		3.7		3.5	
IMPACT OF THE CHANGE	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	14	17	4	4	10	12	0	0	8	9
	MODERATE	21	25	56	60	25	31	67	67	36	41
	HIGH	36	42	15	16	27	33	17	17	24	28
	GREAT	14	17	19	20	18	21	17	17	17	20
	NO RESP	14	0	7	0	18	0	0	0	13	0
	MEAN RESP	3.6		3.5		3.6		3.5		3.5	
GRP MOST PROMOTING THIS CHANGE	FACULTY	50	58	37	42	41	51	50	50	42	49
	STUDENT	21	25	15	17	20	24	17	17	18	22
	PROVOST	7	8	26	29	10	12	0	0	13	16
	ST + FED	0	0	4	4	8	10	17	17	6	7
	COMMUNITY	7	8	7	8	2	2	17	17	5	6
	NO RESP	14	0	11	0	20	0	0	0	15	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	36	42	48	57	51	70	33	33	47	59
	STUDENT	7	8	11	13	0	0	0	0	4	5
	PROVOST	43	50	15	17	18	24	50	50	22	28
	ST + FED	0	0	4	4	2	3	0	0	2	3
	COMMUNITY	0	0	7	9	2	3	17	17	4	5
	NO RESP	14	0	15	0	27	0	0	0	20	0
	MODE RESP	3.0		1.0		1.0		3.0		1.0	
SHOULD IT OCCUR ?	NO	79	92	70	76	63	78	83	83	68	80
	YES	7	8	22	24	18	22	17	17	17	20
	NO RESP	14	0	7	0	20	0	0	0	14	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	8	41	46	27	37	0	0	27	33
	3-5 YRS	57	67	33	37	27	37	67	80	36	44
	6-10 YRS	21	25	15	17	20	26	17	20	18	23
	NO RESP	14	0	11	0	25	0	17	0	19	0
	MODE RESP	2.0		1.0		1.0		2.0		2.0	

#63 Budget constraints will reduce support services.

CHANGE STATEMENT NUMBER : 63		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	7	8	4	5	0	0	4	4
	MODERATE	21	23	7	8	10	11	17	17	11	12
	HIGH	50	54	44	46	31	36	33	33	38	42
	GREAT	21	23	37	38	41	48	50	50	38	42
	NO RESP	7	0	4	0	14	0	0	0	9	0
	MEAN RESP	4.0		4.1		4.3		4.3		4.2	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	4	4	4	5	0	0	3	3
	MODERATE	29	31	19	19	18	20	33	33	20	22
	HIGH	29	31	33	35	29	34	33	33	31	34
	GREAT	36	38	41	42	35	41	33	33	37	40
	NO RESP	7	0	4	0	14	0	0	0	9	0
	MEAN RESP	4.1		4.1		4.1		4.0		4.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	7	8	0	0	0	0	2	2
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	14	15	22	24	33	39	50	50	29	32
	ST + FED	71	77	63	68	49	57	50	50	56	62
	COMMUNITY	7	8	0	0	4	5	0	0	3	3
	NO RESP	7	0	7	0	14	0	0	0	10	0
	MODE RESP	4.0		4.0		4.0		3.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	14	15	52	58	57	66	17	20	47	53
	STUDENT	14	15	11	12	10	11	33	40	12	14
	PROVOST	64	69	19	21	20	23	33	40	27	30
	ST + FED	0	0	4	4	0	0	0	0	1	1
	COMMUNITY	0	0	4	4	0	0	0	0	1	1
	NO RESP	7	0	11	0	14	0	17	0	12	0
	MODE RESP	3.0		1.0		1.0		2.0		1.0	
SHOULD IT OCCUR ?	NO	86	92	81	85	86	100	67	67	84	92
	YES	7	8	15	15	0	0	33	33	7	8
	NO RESP	7	0	4	0	14	0	0	0	9	0
ESTIMATED TIME OF OCCUR	0-2 YRS	57	62	67	72	61	74	50	60	61	71
	3-5 YRS	21	23	26	28	16	19	33	40	20	24
	6-10 YRS	14	15	0	0	6	7	0	0	5	6
	NO RESP	7	0	7	0	18	0	17	0	13	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	

#64 Students will have to carry a larger share of the cost of education. (increased tuition).

CHANGE STATEMENT NUMBER : 64		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	0	0	4	4	0	0	2	2
	MODERATE	21	23	19	19	12	13	33	33	16	18
	HIGH	50	54	52	54	33	38	50	50	42	46
	GREAT	21	23	26	27	39	44	17	17	32	34
	NO RESP	7	0	4	0	12	0	0	0	8	0
	MEAN RESP	4.0		4.1		4.2		3.8		4.1	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	4	4	4	4	17	17	4	4
	MODERATE	43	46	30	32	20	22	33	33	27	29
	HIGH	36	38	30	32	37	42	33	33	35	38
	GREAT	14	15	30	32	27	31	17	17	26	28
	NO RESP	7	0	7	0	12	0	0	0	9	0
	MEAN RESP	3.6		3.9		4.0		3.5		3.9	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	0	0	0	0	0	0	0	0
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	21	23	15	15	16	18	0	0	15	17
	ST + FED	64	69	81	85	63	73	67	100	68	77
	COMMUNITY	7	8	0	0	8	9	0	0	5	6
	NO RESP	7	0	4	0	14	0	33	0	11	0
	MODE RESP	4.0		4.0		4.0		4.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	0	0	11	12	6	7	17	20	7	8
	STUDENT	64	69	67	72	59	68	33	40	60	68
	PROVOST	29	31	7	8	8	9	17	20	11	13
	ST + FED	0	0	0	0	0	0	0	0	0	0
	COMMUNITY	0	0	7	8	14	16	17	20	10	11
	NO RESP	7	0	7	0	14	0	17	0	11	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	
SHOULD IT OCCUR ?	NO	86	92	78	81	73	82	83	83	77	83
	YES	7	8	19	19	16	18	17	17	15	17
	NO RESP	7	0	4	0	12	0	0	0	8	0
ESTIMATED TIME OF OCCUR	0-2 YRS	64	69	67	72	57	67	50	50	60	68
	3-5 YRS	14	15	26	28	14	16	33	33	18	21
	6-10 YRS	14	15	0	0	14	16	17	17	10	11
	NO RESP	7	0	7	0	16	0	0	0	11	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	

#65 State and Federal support will be increasingly difficult to get.

CHANGE STATEMENT NUMBER : 65		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	0	0	4	4	6	7	0	0	4	5
	MODERATE	21	25	22	25	12	13	50	50	18	20
	HIGH	29	33	37	42	39	43	17	17	36	40
	GREAT	36	42	26	29	31	35	33	33	31	34
	NO RESP	14	0	11	0	10	0	0	0	10	0
	MEAN RESP	4.2		4.0		4.0		3.8		4.0	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	4	4	4	4	17	17	4	5
	MODERATE	21	25	19	22	16	17	50	50	19	22
	HIGH	36	42	26	30	37	40	0	0	32	35
	GREAT	29	33	37	43	35	38	33	33	35	39
	NO RESP	14	0	15	0	8	0	0	0	10	0
	MEAN RESP	4.1		4.1		4.1		3.5		4.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	4	4	0	0	0	0	1	1
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	7	8	0	0	2	2	17	20	3	3
	ST + FED	79	92	78	91	82	91	67	80	80	91
	COMMUNITY	0	0	4	4	6	7	0	0	4	5
	NO RESP	14	0	15	0	10	0	17	0	12	0
	MODE RESP	4.0		4.0		4.0		4.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	14	17	30	38	31	36	33	67	29	35
	STUDENT	14	17	7	10	10	11	0	0	9	11
	PROVOST	43	50	22	29	35	41	17	33	32	39
	ST + FED	7	8	4	5	2	2	0	0	3	4
	COMMUNITY	7	8	15	19	8	9	0	0	9	11
	NO RESP	14	0	22	0	14	0	50	0	18	0
	MODE RESP	3.0		1.0		3.0		1.0		3.0	
SHOULD IT OCCUR ?	NO	86	100	81	92	88	98	83	83	86	95
	YES	0	0	7	8	2	2	17	17	4	5
	NO RESP	14	0	11	0	10	0	0	0	10	0
ESTIMATED TIME OF OCCUR	0-2 YRS	50	58	67	78	55	67	33	40	56	67
	3-5 YRS	21	25	19	22	18	21	33	40	19	23
	6-10 YRS	14	17	0	0	10	12	17	20	8	10
	NO RESP	14	0	15	0	18	0	17	0	16	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	

#66 There will be increased reliance on outside funding, i.e., grants and contracts.

CHANGE STATEMENT NUMBER : 66		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	14	15	7	8	2	2	0	0	5	6
	MODERATE	7	8	30	31	18	21	17	33	19	22
	HIGH	50	54	44	46	39	47	17	33	41	47
	GREAT	21	23	15	15	24	28	17	33	20	24
	NO RESP	7	0	4	0	16	0	50	0	13	0
	MEAN RESP	3.8		3.7		4.0		4.0		3.9	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	0	0	6	7	0	0	3	4
	MODERATE	50	54	30	32	24	28	33	67	30	35
	HIGH	29	31	48	52	31	37	0	0	34	39
	GREAT	14	15	15	16	24	28	17	33	19	23
	NO RESP	7	0	7	0	16	0	50	0	14	0
	MEAN RESP	3.6		3.8		3.9		3.7		3.8	
GRP MOST PROMOTING THIS CHANGE	FACULTY	14	15	11	12	8	10	17	33	10	12
	STUDENT	0	0	4	4	0	0	0	0	1	1
	PROVOST	21	23	26	28	49	61	17	33	37	44
	ST + FED	43	46	52	56	22	27	17	33	33	39
	COMMUNITY	14	15	0	0	2	2	0	0	3	4
	NO RESP	7	0	7	0	20	0	50	0	16	0
	MODE RESP	4.0		4.0		3.0		1.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	43	50	63	74	45	61	17	33	48	62
	STUDENT	0	0	0	0	10	13	0	0	5	7
	PROVOST	0	0	4	4	4	5	17	33	4	5
	ST + FED	36	42	7	9	10	13	17	33	13	17
	COMMUNITY	7	8	11	13	6	8	0	0	7	9
	NO RESP	14	0	15	0	25	0	50	0	22	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	64	69	78	81	65	79	33	67	66	77
	YES	29	31	19	19	18	21	17	33	19	23
	NO RESP	7	0	4	0	18	0	50	0	14	0
ESTIMATED TIME OF OCCUR	0-2 YRS	50	58	56	60	45	57	17	33	47	57
	3-5 YRS	14	17	33	36	24	30	33	67	26	31
	6-10 YRS	21	25	4	4	10	12	0	0	9	11
	NO RESP	14	0	7	0	22	0	50	0	18	0
	MODE RESP	1.0		1.0		1.0		2.0		1.0	

#67 There will be less private money for research.

CHANGE STATEMENT NUMBER : 67		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	4	5	0	0	2	2
	LOW	36	45	33	39	14	16	17	17	22	27
	MODERATE	21	27	15	17	22	26	50	50	21	25
	HIGH	7	9	30	35	35	42	0	0	28	33
	GREAT	14	18	7	9	10	12	33	33	11	13
	NO RESP	21	0	15	0	16	0	0	0	15	0
	MEAN RESP	3.0		3.1		3.4		3.5		3.3	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	9	7	9	4	5	0	0	5	6
	MODERATE	14	18	26	30	27	34	50	50	27	32
	HIGH	50	64	44	52	35	44	17	17	39	47
	GREAT	7	9	7	9	14	17	33	33	12	15
	NO RESP	21	0	15	0	20	0	0	0	17	0
	MEAN RESP	3.7		3.6		3.7		3.8		3.7	
GRP MOST PROMOTING THIS CHANGE	FACULTY	7	10	7	10	0	0	0	0	3	4
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	0	0	4	5	4	5	17	20	4	5
	ST + FED	14	20	11	14	12	16	17	20	12	16
	COMMUNITY	50	70	56	71	59	79	50	60	56	74
	NO RESP	29	0	22	0	25	0	17	0	24	0
	MODE RESP	5.0		5.0		5.0		5.0		5.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	21	33	33	50	35	53	83	100	36	53
	STUDENT	0	0	0	0	2	3	0	0	1	2
	PROVOST	21	33	11	17	16	24	0	0	14	21
	ST + FED	7	11	11	17	4	6	0	0	6	9
	COMMUNITY	14	22	11	17	10	15	0	0	10	15
	NO RESP	36	0	33	0	33	0	17	0	33	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	79	100	70	90	78	100	83	83	77	96
	YES	0	0	7	10	0	0	17	17	3	4
	NO RESP	21	0	22	0	22	0	0	0	20	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	11	26	39	33	44	33	40	28	38
	3-5 YRS	36	56	30	44	25	33	33	40	29	39
	6-10 YRS	21	33	11	17	18	23	17	20	16	23
	NO RESP	36	0	33	0	24	0	17	0	28	0
	MODE RESP	2.0		2.0		1.0		1.0		2.0	

#68 There will be increasing pressure for departments to obtain funding from outside sources other than general funds.

CHANGE STATEMENT NUMBER : 68		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	4	4	4	4	0	0	3	3
	MODERATE	0	0	15	16	10	11	33	33	11	12
	HIGH	64	69	41	44	39	44	50	50	44	48
	GREAT	29	31	33	36	35	40	17	17	33	36
	NO RESP	7	0	7	0	12	0	0	0	9	0
	MEAN RESP	4.3		4.1		4.2		3.8		4.1	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	14	15	0	0	4	4	0	0	4	5
	MODERATE	7	8	19	21	24	27	50	50	21	24
	HIGH	57	62	52	58	33	38	33	33	42	47
	GREAT	14	15	19	21	27	31	17	17	22	25
	NO RESP	7	0	11	0	12	0	0	0	10	0
	MEAN RESP	3.8		4.0		4.0		3.7		3.9	
GRP MOST PROMOTING THIS CHANGE	FACULTY	7	8	4	4	2	2	17	20	4	5
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	64	69	63	68	61	72	67	80	62	71
	ST + FED	21	23	26	28	22	26	0	0	21	24
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	7	0	7	0	16	0	17	0	12	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	50	64	70	83	67	83	67	80	65	80
	STUDENT	0	0	7	9	4	5	0	0	4	5
	PROVOST	0	0	4	4	2	2	17	20	3	4
	ST + FED	21	27	0	0	6	7	0	0	6	7
	COMMUNITY	7	9	4	4	2	2	0	0	3	4
	NO RESP	21	0	15	0	20	0	17	0	18	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	50	54	78	84	76	87	50	50	71	79
	YES	43	46	15	16	12	13	50	50	19	21
	NO RESP	7	0	7	0	12	0	0	0	9	0
ESTIMATED TIME OF OCCUR	0-2 YRS	36	42	48	57	47	60	50	50	46	56
	3-5 YRS	36	42	37	43	22	27	50	50	30	36
	6-10 YRS	14	17	0	0	10	12	0	0	7	9
	NO RESP	14	0	15	0	22	0	0	0	17	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	

#69 There will be increased dependence on faculty generated funds, gifts, grants, contracts, consultations, and patient care.

CHANGE STATEMENT NUMBER : 69		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	17	17	1	1
	LOW	7	8	0	0	6	7	17	17	5	6
	MODERATE	14	15	30	31	14	17	33	33	19	22
	HIGH	57	62	52	54	41	50	0	0	44	49
	GREAT	14	15	15	15	22	26	33	33	19	22
	NO RESP	7	0	4	0	18	0	0	0	11	0
	MEAN RESP	3.8		3.8		3.9		3.1		3.8	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	8	4	4	6	7	33	33	7	8
	MODERATE	29	31	26	28	18	21	33	33	22	26
	HIGH	43	46	41	44	35	43	17	17	37	42
	GREAT	14	15	22	24	24	29	17	17	21	24
	NO RESP	7	0	7	0	18	0	0	0	12	0
	MEAN RESP	3.7		3.9		3.9		3.2		3.8	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	11	12	2	2	17	20	5	6
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	50	54	44	46	55	67	50	60	51	58
	ST + FED	43	46	41	42	25	31	17	20	32	36
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	7	0	4	0	18	0	17	0	12	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	57	80	74	83	65	85	67	80	66	83
	STUDENT	0	0	7	8	6	8	0	0	5	6
	PROVOST	0	0	0	0	0	0	17	20	1	1
	ST + FED	7	10	4	4	4	5	0	0	4	5
	COMMUNITY	7	10	4	4	2	3	0	0	3	4
	NO RESP	29	0	11	0	24	0	17	0	20	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	57	67	81	85	71	86	50	50	70	80
	YES	29	33	15	15	12	14	50	50	17	20
	NO RESP	14	0	4	0	18	0	0	0	12	0
ESTIMATED TIME OF OCCUR	0-2 YRS	36	42	41	44	31	40	33	33	35	41
	3-5 YRS	29	33	52	56	37	47	50	50	41	48
	6-10 YRS	21	25	0	0	10	12	17	17	9	11
	NO RESP	14	0	7	0	22	0	0	0	15	0
	MODE RESP	1.0		2.0		2.0		2.0		2.0	

#70 More rigorus budgeting concepts (Zero base budgeting) will be necessary in all areas.

CHANGE STATEMENT NUMBER : 70		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	4	5	0	0	2	2
	LOW	14	17	4	4	6	7	17	17	7	8
	MODERATE	29	33	15	17	22	26	0	0	19	22
	HIGH	14	17	59	67	29	35	50	50	37	42
	GREAT	29	33	11	12	24	28	33	33	21	25
	NO RESP	14	0	11	0	16	0	0	0	13	0
	MEAN RESP	3.7		3.9		3.8		4.0		3.8	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	21	25	4	4	2	2	17	17	6	7
	MODERATE	7	8	33	39	20	25	33	33	22	27
	HIGH	43	50	33	39	31	40	17	17	35	40
	GREAT	14	17	15	17	25	32	33	33	21	26
	NO RESP	14	0	15	0	22	0	0	0	17	0
	MEAN RESP	3.6		3.7		4.0		3.7		3.8	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	0	0	2	2	0	0	1	1
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	36	42	26	29	47	59	67	80	41	49
	ST + FED	50	58	63	71	29	37	17	20	41	49
	COMMUNITY	0	0	0	0	2	2	0	0	1	1
	NO RESP	14	0	11	0	20	0	17	0	16	0
	MODE RESP	4.0		4.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	64	75	74	87	73	95	83	100	72	90
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	21	25	11	13	4	5	0	0	8	10
	ST + FED	0	0	0	0	0	0	0	0	0	0
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	14	0	15	0	24	0	17	0	19	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	36	42	74	83	47	60	50	50	53	63
	YES	50	58	15	17	31	40	50	50	31	37
	NO RESP	14	0	11	0	22	0	0	0	16	0
ESTIMATED TIME OF OCCUR	0-2 YRS	29	36	33	37	39	53	17	25	35	44
	3-5 YRS	43	55	56	62	22	29	50	75	36	45
	6-10 YRS	7	9	0	0	14	18	0	0	8	10
	NO RESP	21	0	11	0	25	0	33	0	21	0
	MODE RESP	2.0		2.0		1.0		2.0		2.0	

#71 Salary increases will not keep pace with inflation.

CHANGE STATEMENT NUMBER : 71		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	0	0	0	0	0	0	0	0
	MODERATE	0	0	4	4	0	0	0	0	1	1
	HIGH	21	23	15	15	27	29	0	0	21	23
	GREAT	71	77	78	81	69	71	83	100	72	76
	NO RESP	7	0	4	0	4	0	17	0	5	0
	MEAN RESP	4.8		4.8		4.7		5.0		4.7	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	0	0	2	2	0	0	1	1
	MODERATE	21	23	4	4	20	20	17	20	15	16
	HIGH	50	54	33	36	35	37	17	20	36	38
	GREAT	21	23	56	60	39	41	50	60	42	45
	NO RESP	7	0	7	0	4	0	17	0	6	0
	MEAN RESP	4.0		4.6		4.2		4.4		4.3	
GRP MOST PROMOTING THIS CHANGE	FACULTY	7	8	4	4	2	2	0	0	3	3
	STUDENT	0	0	0	0	2	2	0	0	1	1
	PROVOST	7	8	0	0	16	16	0	0	9	10
	ST + FED	79	85	85	96	75	78	67	100	78	84
	COMMUNITY	0	0	0	0	2	2	0	0	1	1
	NO RESP	7	0	11	0	4	0	33	0	8	0
	MODE RESP	4.0		4.0		4.0		4.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	50	54	70	86	84	91	50	75	73	84
	STUDENT	0	0	0	0	2	2	0	0	1	1
	PROVOST	29	31	4	5	0	0	17	25	6	7
	ST + FED	14	15	7	9	6	6	0	0	7	8
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	7	0	19	0	8	0	33	0	12	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	93	100	81	88	94	98	83	100	90	96
	YES	0	0	11	12	2	2	0	0	4	4
	NO RESP	7	0	7	0	4	0	17	0	6	0
ESTIMATED TIME OF OCCUR	0-2 YRS	64	75	70	83	78	89	67	100	73	86
	3-5 YRS	14	17	15	17	6	7	0	0	9	11
	6-10 YRS	7	8	0	0	4	4	0	0	3	4
	NO RESP	14	0	15	0	12	0	33	0	14	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	

#72 Supplies and Services costs will increase dramatically as a result of the inflation and the acceptance of training grants.

CHANGE STATEMENT NUMBER : 72		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	0	0	17	17	2	3
	LOW	0	0	0	0	2	2	33	33	3	4
	MODERATE	14	22	4	4	18	22	17	17	13	17
	HIGH	29	44	41	48	24	30	17	17	29	36
	GREAT	21	33	37	43	35	45	17	17	33	41
	NO RESP	36	0	15	0	22	0	0	0	20	0
	MEAN RESP	4.1		4.2		4.1		2.9		4.1	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	0	0	0	0	50	50	3	4
	MODERATE	21	33	7	9	24	30	0	0	17	22
	HIGH	29	44	30	36	27	35	33	33	29	36
	GREAT	14	22	44	55	27	35	17	17	30	38
	NO RESP	36	0	19	0	22	0	0	0	21	0
	MEAN RESP	3.8		4.5		4.0		3.2		4.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	0	0	6	8	50	60	6	9
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	0	0	4	5	18	24	0	0	10	14
	ST + FED	43	67	41	58	20	27	33	40	30	41
	COMMUNITY	21	33	26	37	29	41	0	0	26	36
	NO RESP	36	0	30	0	27	0	17	0	29	0
	MODE RESP	4.0		4.0		5.0		1.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	7	11	30	44	43	63	17	20	33	48
	STUDENT	0	0	0	0	2	3	0	0	1	1
	PROVOST	21	33	19	28	12	17	50	60	17	25
	ST + FED	21	33	7	11	10	14	0	0	10	15
	COMMUNITY	14	22	7	11	2	3	17	20	6	9
	NO RESP	36	0	33	0	31	0	17	0	32	0
	MODE RESP	3.0		1.0		1.0		3.0		1.0	
SHOULD IT OCCUR ?	NO	57	100	70	90	76	100	100	100	73	97
	YES	0	0	7	10	0	0	0	0	2	3
	NO RESP	43	0	22	0	24	0	0	0	24	0
ESTIMATED TIME OF OCCUR	0-2 YRS	43	67	52	74	55	76	67	80	53	74
	3-5 YRS	14	22	19	26	12	16	0	0	13	19
	6-10 YRS	7	11	0	0	6	8	17	20	5	7
	NO RESP	36	0	30	0	27	0	17	0	29	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	

#73 There will be severe competition between the sciences and the Humanities for State support of instruction.

CHANGE STATEMENT NUMBER : 73		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	5	0	0	17	20	2	3
	LOW	43	60	7	9	4	5	17	20	11	15
	MODERATE	7	10	30	36	27	38	17	20	24	32
	HIGH	7	10	26	32	27	38	17	20	23	31
	GREAT	14	20	15	18	14	19	17	20	14	19
	NO RESP	29	0	19	0	27	0	17	0	24	0
	MEAN RESP	2.9		3.5		3.7		3.0		3.5	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	10	15	19	4	5	17	20	8	11
	MODERATE	14	20	19	24	29	41	33	40	24	33
	HIGH	29	40	22	29	27	38	17	20	26	34
	GREAT	21	30	22	29	12	16	17	20	16	22
	NO RESP	29	0	22	0	27	0	17	0	26	0
	MEAN RESP	3.9		3.7		3.6		3.4		3.7	
GRP MOST PROMOTING THIS CHANGE	FACULTY	21	33	41	52	35	50	33	50	35	49
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	0	0	4	5	8	11	0	0	5	7
	ST + FED	29	44	22	29	24	33	33	50	24	34
	COMMUNITY	14	22	11	14	4	6	0	0	7	10
	NO RESP	36	0	22	0	29	0	33	0	29	0
	MODE RESP	4.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	7	12	37	48	35	53	0	0	30	43
	STUDENT	7	12	7	10	2	3	0	0	4	6
	PROVOST	29	50	15	19	22	32	67	100	23	34
	ST + FED	14	25	15	19	6	9	0	0	9	13
	COMMUNITY	0	0	4	5	2	3	0	0	2	3
	NO RESP	43	0	22	0	33	0	33	0	32	0
	MODE RESP	3.0		1.0		1.0		3.0		1.0	
SHOULD IT OCCUR ?	NO	64	100	59	80	69	95	83	100	66	92
	YES	0	0	15	20	4	5	0	0	6	8
	NO RESP	36	0	26	0	27	0	17	0	28	0
ESTIMATED TIME OF OCCUR	0-2 YRS	0	0	37	50	29	43	17	33	27	39
	3-5 YRS	43	75	22	30	31	46	17	33	30	44
	6-10 YRS	14	25	15	20	8	11	17	33	11	17
	NO RESP	43	0	26	0	31	0	50	0	33	0
	MODE RESP	2.0		1.0		2.0		1.0		2.0	

#74 The Board of Trustees will continue to consider political issues in management of investments.

CHANGE STATEMENT NUMBER : 74		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	9	7	10	16	21	0	0	11	14
	MODERATE	21	27	26	33	27	36	50	60	28	36
	HIGH	21	27	37	48	24	31	17	20	27	34
	GREAT	29	36	7	10	10	13	17	20	12	16
	NO RESP	21	0	22	0	24	0	17	0	22	0
	MEAN RESP	3.9		3.6		3.4		3.6		3.5	
IMPACT OF THE CHANGE	NONE	7	10	0	0	0	0	0	0	1	1
	LOW	21	30	15	19	14	18	33	40	16	22
	MODERATE	7	10	41	52	39	53	33	40	35	46
	HIGH	14	20	19	24	14	18	0	0	14	19
	GREAT	21	30	4	5	8	11	17	20	9	12
	NO RESP	29	0	22	0	25	0	17	0	24	0
	MEAN RESP	3.3		3.1		3.2		3.0		3.2	
GRP MOST PROMOTING THIS CHANGE	FACULTY	14	22	7	10	18	24	0	0	13	19
	STUDENT	0	0	37	50	25	35	0	0	23	33
	PROVOST	7	11	0	0	10	14	17	25	7	10
	ST + FED	14	22	15	20	6	8	0	0	9	13
	COMMUNITY	29	44	15	20	14	19	50	75	18	26
	NO RESP	36	0	26	0	27	0	33	0	29	0
	MODE RESP	5.0		2.0		2.0		5.0		2.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	0	0	30	42	14	23	33	67	17	27
	STUDENT	0	0	0	0	2	3	0	0	1	2
	PROVOST	29	40	19	26	8	13	0	0	13	21
	ST + FED	14	20	11	16	18	29	17	33	15	24
	COMMUNITY	29	40	11	16	20	32	0	0	17	27
	NO RESP	29	0	30	0	39	0	50	0	36	0
	MODE RESP	3.0		1.0		5.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	79	100	56	75	57	76	67	80	60	80
	YES	0	0	19	25	18	24	17	20	15	20
	NO RESP	21	0	26	0	25	0	17	0	24	0
ESTIMATED TIME OF OCCUR	0-2 YRS	43	67	44	60	45	66	67	100	46	66
	3-5 YRS	14	22	26	35	14	20	0	0	16	24
	6-10 YRS	7	11	4	5	10	14	0	0	7	10
	NO RESP	36	0	26	0	31	0	33	0	31	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	

#75 There will be fiscal pressure to reduce faculty size.

CHANGE STATEMENT NUMBER : 75		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	8	4	4	6	7	0	0	5	5
	MODERATE	14	15	22	23	8	9	0	0	12	13
	HIGH	29	31	37	38	43	48	33	33	39	42
	GREAT	43	46	33	35	33	37	67	67	37	40
	NO RESP	7	0	4	0	10	0	0	0	7	0
	MEAN RESP	4.1		4.0		4.2		4.7		4.2	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	8	4	4	2	2	0	0	3	3
	MODERATE	7	8	22	24	22	24	33	33	20	22
	HIGH	50	54	26	28	18	20	17	17	24	27
	GREAT	29	31	41	44	49	54	50	50	44	48
	NO RESP	7	0	7	0	10	0	0	0	8	0
	MEAN RESP	4.1		4.1		4.3		4.2		4.2	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	4	4	0	0	0	0	1	1
	STUDENT	0	0	0	0	2	2	0	0	1	1
	PROVOST	36	38	15	15	27	30	33	40	26	28
	ST + FED	57	62	74	77	59	65	50	60	62	68
	COMMUNITY	0	0	4	4	2	2	0	0	2	21
	NO RESP	7	0	4	0	10	0	17	0	8	0
	MODE RESP	4.0		4.0		4.0		4.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	57	62	78	84	80	91	67	80	76	84
	STUDENT	0	0	4	4	2	2	0	0	2	2
	PROVOST	29	31	11	12	6	7	17	20	11	12
	ST + FED	7	8	0	0	0	0	0	0	1	1
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	7	0	7	0	12	0	17	0	10	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	86	92	89	92	75	84	33	33	78	84
	YES	7	8	7	8	14	16	67	67	14	16
	NO RESP	7	0	4	0	12	0	0	0	8	0
ESTIMATED TIME OF OCCUR	0-2 YRS	43	50	52	56	39	48	50	60	44	51
	3-5 YRS	29	33	41	44	29	36	17	20	32	37
	6-10 YRS	14	17	0	0	14	17	17	20	10	12
	NO RESP	14	0	7	0	18	0	17	0	14	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	

#76 The total budget of the university will be much less flexible.

CHANGE STATEMENT NUMBER : 76		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	0	0	0	0	1	1
	LOW	7	8	4	4	2	2	33	40	5	6
	MODERATE	14	15	4	4	10	12	0	0	8	10
	HIGH	36	38	41	44	39	50	0	0	37	43
	GREAT	36	38	41	44	27	35	50	60	34	40
	NO RESP	7	0	7	0	22	0	17	0	15	0
	MEAN RESP	4.0		4.2		4.1		3.8		4.1	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	0	0	2	3	0	0	1	1
	MODERATE	14	15	15	17	22	28	17	20	18	22
	HIGH	36	38	33	37	25	33	17	20	29	35
	GREAT	43	46	41	46	27	36	50	60	35	42
	NO RESP	7	0	11	0	24	0	17	0	17	0
	MEAN RESP	4.3		4.3		4.0		4.4		4.2	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	0	0	0	0	33	50	2	2
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	36	38	19	22	27	35	0	0	24	30
	ST + FED	57	62	67	78	49	62	33	50	54	66
	COMMUNITY	0	0	0	0	2	2	0	0	1	1
	NO RESP	7	0	15	0	22	0	33	0	18	0
	MODE RESP	4.0		4.0		4.0		1.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	36	42	44	55	55	72	17	25	47	60
	STUDENT	0	0	7	9	2	3	0	0	3	4
	PROVOST	43	50	30	36	16	21	50	75	26	32
	ST + FED	7	8	0	0	4	5	0	0	3	4
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	14	0	19	0	24	0	33	0	21	0
	MODE RESP	3.0		1.0		1.0		3.0		1.0	
SHOULD IT OCCUR ?	NO	86	92	81	92	78	100	67	80	80	95
	YES	7	8	7	8	0	0	17	20	4	5
	NO RESP	7	0	11	0	22	0	17	0	16	0
ESTIMATED TIME OF OCCUR	0-2 YRS	50	58	48	57	45	62	17	25	45	58
	3-5 YRS	21	25	33	39	14	19	17	25	20	26
	6-10 YRS	14	17	4	4	14	19	33	50	12	16
	NO RESP	14	0	15	0	27	0	33	0	22	0
	MODE RESP	1.0		1.0		1.0		3.0		1.0	

#77 There will be less support for graduate teaching assistantships.

CHANGE STATEMENT NUMBER : 77		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	7	8	0	0	0	0	0	0	1	1
	LOW	14	17	7	8	12	15	33	33	12	14
	MODERATE	21	25	19	21	18	22	33	33	19	23
	HIGH	29	33	48	54	35	44	0	0	36	42
	GREAT	14	17	15	17	16	20	33	33	16	19
	NO RESP	14	0	11	0	20	0	0	0	15	0
	MEAN RESP	3.3		3.8		3.7		3.3		3.6	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	8	0	0	4	5	17	17	4	5
	MODERATE	14	17	33	37	20	24	67	67	26	30
	HIGH	36	42	37	42	31	39	0	0	32	37
	GREAT	29	33	19	21	25	32	17	17	23	28
	NO RESP	14	0	11	0	20	0	0	0	15	0
	MEAN RESP	4.0		3.8		4.0		3.2		3.9	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	0	0	0	0	17	20	1	1
	STUDENT	0	0	0	0	2	3	0	0	1	1
	PROVOST	21	27	30	33	31	41	50	60	31	38
	ST + FED	57	73	59	67	39	51	17	20	46	57
	COMMUNITY	0	0	0	0	4	5	0	0	2	3
	NO RESP	21	0	11	0	24	0	17	0	19	0
	MODE RESP	4.0		4.0		4.0		3.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	43	67	67	75	53	67	50	60	55	69
	STUDENT	0	0	15	17	16	20	17	20	13	17
	PROVOST	21	33	7	8	8	10	17	20	10	13
	ST + FED	0	0	0	0	2	2	0	0	1	1
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	36	0	11	0	22	0	17	0	20	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	86	100	78	87	76	97	67	67	78	93
	YES	0	0	11	12	2	2	33	33	6	7
	NO RESP	14	0	11	0	22	0	0	0	16	0
ESTIMATED TIME OF OCCUR	0-2 YRS	36	50	56	68	41	57	0	0	42	55
	3-5 YRS	29	40	26	32	22	30	50	60	26	34
	6-10 YRS	7	10	0	0	10	14	33	40	8	11
	NO RESP	29	0	19	0	27	0	17	0	24	0
	MODE RESP	1.0		1.0		1.0		2.0		1.0	

#78 M.S.U. resources will be allocated to those programs which attract the most students.

CHANGE STATEMENT NUMBER : 78		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	4	4	0	0	2	2
	LOW	0	0	11	12	8	8	0	0	7	8
	MODERATE	36	38	11	12	20	21	0	0	18	20
	HIGH	43	46	52	54	37	40	50	60	43	46
	GREAT	14	15	22	23	25	27	33	40	23	25
	NO RESP	7	0	4	0	6	0	17	0	6	0
	MEAN RESP	3.7		3.9		3.8		4.4		3.9	
IMPACT OF THE CHANGE	NONE	0	0	0	0	2	2	0	0	1	1
	LOW	0	0	7	8	0	0	0	0	2	2
	MODERATE	21	23	22	24	27	29	33	40	26	27
	HIGH	57	62	41	44	39	42	33	40	42	45
	GREAT	14	15	22	24	25	27	17	20	22	24
	NO RESP	7	0	7	0	6	0	17	0	7	0
	MEAN RESP	3.9		3.8		3.9		3.8		3.9	
GRP MOST PROMOTING THIS CHANGE	FACULTY	7	8	0	0	2	2	0	0	2	2
	STUDENT	0	0	7	8	14	15	0	0	9	10
	PROVOST	64	69	70	76	63	67	67	100	65	71
	ST + FED	21	23	11	12	16	17	0	0	14	16
	COMMUNITY	0	0	4	4	0	0	0	0	1	1
	NO RESP	7	0	7	0	6	0	33	0	8	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	79	92	81	88	78	83	67	100	79	87
	STUDENT	0	0	4	4	6	6	0	0	4	4
	PROVOST	7	8	7	8	8	8	0	0	7	8
	ST + FED	0	0	0	0	2	2	0	0	1	1
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	14	0	7	0	6	0	33	0	9	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	57	62	56	60	55	62	50	60	55	61
	YES	36	38	37	40	33	38	33	40	35	39
	NO RESP	7	0	7	0	12	0	17	0	10	0
ESTIMATED TIME OF OCCUR	0-2 YRS	50	58	59	70	43	51	17	25	47	56
	3-5 YRS	29	33	26	30	27	33	33	50	28	33
	6-10 YRS	7	8	0	0	14	16	17	25	9	11
	NO RESP	14	0	15	0	16	0	33	0	16	0
	MODE RESP	1.0		1.0		1.0		2.0		1.0	

#79 Support and funding of construction programs form Alumni and friends of higher education will increase.

CHANGE STATEMENT NUMBER : 79		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	7	10	11	13	6	9	17	20	8	11
	LOW	14	20	52	61	25	38	50	60	33	44
	MODERATE	21	30	19	22	25	38	17	20	22	31
	HIGH	21	30	4	4	4	6	0	0	6	8
	GREAT	7	10	0	0	6	9	0	0	4	6
	NO RESP	29	0	15	0	33	0	17	0	27	0
	MEAN RESP	3.1		2.2		2.7		2.0		2.5	
IMPACT OF THE CHANGE	NONE	7	10	4	4	2	3	0	0	3	4
	LOW	7	10	11	13	14	21	17	33	12	17
	MODERATE	36	50	48	57	27	41	33	67	35	49
	HIGH	14	20	19	22	18	26	0	0	16	23
	GREAT	7	10	4	4	6	9	0	0	5	7
	NO RESP	29	0	15	0	33	0	50	0	29	0
	MEAN RESP	3.1		3.1		3.2		2.7		3.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	7	12	11	14	2	3	17	33	6	9
	STUDENT	7	12	0	0	0	0	0	0	1	2
	PROVOST	14	25	33	41	27	42	0	0	26	38
	ST + FED	7	12	7	9	14	21	0	0	10	15
	COMMUNITY	21	37	30	36	22	33	33	67	24	36
	NO RESP	43	0	19	0	35	0	50	0	33	0
	MODE RESP	5.0		3.0		3.0		5.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	0	0	11	17	0	0	0	0	3	6
	STUDENT	7	14	4	6	8	18	0	0	6	12
	PROVOST	0	0	11	17	2	5	17	50	5	10
	ST + FED	7	14	11	17	10	23	17	50	10	20
	COMMUNITY	36	71	30	44	22	50	0	0	24	49
	NO RESP	50	0	33	0	57	0	67	0	50	0
	MODE RESP	5.0		5.0		5.0		3.0		5.0	
SHOULD IT OCCUR ?	NO	14	22	26	32	24	35	0	0	21	31
	YES	50	78	56	68	43	65	50	100	48	69
	NO RESP	36	0	19	0	33	0	50	0	31	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	11	19	26	16	26	0	0	14	23
	3-5 YRS	36	56	30	42	25	42	33	67	29	45
	6-10 YRS	21	33	22	32	20	32	17	33	20	32
	NO RESP	36	0	30	0	39	0	50	0	37	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#80 New revenue sources will be sought, i.e., from sales of patents, publications, products, and services.

CHANGE STATEMENT NUMBER : 80		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	14	18	0	0	2	3	0	0	3	4
	LOW	14	18	22	30	12	18	0	0	14	20
	MODERATE	14	18	15	20	22	32	17	25	18	26
	HIGH	29	36	30	40	27	41	33	50	29	41
	GREAT	7	9	7	10	4	6	17	25	6	9
	NO RESP	21	0	26	0	33	0	33	0	30	0
	MEAN RESP	3.0		3.3		3.3		4.0		3.3	
IMPACT OF THE CHANGE	NONE	7	9	0	0	2	3	0	0	2	3
	LOW	36	45	15	20	24	35	17	25	22	32
	MODERATE	21	27	33	45	27	41	50	75	30	42
	HIGH	14	18	26	35	10	15	0	0	14	20
	GREAT	0	0	0	0	4	6	0	0	2	3
	NO RESP	21	0	26	0	33	0	33	0	30	0
	MEAN RESP	2.5		3.1		2.9		2.7		2.9	
GRP MOST PROMOTING THIS CHANGE	FACULTY	14	22	7	10	6	9	17	33	8	12
	STUDENT	0	0	4	5	0	0	0	0	1	2
	PROVOST	21	33	48	65	47	73	17	33	42	63
	ST + FED	29	44	11	15	12	18	17	33	14	22
	COMMUNITY	0	0	4	5	0	0	0	0	1	2
	NO RESP	36	0	26	0	35	0	50	0	34	0
	MODE RESP	4.0		3.0		3.0		1.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	21	37	37	62	45	82	17	33	38	67
	STUDENT	0	0	7	12	0	0	0	0	2	4
	PROVOST	7	12	4	6	0	0	17	33	3	5
	ST + FED	7	12	4	6	2	4	0	0	3	5
	COMMUNITY	21	37	7	12	8	14	17	33	10	18
	NO RESP	43	0	41	0	45	0	50	0	44	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	43	60	26	35	31	48	50	75	33	48
	YES	29	40	48	65	33	52	17	25	36	52
	NO RESP	29	0	26	0	35	0	33	0	32	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	12	22	30	18	31	0	0	16	27
	3-5 YRS	36	62	41	55	14	24	50	100	27	43
	6-10 YRS	14	25	11	15	25	45	0	0	18	30
	NO RESP	43	0	26	0	43	0	50	0	39	0
	MODE RESP	2.0		2.0		3.0		2.0		2.0	

#81 Funding policies by colleges and departments will be increasingly conservative.

CHANGE STATEMENT NUMBER : 81		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	8	4	4	2	2	0	0	3	4
	MODERATE	36	38	26	30	10	12	0	0	17	20
	HIGH	21	23	41	48	41	50	33	40	38	45
	GREAT	29	31	15	17	29	36	50	60	27	31
	NO RESP	7	0	15	0	18	0	17	0	15	0
	MEAN RESP	3.8		3.7		4.2		4.6		4.0	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	21	23	11	13	6	7	0	0	9	11
	MODERATE	43	46	33	39	31	38	33	40	34	40
	HIGH	29	31	30	35	24	29	0	0	24	29
	GREAT	0	0	11	13	22	26	50	60	17	20
	NO RESP	7	0	15	0	18	0	17	0	15	0
	MEAN RESP	3.1		3.5		3.7		4.2		3.6	
GRP MOST PROMOTING THIS CHANGE	FACULTY	14	17	4	5	2	2	0	0	4	5
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	36	42	52	64	61	74	50	75	54	66
	ST + FED	36	42	19	23	18	21	17	25	20	25
	COMMUNITY	0	0	7	9	2	2	0	0	3	4
	NO RESP	14	0	19	0	18	0	33	0	18	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	43	55	74	95	75	95	50	75	68	88
	STUDENT	21	27	4	5	2	2	17	25	6	8
	PROVOST	7	9	0	0	0	0	0	0	1	1
	ST + FED	7	9	0	0	2	2	0	0	2	3
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	21	0	22	0	22	0	33	0	22	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	57	62	74	87	59	73	33	40	61	73
	YES	36	38	11	13	22	27	50	60	22	27
	NO RESP	7	0	15	0	20	0	17	0	16	0
ESTIMATED TIME OF OCCUR	0-2 YRS	43	50	37	45	59	75	0	0	47	59
	3-5 YRS	21	25	37	45	12	15	67	100	23	29
	6-10 YRS	21	25	7	9	8	10	0	0	9	12
	NO RESP	14	0	19	0	22	0	33	0	20	0
	MODE RESP	1.0		1.0		1.0		2.0		1.0	

#82 There will be more influence and control by outside agencies because of the financial support that private business and industry will give to M.S.U.

CHANGE STATEMENT NUMBER : 82		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	2	2	17	17	2	3
	LOW	21	30	22	29	24	30	33	33	23	30
	MODERATE	36	50	26	33	27	35	17	17	28	35
	HIGH	7	10	30	38	16	20	17	17	18	23
	GREAT	7	10	0	0	10	12	17	17	7	9
	NO RESP	29	0	22	0	22	0	0	0	21	0
	MEAN RESP	3.0		3.1		3.1		2.9		3.0	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	21	30	11	14	14	18	33	40	15	20
	MODERATE	7	10	33	43	29	39	0	0	26	34
	HIGH	29	40	22	29	20	26	17	20	21	28
	GREAT	14	20	11	14	12	16	33	40	13	18
	NO RESP	29	0	22	0	25	0	17	0	24	0
	MEAN RESP	3.5		3.4		3.4		3.6		3.4	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	0	0	0	0	0	0	0	0
	STUDENT	0	0	0	0	2	3	0	0	1	1
	PROVOST	0	0	0	0	8	11	0	0	4	5
	ST + FED	14	20	15	19	25	34	17	25	20	27
	COMMUNITY	57	80	63	81	39	53	50	75	49	66
	NO RESP	29	0	22	0	25	0	33	0	26	0
	MODE RESP	5.0		5.0		5.0		5.0		5.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	29	40	52	70	59	77	17	25	50	67
	STUDENT	0	0	0	0	2	3	0	0	1	1
	PROVOST	43	60	15	20	14	18	33	50	19	26
	ST + FED	0	0	4	5	0	0	0	0	1	1
	COMMUNITY	0	0	4	5	2	3	17	25	3	4
	NO RESP	29	0	26	0	24	0	33	0	26	0
	MODE RESP	3.0		1.0		1.0		3.0		1.0	
SHOULD IT OCCUR ?	NO	64	90	63	81	73	95	83	83	69	89
	YES	7	10	15	19	4	5	17	17	8	11
	NO RESP	29	0	22	0	24	0	0	0	22	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	10	19	25	16	25	33	50	16	24
	3-5 YRS	36	50	44	60	25	41	17	25	32	47
	6-10 YRS	29	40	11	15	22	34	17	25	19	29
	NO RESP	29	0	26	0	37	0	33	0	33	0
	MODE RESP	2.0		2.0		2.0		1.0		2.0	

#83 There will be greater emphasis on electronic/computer teaching material.

CHANGE STATEMENT NUMBER : 83		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	14	17	15	16	10	11	0	0	11	13
	MODERATE	36	42	33	36	27	30	33	50	31	34
	HIGH	29	33	33	36	33	37	17	25	32	36
	GREAT	7	8	11	12	20	22	17	25	15	17
	NO RESP	14	0	7	0	10	0	33	0	11	0
	MEAN RESP	3.3		3.4		3.7		3.7		3.6	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	14	17	19	21	10	11	17	25	13	15
	MODERATE	36	42	33	37	45	50	33	50	40	45
	HIGH	29	33	30	33	20	22	0	0	22	26
	GREAT	7	8	7	8	16	17	17	25	12	14
	NO RESP	14	0	11	0	10	0	33	0	12	0
	MEAN RESP	3.3		3.2		3.4		3.2		3.4	
GRP MOST PROMOTING THIS CHANGE	FACULTY	36	45	33	37	37	43	0	0	34	40
	STUDENT	14	18	7	8	0	0	17	33	5	6
	PROVOST	21	27	30	33	35	41	17	33	31	37
	ST + FED	0	0	11	12	6	7	17	33	7	9
	COMMUNITY	7	9	7	8	8	9	0	0	7	9
	NO RESP	21	0	11	0	14	0	50	0	16	0
	MODE RESP	1.0		1.0		1.0		2.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	50	70	41	46	41	54	17	33	41	53
	STUDENT	7	10	30	33	22	28	17	33	21	28
	PROVOST	7	10	11	12	8	10	17	33	9	12
	ST + FED	7	10	7	8	4	5	0	0	5	7
	COMMUNITY	0	0	0	0	2	3	0	0	1	1
	NO RESP	29	0	11	0	24	0	50	0	22	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	57	67	37	42	43	50	17	25	42	49
	YES	29	33	52	58	43	50	50	75	44	51
	NO RESP	14	0	11	0	14	0	33	0	14	0
ESTIMATED TIME OF OCCUR	0-2 YRS	21	27	22	26	31	39	0	0	26	32
	3-5 YRS	29	36	44	52	33	41	50	100	37	46
	6-10 YRS	29	36	19	22	16	20	0	0	17	22
	NO RESP	21	0	15	0	20	0	50	0	20	0
	MODE RESP	2.0		2.0		2.0		2.0		2.0	

#84 There will be greater demand for computer usage and facilities.

CHANGE STATEMENT NUMBER : 84		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	4	4	0	0	0	0	1	1
	MODERATE	7	8	30	31	10	11	33	40	16	18
	HIGH	50	54	37	38	31	36	0	0	34	37
	GREAT	36	38	26	27	45	52	50	60	39	43
	NO RESP	7	0	4	0	14	0	17	0	10	0
	MEAN RESP	4.3		3.9		4.4		4.2		4.2	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	8	0	0	0	0	0	0	1	1
	MODERATE	29	31	56	60	25	30	50	60	36	40
	HIGH	43	46	37	40	43	50	17	20	40	45
	GREAT	14	15	0	0	18	20	17	20	12	14
	NO RESP	7	0	7	0	14	0	17	0	11	0
	MEAN RESP	3.7		3.4		3.9		3.6		3.7	
GRP MOST PROMOTING THIS CHANGE	FACULTY	86	92	63	71	67	77	33	50	66	76
	STUDENT	0	0	7	8	4	5	17	25	5	6
	PROVOST	7	8	7	8	8	9	17	25	8	9
	ST + FED	0	0	7	8	4	5	0	0	4	5
	COMMUNITY	0	0	4	4	4	5	0	0	3	4
	NO RESP	7	0	11	0	14	0	33	0	13	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	7	10	15	20	14	20	17	25	13	19
	STUDENT	14	20	7	10	8	11	0	0	8	12
	PROVOST	14	20	30	40	20	29	33	50	22	32
	ST + FED	36	50	15	20	22	31	17	25	21	30
	COMMUNITY	0	0	7	10	6	9	0	0	5	7
	NO RESP	29	0	26	0	31	0	33	0	30	0
	MODE RESP	4.0		3.0		4.0		3.0		3.0	
SHOULD IT OCCUR ?	NO	36	38	26	28	27	32	50	60	30	33
	YES	57	62	67	72	59	68	33	40	59	67
	NO RESP	7	0	7	0	14	0	17	0	11	0
ESTIMATED TIME OF OCCUR	0-2 YRS	29	40	41	46	39	49	33	50	38	47
	3-5 YRS	29	40	48	54	33	41	33	50	37	46
	6-10 YRS	14	20	0	0	8	10	0	0	6	8
	NO RESP	29	0	11	0	20	0	33	0	19	0
	MODE RESP	1.0		2.0		1.0		1.0		1.0	

#85 There will be rising pressure for specialized libraries and seperate research buildings.

CHANGE STATEMENT NUMBER : 85		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	2	3	17	25	2	3
	LOW	14	17	22	35	29	41	0	0	23	33
	MODERATE	29	33	15	24	20	27	17	25	19	27
	HIGH	36	42	19	29	20	27	33	50	22	31
	GREAT	7	8	7	12	2	3	0	0	4	6
	NO RESP	14	0	37	0	27	0	33	0	29	0
	MEAN RESP	3.4		3.2		2.9		3.0		3.0	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	14	17	7	12	20	29	17	25	15	22
	MODERATE	50	58	22	37	29	43	17	25	30	43
	HIGH	7	8	22	37	14	20	33	50	16	24
	GREAT	14	17	7	12	6	9	0	0	7	10
	NO RESP	14	0	41	0	31	0	33	0	32	0
	MEAN RESP	3.2		3.4		3.1		3.2		3.2	
GRP MOST PROMOTING THIS CHANGE	FACULTY	86	100	52	82	67	97	67	100	65	94
	STUDENT	0	0	4	6	0	0	0	0	1	1
	PROVOST	0	0	0	0	0	0	0	0	0	0
	ST + FED	0	0	7	12	2	3	0	0	3	4
	COMMUNITY	0	0	0	0	0	0	0	0	0	0
	NO RESP	14	0	37	0	31	0	33	0	31	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	7	9	4	6	4	6	0	0	4	6
	STUDENT	0	0	4	6	0	0	0	0	1	2
	PROVOST	43	55	22	37	35	56	17	25	32	49
	ST + FED	29	36	30	50	22	34	50	75	27	41
	COMMUNITY	0	0	0	0	2	3	0	0	1	2
	NO RESP	21	0	41	0	37	0	33	0	36	0
	MODE RESP	3.0		4.0		3.0		4.0		3.0	
SHOULD IT OCCUR ?	NO	50	58	19	29	35	53	67	100	35	51
	YES	36	42	44	71	31	47	0	0	34	49
	NO RESP	14	0	37	0	33	0	33	0	32	0
ESTIMATED TIME OF OCCUR	0-2 YRS	21	27	15	25	12	18	0	0	13	20
	3-5 YRS	36	45	30	50	22	33	50	75	28	42
	6-10 YRS	21	27	15	25	31	48	17	25	24	37
	NO RESP	21	0	41	0	35	0	33	0	35	0
	MODE RESP	2.0		2.0		3.0		2.0		2.0	

#86 There will be more public, non-university use of facilities.

CHANGE STATEMENT NUMBER : 86		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	2	3	17	20	2	3
	LOW	36	50	33	47	25	34	0	0	28	37
	MODERATE	14	20	26	37	22	29	33	40	22	31
	HIGH	7	10	11	16	22	29	33	40	17	24
	GREAT	14	20	0	0	4	5	0	0	4	6
	NO RESP	29	0	30	0	25	0	17	0	27	0
	MEAN RESP	3.0		2.7		3.0		3.0		3.0	
IMPACT OF THE CHANGE	NONE	0	0	4	6	0	0	0	0	1	1
	LOW	29	40	19	29	35	47	17	20	29	40
	MODERATE	29	40	30	47	25	34	67	80	30	41
	HIGH	7	10	11	18	12	16	0	0	10	14
	GREAT	7	10	0	0	2	3	0	0	2	3
	NO RESP	29	0	37	0	25	0	17	0	29	0
	MEAN RESP	2.9		2.8		2.7		2.8		2.7	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	0	0	0	0	0	0	0	0
	STUDENT	0	0	4	6	0	0	0	0	1	1
	PROVOST	7	10	4	6	4	6	0	0	4	6
	ST + FED	14	20	7	11	10	14	0	0	9	13
	COMMUNITY	50	70	52	78	57	81	67	100	55	79
	NO RESP	29	0	33	0	29	0	33	0	31	0
	MODE RESP	5.0		5.0		5.0		5.0		5.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	21	37	26	39	31	50	17	25	28	44
	STUDENT	0	0	15	22	4	6	17	25	7	11
	PROVOST	29	50	19	28	25	41	0	0	22	35
	ST + FED	7	12	4	6	0	0	33	50	4	6
	COMMUNITY	0	0	4	6	2	3	0	0	2	3
	NO RESP	43	0	33	0	37	0	33	0	37	0
	MODE RESP	3.0		1.0		1.0		4.0		1.0	
SHOULD IT OCCUR ?	NO	29	44	37	56	39	54	33	40	37	52
	YES	36	56	30	44	33	46	50	60	34	48
	NO RESP	36	0	33	0	27	0	17	0	30	0
ESTIMATED TIME OF OCCUR	0-2 YRS	0	0	7	12	6	9	17	25	6	9
	3-5 YRS	29	44	33	53	43	63	17	25	37	55
	6-10 YRS	36	56	22	35	20	29	33	50	23	35
	NO RESP	36	0	37	0	31	0	33	0	34	0
	MODE RESP	3.0		2.0		2.0		3.0		2.0	

#87 Only vittaly needed, modest, and high priority new construction will take place following the completion of the Communication Arts and the Performing Arts buildings.

CHANGE STATEMENT NUMBER : 87		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	14	17	11	12	10	12	0	0	10	12
	MODERATE	14	17	11	12	8	10	33	40	11	13
	HIGH	36	42	33	36	35	44	0	0	33	39
	GREAT	21	25	37	40	27	34	50	60	31	36
	NO RESP	14	0	7	0	20	0	17	0	15	0
	MEAN RESP	3.8		4.0		4.0		4.2		4.0	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	14	17	11	13	14	17	17	20	13	16
	MODERATE	29	33	22	26	24	29	67	80	27	32
	HIGH	36	42	33	39	25	32	0	0	28	33
	GREAT	7	8	19	22	18	22	0	0	15	19
	NO RESP	14	0	15	0	20	0	17	0	17	0
	MEAN RESP	3.4		3.7		3.6		2.8		3.5	
GRP MOST PROMOTING THIS CHANGE	FACULTY	7	8	4	4	10	13	0	0	7	9
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	14	17	11	12	14	18	0	0	12	15
	ST + FED	64	75	70	79	45	59	50	75	55	68
	COMMUNITY	0	0	4	4	8	10	17	25	6	8
	NO RESP	14	0	11	0	24	0	33	0	19	0
	MODE RESP	4.0		4.0		4.0		4.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	7	11	41	52	29	43	33	50	30	42
	STUDENT	0	0	19	24	6	9	0	0	8	12
	PROVOST	36	56	4	5	14	20	33	50	15	22
	ST + FED	21	33	11	14	20	29	0	0	16	23
	COMMUNITY	0	0	4	5	0	0	0	0	1	1
	NO RESP	36	0	22	0	31	0	33	0	30	0
	MODE RESP	3.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	57	67	52	58	49	64	17	20	49	60
	YES	29	33	37	42	27	36	67	80	33	40
	NO RESP	14	0	11	0	24	0	17	0	18	0
ESTIMATED TIME OF OCCUR	0-2 YRS	29	40	41	48	37	54	33	50	37	50
	3-5 YRS	14	20	37	43	22	31	17	25	24	33
	6-10 YRS	29	40	7	9	10	14	17	25	12	17
	NO RESP	29	0	15	0	31	0	33	0	27	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	

#88 Campus wide remodeling, refurnishing, and improvement of old buildings will have priority over new ones.

CHANGE STATEMENT NUMBER : 88		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	7	8	0	0	0	0	2	2
	MODERATE	14	15	15	15	16	20	33	33	16	19
	HIGH	43	46	37	38	37	46	0	0	36	41
	GREAT	36	38	37	38	27	34	67	67	34	38
	NO RESP	7	0	4	0	20	0	0	0	12	0
	MEAN RESP	4.2		4.0		4.1		4.3		4.1	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	14	15	11	12	20	24	17	17	16	19
	MODERATE	36	38	26	28	35	44	83	83	36	41
	HIGH	14	15	33	36	16	20	0	0	19	22
	GREAT	29	31	22	24	10	12	0	0	15	18
	NO RESP	7	0	7	0	20	0	0	0	13	0
	MEAN RESP	3.6		3.7		3.2		2.8		3.4	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	4	4	4	5	0	0	3	4
	STUDENT	0	0	4	4	0	0	0	0	1	1
	PROVOST	50	54	33	36	29	38	33	40	34	40
	ST + FED	43	46	52	56	41	54	50	60	45	54
	COMMUNITY	0	0	0	0	2	3	0	0	1	1
	NO RESP	7	0	7	0	24	0	17	0	16	0
	MODE RESP	3.0		4.0		4.0		4.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	43	55	48	68	39	65	67	100	44	66
	STUDENT	0	0	7	11	4	6	0	0	4	6
	PROVOST	14	18	0	0	4	6	0	0	4	6
	ST + FED	14	18	15	21	12	19	0	0	12	18
	COMMUNITY	7	9	0	0	2	3	0	0	2	3
	NO RESP	21	0	30	0	39	0	33	0	34	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	43	46	41	44	27	35	17	17	33	38
	YES	50	54	52	56	51	65	83	83	53	62
	NO RESP	7	0	7	0	22	0	0	0	14	0
ESTIMATED TIME OF OCCUR	0-2 YRS	43	50	52	58	31	43	33	50	39	49
	3-5 YRS	29	33	30	33	33	46	17	25	31	39
	6-10 YRS	14	17	7	8	8	11	17	25	9	12
	NO RESP	14	0	11	0	27	0	33	0	21	0
	MODE RESP	1.0		1.0		2.0		1.0		1.0	

#89 There will be increased competition for physical resources both within colleges and the total university.

CHANGE STATEMENT NUMBER : 89		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	0	0	2	2	0	0	1	1
	MODERATE	14	17	15	15	8	9	33	50	12	14
	HIGH	21	25	37	38	35	42	17	25	33	38
	GREAT	50	58	44	46	39	47	17	25	41	47
	NO RESP	14	0	4	0	16	0	33	0	13	0
	MEAN RESP	4.4		4.3		4.3		3.7		4.3	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	0	0	4	4	6	7	0	0	4	5
	MODERATE	36	42	30	32	22	26	33	67	27	31
	HIGH	29	33	26	28	31	37	0	0	28	33
	GREAT	21	25	33	36	25	30	17	33	27	31
	NO RESP	14	0	7	0	16	0	50	0	15	0
	MEAN RESP	3.8		4.0		3.9		3.7		3.9	
GRP MOST PROMOTING THIS CHANGE	FACULTY	50	58	56	60	22	27	50	100	37	44
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	14	17	22	24	33	41	0	0	26	31
	ST + FED	21	25	15	16	24	29	0	0	19	23
	COMMUNITY	0	0	0	0	2	2	0	0	1	1
	NO RESP	14	0	7	0	20	0	50	0	17	0
	MODE RESP	1.0		1.0		3.0		1.0		1.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	14	20	26	33	57	78	0	0	39	54
	STUDENT	0	0	7	10	0	0	0	0	2	3
	PROVOST	43	60	30	38	10	14	50	100	22	31
	ST + FED	7	10	11	14	6	8	0	0	7	10
	COMMUNITY	7	10	4	5	0	0	0	0	2	3
	NO RESP	29	0	22	0	27	0	50	0	28	0
	MODE RESP	3.0		3.0		1.0		3.0		1.0	
SHOULD IT OCCUR ?	NO	64	75	67	72	63	80	33	67	62	76
	YES	21	25	26	28	16	20	17	33	19	24
	NO RESP	14	0	7	0	22	0	50	0	18	0
ESTIMATED TIME OF OCCUR	0-2 YRS	43	60	37	42	43	56	17	33	40	51
	3-5 YRS	14	20	41	46	24	31	33	67	28	36
	6-10 YRS	14	20	11	12	10	13	0	0	10	13
	NO RESP	29	0	11	0	24	0	50	0	22	0
	MODE RESP	1.0		2.0		1.0		2.0		1.0	

#90 There will be a greater sharing of physical resources.

CHANGE STATEMENT NUMBER : 90		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	4	2	2	0	0	2	2
	LOW	14	20	7	8	4	5	0	0	6	7
	MODERATE	29	40	22	25	16	18	17	25	19	23
	HIGH	7	10	37	42	43	50	33	50	36	43
	GREAT	21	30	19	21	22	25	17	25	20	24
	NO RESP	29	0	11	0	14	0	33	0	16	0
	MEAN RESP	3.5		3.7		3.9		4.0		3.8	
IMPACT OF THE CHANGE	NONE	7	10	0	0	2	2	0	0	2	2
	LOW	0	0	15	17	14	16	0	0	11	14
	MODERATE	50	70	33	39	35	41	33	67	37	45
	HIGH	0	0	22	26	20	23	17	33	17	21
	GREAT	14	20	15	17	16	18	0	0	14	17
	NO RESP	29	0	15	0	14	0	50	0	18	0
	MEAN RESP	3.2		3.4		3.4		3.3		3.3	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	11	13	4	5	0	0	5	6
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	64	90	56	65	63	74	33	67	59	73
	ST + FED	7	10	19	22	16	19	17	33	15	19
	COMMUNITY	0	0	0	0	2	2	0	0	1	1
	NO RESP	29	0	15	0	16	0	50	0	19	0
	MODE RESP	3.0		3.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	57	89	67	78	76	93	50	100	69	88
	STUDENT	7	11	4	4	2	2	0	0	3	4
	PROVOST	0	0	11	13	2	2	0	0	4	5
	ST + FED	0	0	4	4	0	0	0	0	1	1
	COMMUNITY	0	0	0	0	2	2	0	0	1	1
	NO RESP	36	0	15	0	18	0	50	0	21	0
	MODE RESP	1.0		1.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	14	20	30	35	25	30	17	25	24	30
	YES	57	80	56	65	61	70	50	75	58	70
	NO RESP	29	0	15	0	14	0	33	0	17	0
ESTIMATED TIME OF OCCUR	0-2 YRS	29	50	33	39	39	48	33	67	36	46
	3-5 YRS	14	25	48	57	33	40	17	33	34	43
	6-10 YRS	14	25	4	4	10	12	0	0	8	11
	NO RESP	43	0	15	0	18	0	50	0	22	0
	MODE RESP	1.0		2.0		1.0		1.0		1.0	

#91 Physical facilities will become obsolete due to lack of adequate maintenance.

CHANGE STATEMENT NUMBER : 91		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	7	9	18	22	0	0	11	14
	LOW	7	9	11	13	10	12	17	17	10	12
	MODERATE	21	27	7	9	18	22	17	17	15	19
	HIGH	29	36	48	57	24	30	33	33	32	39
	GREAT	21	27	11	13	10	12	33	33	13	16
	NO RESP	21	0	15	0	22	0	0	0	18	0
	MEAN RESP	3.8		3.5		2.9		3.8		3.3	
IMPACT OF THE CHANGE	NONE	0	0	4	4	2	3	0	0	2	3
	LOW	7	9	7	9	0	0	0	0	3	4
	MODERATE	14	18	4	4	18	25	0	0	12	16
	HIGH	29	36	37	43	16	22	83	83	28	36
	GREAT	29	36	33	39	35	50	17	17	33	42
	NO RESP	21	0	15	0	29	0	0	0	22	0
	MEAN RESP	4.0		4.0		4.2		4.2		4.1	
GRP MOST PROMOTING THIS CHANGE	FACULTY	0	0	4	5	0	0	0	0	1	1
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	0	0	15	19	8	12	0	0	8	12
	ST + FED	64	100	56	71	55	87	83	100	58	85
	COMMUNITY	0	0	4	5	0	0	0	0	1	1
	NO RESP	36	0	22	0	37	0	17	0	32	0
	MODE RESP	4.0		4.0		4.0		4.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	14	22	22	32	39	61	50	60	32	47
	STUDENT	0	0	4	5	2	3	0	0	2	3
	PROVOST	50	78	33	47	22	33	33	40	30	44
	ST + FED	0	0	4	5	2	3	0	0	2	3
	COMMUNITY	0	0	7	11	0	0	0	0	2	3
	NO RESP	36	0	30	0	35	0	17	0	33	0
	MODE RESP	3.0		3.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	71	100	63	77	69	97	100	100	69	92
	YES	0	0	19	23	2	3	0	0	6	8
	NO RESP	29	0	19	0	29	0	0	0	24	0
ESTIMATED TIME OF OCCUR	0-2 YRS	14	22	41	55	16	26	17	20	22	34
	3-5 YRS	36	56	19	25	24	39	33	40	24	37
	6-10 YRS	14	22	15	20	22	35	33	40	19	29
	NO RESP	36	0	26	0	39	0	17	0	34	0
	MODE RESP	2.0		1.0		2.0		2.0		2.0	

#92 Research expertise will be traded for new equipments.

CHANGE STATEMENT NUMBER : 92		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	4	8	6	14	0	0	4	10
	LOW	29	67	22	50	20	45	0	0	20	48
	MODERATE	0	0	11	25	10	23	17	50	9	21
	HIGH	14	33	7	17	6	14	0	0	7	17
	GREAT	0	0	0	0	2	5	17	50	2	5
	NO RESP	57	0	56	0	57	0	67	0	57	0
	MEAN RESP	2.7		2.5		2.5		4.0		2.6	
IMPACT OF THE CHANGE	NONE	0	0	4	8	0	0	0	0	1	3
	LOW	14	33	7	17	8	21	0	0	8	21
	MODERATE	14	33	7	17	8	21	17	50	9	23
	HIGH	14	33	19	42	10	26	17	50	13	33
	GREAT	0	0	7	17	12	32	0	0	8	21
	NO RESP	57	0	56	0	63	0	67	0	60	0
	MEAN RESP	3.0		3.5		3.7		3.5		3.5	
GRP MOST PROMOTING THIS CHANGE	FACULTY	29	80	11	30	4	11	33	100	11	31
	STUDENT	0	0	4	10	0	0	0	0	1	3
	PROVOST	0	0	4	10	10	28	0	0	6	17
	ST + FED	7	20	15	40	20	56	0	0	15	43
	COMMUNITY	0	0	4	10	2	6	0	0	2	6
	NO RESP	64	0	63	0	65	0	67	0	64	0
	MODE RESP	1.0		4.0		4.0		1.0		4.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	0	0	26	64	29	83	0	0	22	61
	STUDENT	0	0	0	0	0	0	0	0	0	0
	PROVOST	7	20	7	18	4	11	17	50	6	17
	ST + FED	29	80	7	18	0	0	17	50	7	19
	COMMUNITY	0	0	0	0	2	6	0	0	1	3
	NO RESP	64	0	59	0	65	0	67	0	63	0
	MODE RESP	4.0		1.0		1.0		3.0		1.0	
SHOULD IT OCCUR ?	NO	36	83	26	64	29	83	17	50	29	76
	YES	7	17	15	36	6	17	17	50	9	24
	NO RESP	57	0	59	0	65	0	67	0	62	0
ESTIMATED TIME OF OCCUR	0-2 YRS	7	20	11	27	8	25	0	0	8	24
	3-5 YRS	21	60	19	45	8	25	33	100	14	41
	6-10 YRS	7	20	11	27	16	50	0	0	12	35
	NO RESP	64	0	59	0	69	0	67	0	65	0
	MODE RESP	2.0		2.0		3.0		2.0		2.0	

#93 Clerical tasks will be facilitated by usage of modern equipments.

CHANGE STATEMENT NUMBER : 93		DEANS N = 14		CHAIRPERS N = 27		FACULTY N = 51		O.I.R. N = 6		TOTAL N = 98	
VARIABLE	VALUE	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ	REL FREQ (PCT) ABS	ADJ
LIKELIHD OF OCCUR	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	9	19	21	10	12	17	33	12	15
	MODERATE	21	27	26	29	25	32	0	0	23	29
	HIGH	29	36	33	37	31	39	0	0	30	37
	GREAT	21	27	11	12	14	17	33	67	15	19
	NO RESP	21	0	11	0	20	0	50	0	19	0
	MEAN RESP	3.8		3.4		3.6		4.0		3.6	
IMPACT OF THE CHANGE	NONE	0	0	0	0	0	0	0	0	0	0
	LOW	7	9	11	12	12	15	17	33	11	14
	MODERATE	29	36	26	29	39	49	0	0	32	39
	HIGH	14	18	37	42	20	24	17	33	23	29
	GREAT	29	36	15	17	10	12	17	33	14	18
	NO RESP	21	0	11	0	20	0	50	0	19	0
	MEAN RESP	3.8		3.6		3.3		3.6		3.5	
GRP MOST PROMOTING THIS CHANGE	FACULTY	14	22	44	55	27	35	0	0	29	38
	STUDENT	0	0	0	0	2	2	0	0	1	1
	PROVOST	50	78	30	36	33	42	33	67	35	46
	ST + FED	0	0	4	5	12	15	17	33	8	11
	COMMUNITY	0	0	4	5	4	5	0	0	3	4
	NO RESP	36	0	19	0	22	0	50	0	24	0
	MODE RESP	3.0		1.0		3.0		3.0		3.0	
GRP MOST HINDERING THIS CHANGE	FACULTY	29	50	19	26	18	31	17	33	19	32
	STUDENT	7	12	0	0	4	7	0	0	3	5
	PROVOST	0	0	15	21	16	28	0	0	12	20
	ST + FED	21	37	26	37	16	28	17	33	19	32
	COMMUNITY	0	0	11	16	4	7	17	33	6	10
	NO RESP	43	0	30	0	43	0	50	0	40	0
	MODE RESP	1.0		4.0		1.0		1.0		1.0	
SHOULD IT OCCUR ?	NO	14	18	22	25	20	24	0	0	18	22
	YES	64	82	67	75	63	76	50	100	63	77
	NO RESP	21	0	11	0	18	0	50	0	18	0
ESTIMATED TIME OF OCCUR	0-2 YRS	36	50	56	65	33	41	33	67	40	51
	3-5 YRS	21	30	15	17	35	44	0	0	26	32
	6-10 YRS	14	20	15	17	12	15	17	33	13	17
	NO RESP	29	0	15	0	20	0	50	0	21	0
	MODE RESP	1.0		1.0		2.0		1.0		1.0	

APPENDIX D

COLLEGES AND INSTITUTIONS PARTICIPATING IN THE STUDY

1. College of Agriculture & Natural Resources
2. College of Arts & Letters
3. College of Business & Graduate School of Business Administration
4. College of Communication Arts & Science
5. College of Education
6. College of Engineering
7. College of Human Ecology
8. College of Human Medicine
9. Justin Morrill College
10. Lyman Briggs College
11. College of Natural Science
12. College of Osteopathic Medicine
13. College of Social Sciences
14. University College
15. College of Veterinary Medicine
16. Life-Long Education
17. Office of Institutional Research

APPENDIX E

DEPARTMENTS PARTICIPATING IN THE STUDY

1. Administration & Higher Education
2. American Thought & Language
3. Audiology & Speech Science
4. Communication
5. Community Health Science
6. Counseling, Personnel Services, & Psychology
7. Criminal Justice
8. Crop & Soil Science
9. Family & Child Science
10. Food Science & Human Nutrition
11. Forestry
12. Geography
13. Health, Physical Education, & Recreation
14. History
15. Human Environment & Design
16. Management
17. Marketing & Transportation
18. Medical Technology
19. Metallurgy, Mechanics, & Material Science
20. Music
21. Natural Science
22. Nursing
23. Physiology
24. Pathology
25. Racial & Ethnic Studies
26. Radiology
27. Telecommunication

APPENDIX F

COVER LETTERS

MICHIGAN STATE UNIVERSITY

Thank you for agreeing to work on our Futures project. We anticipate that we will require about 30 minutes of your time once a month over a period of 2 months. Shahriar Ghoddousi (who will be using much of the material for his dissertation) will contact you either in person or by mail. In order to refresh your memory, we have the following purposes:

1. To collect detailed and factual information that describes the opinions of selected academic unit administrators and selected faculty members about the future of academic units at Michigan State University.

2. To collect information regarding different strategies, policies, and courses of action that academic unit administrators may use in coping with future changes (ten years), given that the changes do occur.

3. To collect information that suggests administrative tools and techniques needed by academic administrators which could be provided by central administration of Michigan State University.

Thanks again.

Sincerely,

Richard L. Featherstone
Professor

RLF:cmk

MICHIGAN STATE UNIVERSITY

December 18, 1979

Dear Dr.

Thank you for your participation in the first phase of our future project. We anticipate that we will require about 60 minutes of your time in this final phase. Shahriar Ghoddousi (who will be using this material for his dissertation) will contact you either in person or by mail. This is the last phase of the study on future changes in the general attributes of Higher Education which may affect the Academic Unit or University Administration. In order to refresh your memory, we have the following purposes:

1. To collect detailed and factual information that describes the opinions of selected academic unit administrators and selected faculty members about the future of academic units at Michigan State University.

2. To collect information regarding different strategies, policies, and courses of action that academic unit administrators may use in coping with future changes (ten years), given that the changes do occur.

3. To collect information that suggests administrative tools and techniques needed by academic administrators which could be provided by central administration of Michigan State University.

I want to thank you again for your help in this time-consuming project.

Sincerely,

Richard L. Featherstone
Professor

MICHIGAN STATE UNIVERSITY

I am a doctoral student working on a thesis study designed to assess the opinions of Michigan State University academic unit administrators on the future issues of academic administration. Effectiveness and efficiency in administration are everyone's goal, yet little is known about the changes likely to occur in the next ten years and the effect these changes will have on administration of academic units.

This study is an attempt to narrow this knowledge gap by identifying the changes likely to occur. The study is designed to provide information based on the extent of agreement among college deans, departmental chairpersons, and selected faculty members who have been involved in actual long-range planning at MSU.

The study, employing a Delphi method, is designed as a four-stage mail survey.

The enclosed questionnaire groups areas of academic administration under five major headings: Faculty, Student, Program, Finance, and Physical Resources. Each participant is asked in Question I to list the most important changes that they foresee in each of the five areas listed above. In Question II, the participating administrator is asked to detail the most important administrative policies necessary to deal with these future changes.

The next three stages of this study, based on the result of the first questionnaire, consist of short multiple-choice questions; these will be mailed to you in the next several months.

The success of this study depends upon your participation.

Thank you very much for your time and cooperation.

Sincerely yours,

Shahriar Ghoddousi

APPENDIX G

PHASE-ONE QUESTIONNAIRE

The Assessment of Opinions of Michigan State University Academic Unit Administrators on the Issues of the FUTURE of Academic Unit Administration

RETURN

By: May 10, 1979

To: Shahriar Ghoddousi
424 Erickson (College of Education)
Michigan State University

Self-addressed envelope enclosed

Please complete for 2nd and 3rd stage follow-up

Name: _____

Unit: _____

Address: _____

PURPOSE

The purposes of this study are as follows:

1. To collect detailed and factual information that describes the opinions of selected academic unit administrators and selected faculty members about the future of academic units at Michigan State University.
2. To collect information regarding different strategies, policies, and courses of action that academic unit administrators may use in coping with future changes (ten years), given that the changes do occur.
3. To collect information that suggests administrative tools and techniques needed by academic administrators which could be provided by central administration of Michigan State University.

The information regarding the first two purposes will be gathered in a systematic way by using the Delphi method. The information regarding the third stated purpose will be collected through a simple survey method, which will be administered at a later time.

QUESTION I

After each of the five headings given below, please list the three most important CHANGES that you feel WILL take place during the next ten years and will affect your academic unit (including the direction and magnitude the change will take, i.e., increasing, decreasing, large, small,...). If you feel that no important changes will occur in these specified areas during the next ten years, please indicate this and return the questionnaire.

I-(FACULTY) _____

_____

_____

_____

II-(STUDENT)_____

_____

_____

_____

III-(PROGRAM)_____

_____

_____

_____

IV-(FINANCE)_____

_____

_____

_____

V-(PHYSICAL RESOURCES)_____

_____

_____

_____

QUESTION II

After each of the five headings given below, please list the most important administrative policies, strategies, and courses of action that your academic unit might use in coping with the future changes you indicated in Question I.

I-(FACULTY)_____

_____

_____

_____

II-(STUDENT)_____

_____

_____

_____

III-(PROGRAM)_____

_____

_____

_____

IV-(FINANCE)_____

_____

_____

_____

V-(PHYSICAL RESOURCES)_____

_____

_____

_____

APPENDIX H

PHASE-TWO QUESTIONNAIRE

The purpose of this questionnaire is to assess the opinions of M.S.U. academic unit administrators regarding the potential changes in the general attributes of Higher Education which may affect the unit or university administration.

Please RETURN

By: **January 10**

To: Shahriar Ghoddousi
College of Education
424 Erickson Hall
Michigan State University

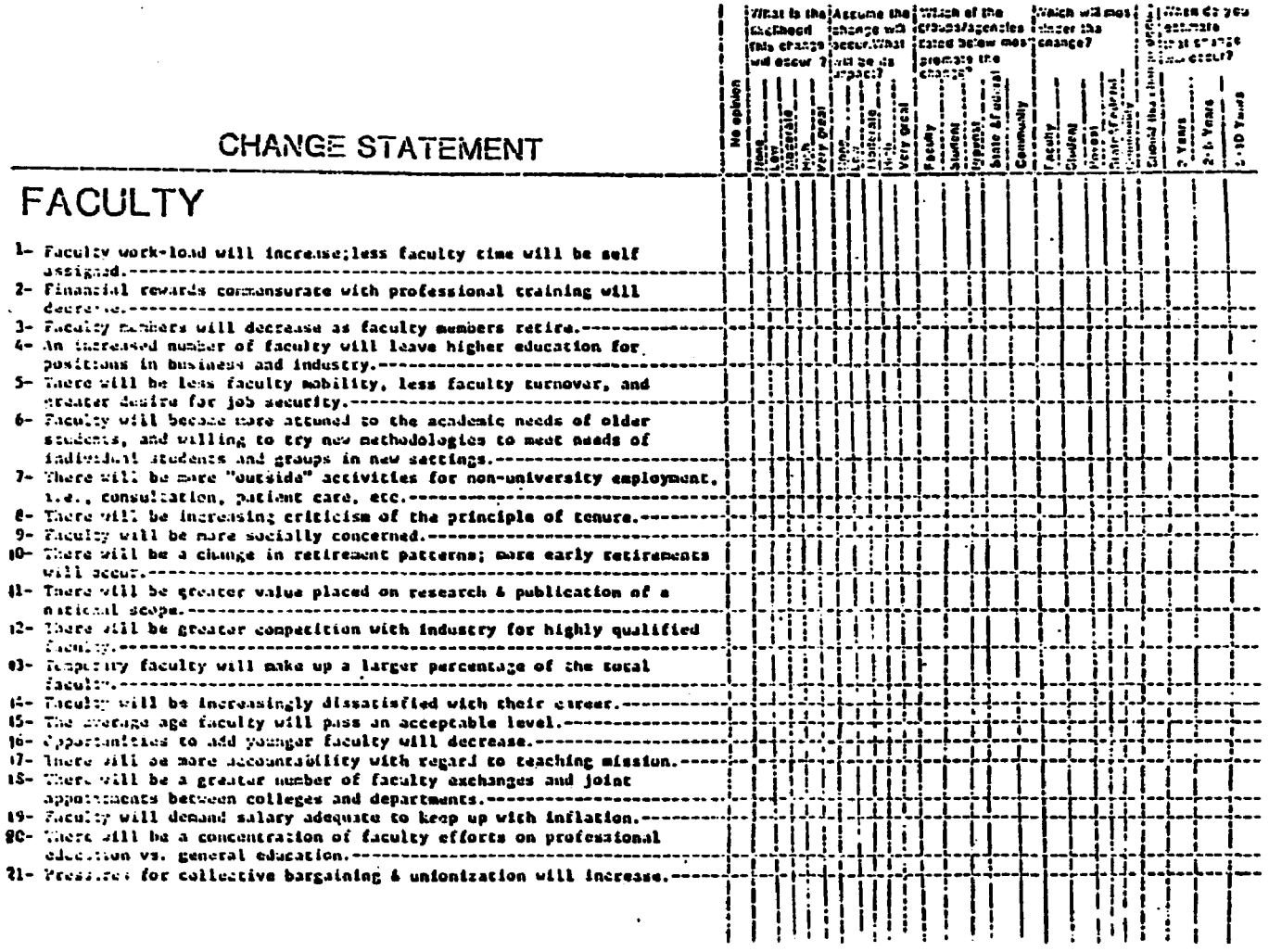
Self-addressed envelope enclosed.

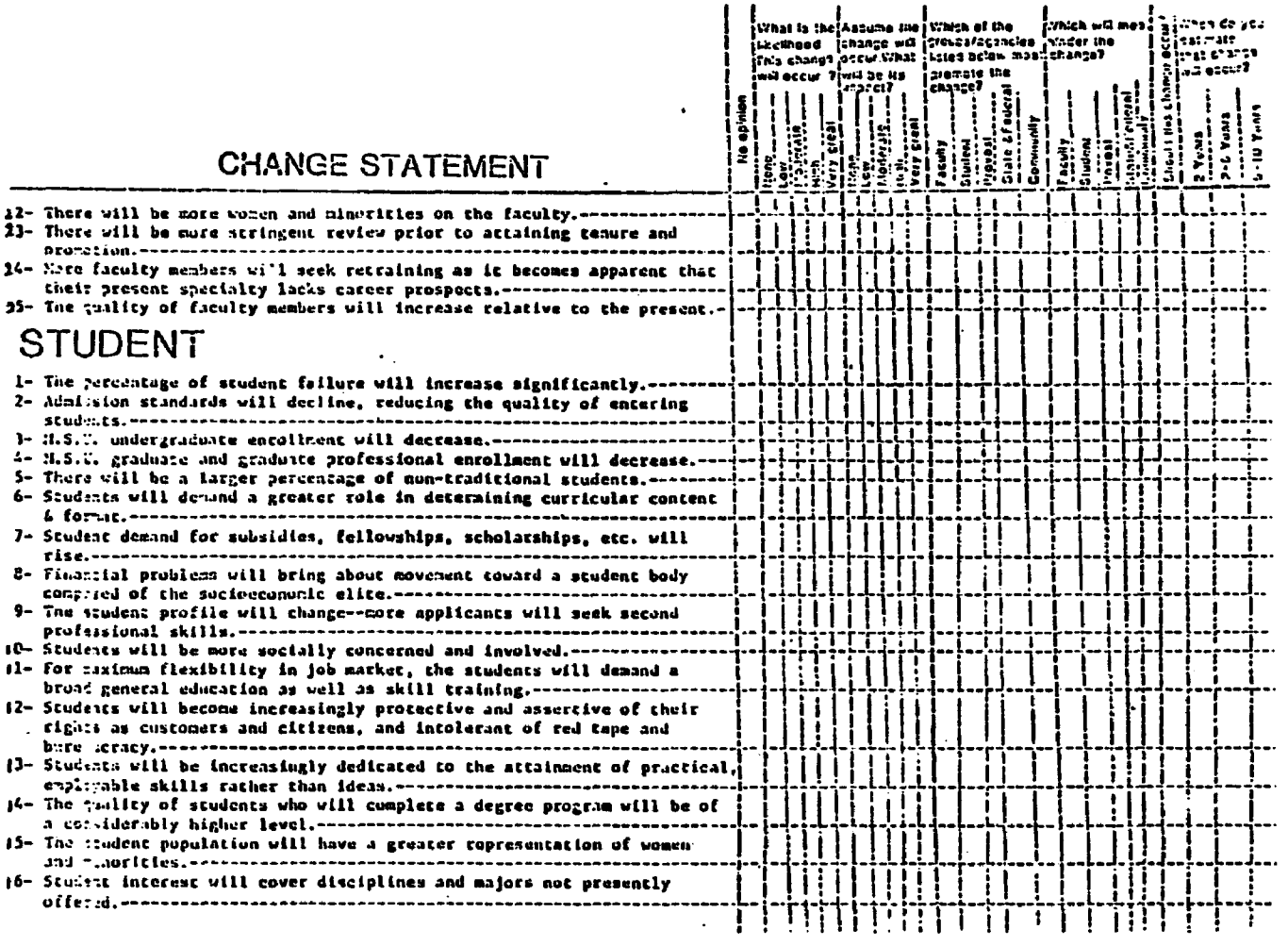
INSTRUCTION

PLEASE READ THESE INSTRUCTIONS CAREFULLY before beginning. If you have any questions please call Shahriar Ghoddousi, 355-1746. The change statements are listed on the left hand side of the questionnaire under the major headings: Faculty, Students, Program, Finance, and Physical Resourses. There are SEVEN questions related to each change statements.

1. The first column is for a NO OPINION response. If you have no idea or opinion about the change statement, please mark (X) in this column and go to the next change statement.
2. The next set of columns are related to the LIKELIHOOD OF OCCURANCE of the change. Please choose one of the five that best fits your opinion and mark it with a (X).
3. The next set of columns are related to the IMPACT OF THE CHANGE. Please choose one of the five that best fits your opinion and mark it with a (X).
4. The next set of columns are related to different groups or agencies that would MOST PROMOTE THE CHANGE (that will be most interested in working to make the change occur). Please indicate with a (X) the group or agency that you believe will most promote the change.
5. The next set of columns are related to the groups or agencies that would MOST HINDER THE CHANGE (that will be most interested in working to prevent the occurance of the change). Please choose the group or agency that best fits your opinion and mark it with a (X).
6. The next column is related to APPROPRIATNESS OF THE CHANGE. If you think this change SHOULD happen mark (X) in this column. If you think this change SHOULD NOT happen, please leave this column BLANK. Your response should indicate whether you favor the change, not whether you think it will actually take place.
7. The last three columns are related to the TIME THAT CHANGE MAY OCCUR. If you think the change will occur in the next two years, please mark (X) in the first column; if you think the change will occur between two and five years from now, please mark (X) in the second column; and if you think the change will occur between five and ten years from now, please mark a (X) in the last column.

There are three pages of change statements in this questionnaire.
Thank you for your cooperation.


CHANGE STATEMENT
What is the likelihood this change will occur?
No opinion
None
Low
Moderate
High
Very great
Assume the change will occur. What will be its impact?
None
Low
Moderate
High
Very great
Which of the groups/agencies listed below most promote the change?
Faculty
Students
Regents
State Official
Community
Which will most hinder the change?
Faculty
Students
Regents
State Officials
Community
When do you estimate this change will occur?
0 Years
2-5 Years
5-10 Years
FACULTY
1- Faculty work-load will increase;less faculty time will be self assigned.
2- Financial rewards commensurate with professional training will decrease.
3- Faculty members will decrease as faculty members retire.
4- An increased number of faculty will leave higher education for positions in business and industry.
5- There will be less faculty mobility, less faculty turnover, and greater desire for job security.
6- Faculty will become more attuned to the academic needs of older students, and willing to try new methodologies to meet needs of individual students and groups in new settings.
7- There will be more "outside" activities for non-university employment, i.e., consultation, patient care, etc.
8- There will be increasing criticism of the principle of tenure.
9- Faculty will be more socially concerned.
10- There will be a change in retirement patterns; more early retirements will occur.
11- There will be greater value placed on research & publication of a national scope.
12- There will be greater competition with industry for highly qualified faculty.
13- Temporary faculty will make up a larger percentage of the total faculty.
14- Faculty will be increasingly dissatisfied with their career.
15- The average age faculty will pass an acceptable level.
16- Opportunities to add younger faculty will decrease.
17- There will be more accountability with regard to teaching mission.
18- There will be a greater number of faculty exchanges and joint appointments between colleges and departments.
19- Faculty will demand salary adequate to keep up with inflation.
20- There will be a concentration of faculty efforts on professional education vs. general education.
21- Pressures for collective bargaining & unionization will increase.


CHANGE STATEMENT
What is the likelihood this change will occur ?
No opinion
None
Low
Moderate
High
Very great
Assume the change will occur.What will be its impact?
None
Low
Moderate
High
Very great
Which of the groups/agencies listed below must promote the change?
Faculty
Students
Regents
State & Federal
Community
Which will most hinder the change?
Faculty
Students
Regents
State & Federal
Community
When do you estimate that change will occur?
2 Years
3-5 Years
6-10 Years
12-
There will be more women and minorities on the faculty.
13-
There will be more stringent review prior to attaining tenure and promotion.
14-
More faculty members will seek retraining as it becomes apparent that their present specialty lacks career prospects.
15-
The quality of faculty members will increase relative to the present.
STUDENT
1-
The percentage of student failure will increase significantly.
2-
Admission standards will decline, reducing the quality of entering students.
3-
M.S.U. undergraduate enrollment will decrease.
4-
M.S.U. graduate and graduate professional enrollment will decrease.
5-
There will be a larger percentage of non-traditional students.
6-
Students will demand a greater role in determining curricular content & format.
7-
Student demand for subsidies, fellowships, scholarships, etc. will rise.
8-
Financial problems will bring about movement toward a student body comprised of the socioeconomic elite.
9-
The student profile will change--more applicants will seek second professional skills.
10-
Students will be more socially concerned and involved.
11-
For maximum flexibility in job market, the students will demand a broad general education as well as skill training.
12-
Students will become increasingly protective and assertive of their rights as customers and citizens, and intolerant of red tape and bureaucracy.
13-
Students will be increasingly dedicated to the attainment of practical, employable skills rather than ideas.
14-
The quality of students who will complete a degree program will be of a considerably higher level.
15-
The student population will have a greater representation of women and minorities.
16-
Student interest will cover disciplines and majors not presently offered.

CHANGE STATEMENT	No opinion	Likelihood this change will occur? None	Low	Moderate	High	Very great	change will occur. What will be its impact? None	Low	Moderate	High	Very great	groups/agencies listed below most promote the change? Faculty	Student	Provost	State & Federal	Community	hinder the change? Faculty	Student	Provost	State/Federal	Community	Should this change occur	estimate that change will occur? 2 Years	2-6 Years	6-10 Years
17- The number of students who take more than four years to complete an undergraduate degree program will increase.																									
Program																									
1- The curriculum will constantly change to address available job markets for graduates.																									
2- The professional and technical areas will be expanded to meet pressing needs of our society.																									
3- More "non-traditional" courses will be offered. (e.g. short courses, new time frames, etc.)																									
4- Study and work will be combined; a change from present pattern of education followed by work.																									
5- More stringent and exacting evaluation and accountability of courses and programs will be demanded by those who pay for them.																									
6- The central administration of the university will increase its quantitative judgement of programs. Efficiency and product will be viewed critically.																									
7- To make programs more flexible and adaptable more elective courses that count toward graduation will be offered.																									
8- More programs will be tailored for the individual student.																									
9- There will be pressure for a reduction in number of high cost teaching models, i.e. labs.																									
10- There will be an increasing emphasis on quality research programs, particularly research applied to social needs.																									
11- Research will be tied more closely to instruction.																									
12- There will be more choice of general education courses.																									
13- There will be an increase in research and teaching in the behavioral sciences.																									
14- The disagreements over the value of a liberal versus a technical/professional education will increase in intensity.																									
15- There will be more emphasis on graduate work.																									
16- Competing courses (course duplications) will be eliminated.																									
17- Computer Science instruction will become a part of all educational programs.																									
18- There will be an increase in quantitative emphasis in many curricula.																									
19- There will be a more holistic approach to problem solving and an increase in team research.																									

CHANGE STATEMENT	No Opinion	What is the likelihood this change will occur?					Assume the change will occur. What will be its impact?					Which of the groups/agencies listed below most promote the change?					Which will most hinder the change?					Should this change occur?	When do you estimate that change will occur?		
		None	Low	Moderate	High	Very great	None	Low	Moderate	High	Very great	Faculty	Student	Provost	State & Federal	Community	Faculty	Student	Provost	State & Federal	Community		3 Years	3-6 Years	6-10 Years
20- There will be increasing pressure to popularize courses to attract students.																									

FINANCE

1- Budget constraints will reduce support services.																									
2- Students will have to carry a larger share of the cost of education. (increased tuition)																									
3- State and Federal support will be increasingly difficult to get.																									
4- There will be increased reliance on outside funding, i.e., grants and contracts.																									
5- There will be less private money for research.																									
6- There will be increasing pressure for departments to obtain funding from outside sources other than general funds.																									
7- There will be increased dependence on faculty generated funds, gifts, grants, contracts, consultation, and patient care.																									
8- More rigorous budgeting concepts (zero base budgeting) will be necessary in all areas.																									
9- Salary increases will not keep pace with inflation.																									
10- Supplies and services costs will increase dramatically as a result of inflation and the acceptance of training grants.																									
11- There will be severe competition between the sciences and the humanities for State support of instruction.																									
12- The Board of Trustees will continue to consider political issues in management of investments.																									
13- There will be fiscal pressure to reduce faculty size.																									
14- The total budget of the university will be much less flexible.																									
15- There will be less support for graduate teaching assistantships.																									
16- M.S.U. resources will be reallocated to those programs which attract the most students.																									
17- Support and funding of construction porgrams from alumni and friends of higher education will increase.																									
18- New revenue sources will be sought, i.e., from sales of patents, publications, products, and services.																									
19- Funding policies by colleges and departments will be increasingly conservative.																									

CHANGE STATEMENT

Response columns: No opinion | What is the likelihood this change will occur? (None, Low, Moderate, High, Very great) | Assume the change will occur. What will be its impact? (None, Low, Moderate, High, Very great) | Which of the groups/agencies listed below most promote the change? (Faculty, Student, Provost, State & Federal, Community) | Which will most hinder the change? (Faculty, Student, Provost, State & Federal, Community) | Should this change occur? | When do you estimate that change will occur? (2 Years, 2-5 Years, 5-10 Years)

10- There will be more influence and control by outside agencies because of the financial support that private business and industry will give to M.S.U.

PHYSICAL RESOURCES

1- There will be greater emphasis on electronic/computer teaching material.
2- There will be greater demand for computer usage and facilities.
3- There will be rising pressure for specialized libraries and separate research buildings.
4- There will be more public, non-university use of facilities.
5- Only vitally needed, modest, and high priority new construction will take place following completion of the Communication Arts & the Performing Arts buildings.
6- Campus wide remodeling, refurnishing, and improvement of old buildings will have priority over new ones.
7- There will be increased competition for physical resources both within colleges and the total university.
8- There will be a greater sharing of physical resources.
9- Physical facilities will become obsolete due to lack of adequate maintenance.
10- Research expertise will be traded for new equipment.
11- Clerical tasks will be facilitated by the usage of modern equipment.

What kind of TOOLS, TECHNIQUES, and SUPPORT, central administration of Michigan State University may provide you to facilitate your administrative job in order to cope with FUTURE changes. Please PRIORITIZE your suggestions.

1-

2-

3-

If more room is needed please use back of this sheet.

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